

Word Identification Study Guide

DISSECT

Stage 2: Describe

1. What does "dissect" mean?

When you use the Word Identification Strategy you'll be cutting the words up into short pieces that you can easily pronounce. When you are able to pronounce all the parts of a word, you can easily recognize the word.

2. How will being able to pronounce any word you encounter help you in classes such as English, Science, and History?
3. You can use the Word Identification Strategy any time you are reading something and come upon a long word you've never seen before. Can you think of situations where this happens? List at least three.

How can being able to read textbooks, newspapers and magazines help you?

4. Other students who have learned the Word Identification Strategy have been very pleased with the way the strategy helps them. Look at the chart below.

	Before Mastery	After Mastery
Number of errors	20	3
Percentage of comprehension questions correct	40%	70%

What can you conclude from this chart?

5. The steps of the Word Identification Strategy

1. Step 1: D_____ the word's context.

What does "context" mean?

Many times, if you know the meaning of the other words that surround the difficult word, you can guess what the word is.

What do you usually do when you come to a difficult word?

Why would reading the whole sentence help you figure out a word?

2. Step 2: I_____ the prefix.

What is our definition for a prefix?

What are some prefixes that we commonly see at the beginning of words?

If I were to do the "Isolate the prefix" step on this word, "Delightful" what should I do?

Remember, there may be two prefixes at the beginning of a word. You should try to isolate both of them so that the word is easier to recognize.

3. Step 3: S_____ the suffix.

What is a suffix?

What are some of the more common suffixes?

Tell me how you would separate the suffix in this word. Transportation

Remember, if there are two suffixes, you must separate both of them from the rest of the word.

4. Step 4: S_____ the stem.

The stem of a word is what is left after you take away the prefix and the suffix. If there is no prefix or suffix, then the whole word is the stem.

Example: unfairly

What is the prefix?

What is the suffix?

What is the stem?

5. Step 5: E_____ the step.

When you "Examine the stem," you need to dissect it into easy-to-pronounce parts. To do this, you'll need to apply the Rules of Twos and Threes.

Rule 1. If a stem begins with a vowel, separate the first ____ letters to pronounce. If the stem begins with a consonant, separate the first ____ letters to pronounce.

Name the vowels. _____

The consonants are all the other letters of the alphabet.

Think of some ways to remember the above rule.

Example: alternator

Rule 2: If you can't make sense of the stem after using Rule 1, divide off the ____ letter of the stem, and use Rule 1 again.

Example: scandal

Rule 3: When two different _____ are together, try pronouncing both of them. If this doesn't work, try making just one of the vowel sounds when pronouncing the word.

Examples:

diet

Believe

Go to examine the stem worksheet.

6. Step 6: C_____ with someone.

This step means that you politely ask someone, "Can you tell me what this word is?"

Who do you think would be a good person to ask for help?

Remember the DON'TS

1. Don't interrupt a person when they are busy doing something else.
2. Don't ask about every word with which you are having difficulty. How might that make that person feel?

When someone tells you the word, what do you need to do?

First, _____

Then, _____

7. Step 7: T_____ the dictionary.

Use this step when there is no one around to ask, or when the person you ask doesn't know the word. Also use this step if you have DISSECTED a word, and you still don't know what it means.

Example: Look up this word--available

What is the correct pronunciation?

What is the definition?

Practice:

macadam

adjective

mercantile

parsimony

participate

insurgency

funicular

herbivore

remedial

6. Notice the mnemonic device! What word do the first letters of the steps of the Word Identification Strategy spell?

7. What did you do when you came to a difficult word before you learned about this strategy?

NOW you have specific steps to follow so that you can be sure you are able to pronounce words and understand what you read.

8. **Speed:** Most students will be able to use the "DISSECT" steps on a word in a few seconds after a couple of weeks of practice.

9. Set Goals

Thanks to Terry Freese, SIM Trainer and teacher from Rocky Comfort, Missouri, for contributing this study guide to SIM Trainer Resources on the KU-CRL Web site.