



Ready Reference Form

Goal: Expand Vocabulary Strategy: Use Word Parts to Determine the Meaning of Words (Compound Words, Prefixes, Suffixes, Origins, Abbreviations, etc.)	
Definition	Use word parts to determine meaning of words (prefixes, suffixes, origins, abbreviations, etc.).
Why Children Need This Strategy	<p>Looking at parts of words helps readers break the word's meaning apart and supplies them with a strategy to understand new words they encounter.</p> <p>While looking at the distinguishable parts of a word, readers use their background knowledge of the word parts along with their knowledge of the text to infer the meaning of the word.</p>
Secret to Success	Each year children will learn many new words through direct, explicit instruction in their classrooms, but there is no way we can teach all the words students will encounter. This strategy gives readers a tool to figure out words they meet in their own reading.
How We Teach It	<p>We usually introduce this strategy as a whole-class lesson, during word work, as we are talking about parts of words and their meaning. This is a great time to point out to students that we use our thinking about word parts to help us spell words and to enhance our understanding of words. We anchor this lesson to the CAFE Menu by putting up the strategy Use Word Parts to Determine the Meaning of Words.</p> <p>We spend a little time each day looking at word parts and patterns. We choose a word part and do the following:</p> <ul style="list-style-type: none"> ◆ Introduce the word part (e.g., <i>un</i> or <i>tion</i>). ◆ Define the word part and how it affects the meaning of the word. ◆ Write examples of the word part in real words on an anchor chart. When introducing the prefix <i>un</i>, we would write <i>un</i> at the top of the anchor chart and add two words, <i>uninvited</i>, <i>unbelievable</i>. ◆ Discuss the meaning of each word and the effect <i>un</i> had on it. ◆ Infer what the meaning of the word is. ◆ Invite students to add their own words to the anchor chart that they encounter during this reading. ◆ Students read the sentence that contains the word they added to the anchor chart. ◆ Discuss the words students add and infer the meaning of the word and the sentence. <p>The prompt we often use during our lessons is "Ask myself . . . Do I know any part of this word?"</p>
Troubleshooting	<p>As quickly as possible we anchor the words into text so students learn how to infer the meaning of words based on their parts.</p> <p>For examples of a small-group lesson using this strategy, see page 122.</p>