

Use the outline below to guide your strategy instruction.

**Direct Definition**

- Explain to students what the strategy is and its purpose.

**Model**

- Demonstrate the strategy for students using a think-aloud while interacting with the text.
- Clarify for students that you are thinking aloud. Use a transition statement that tells students you have left the text of the story to provide the think-aloud.
- Don't ask students questions about strategy use during the modeling step.
- Provide additional models for students as needed during reading of selection.

**Guided Practice**

- Work together with students to help them learn how and when to use the strategy.
- Use the strategy name while guiding students.
- Prompt students to use multiple strategies when appropriate.
- Provide opportunities for active participation for all students.
- Provide many opportunities for guided practice, and remember to prompt students to use strategies every time they read.

**Feedback**

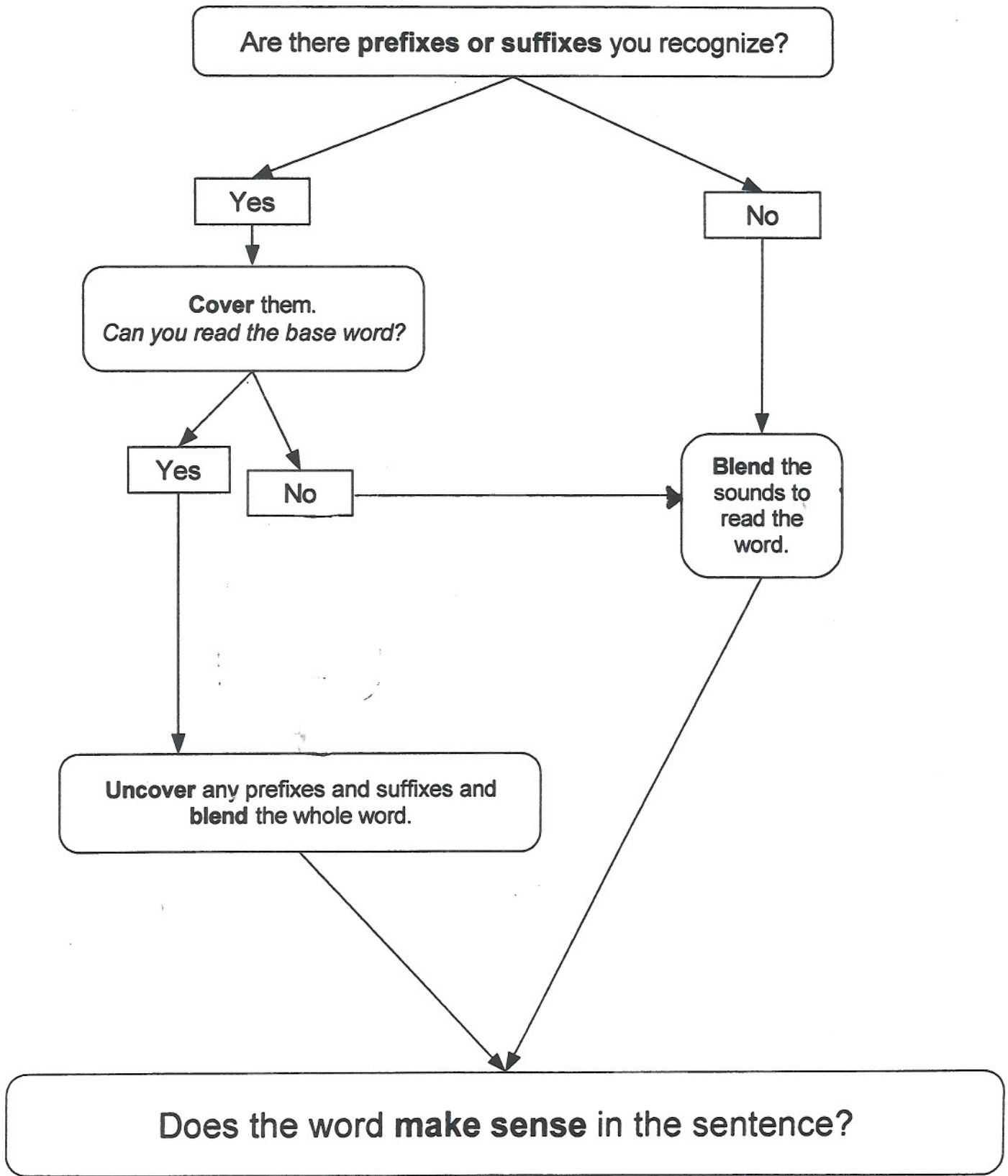
- As students participate in guided practice, provide feedback regarding correct and incorrect usage of the strategy (praise students for strategy steps they used and remind them of steps they left out).

**Application**

- Remind students to use the strategy while they continue to read the current text and while they read other texts.



Procedure for Phonics/Decoding Strategy  
(Single Syllable Words)



# Side A

## Card # 17 Vocabulary—Word-Learning Strategy Instruction

Use the strategies below to guide your word-learning strategy instruction. Remember that not all strategies are useful in figuring out the meaning of all words. We model their use anyway to show students how to be flexible with their strategy use. If one strategy doesn't work, they should try another. We want to create students who do not skip big words, but attack them with the confidence that they have multiple ways to figure out their meaning.

### 1. Word Structure

Morphemes (prefixes, suffixes, base words, and root words) combine to contribute to the meaning of a word. Recognizing these units of meaning help you figure out what the word means.

### 2. Syntactic Clues

How a word is used in a sentence (the part of speech) can give you clues to its meaning.

### 3. Context Clues

Words, phrases, or sentences surrounding an unknown word can give you hints about its meaning.

- Apposition
- Restatements
- Examples
- Definitions
- Similes
- Metaphors
- Clue words or phrases
- Synonyms
- Antonyms/Negative examples
- Lists

**Note:** Always use the procedure for strategy instruction (Card #15) listed below to guide word learning strategy instruction.

- **Direct definition** (Directly define what strategy you are about to use and why)
- **Model** (Model using the strategy without involving the students, simply show them your thought processes out loud)
- **Guided practice** (After at least two models, ask students to apply the same strategy with a partner or table group)
- **Feedback** (Ask partners to share what they did in their guided practice and provide feedback that encourages good strategy use)
- **Application** (Remind students to use word learning strategies every time they read)

# Side B

## Card # 17 Vocabulary—Procedures for Specific Word Instruction

Specific word instruction includes, but is not limited to, the below opportunities for multiple exposures.

### 1. Direct Definitions

- If a thing is *fabulous* it means it is *wonderful* or *marvelous*.

### 2. Use Synonyms and Antonyms

- Which word is the same as *fabulous* - *o.k.* or *super*? Why does *super* go with *fabulous*?
- Is it *fabulous* if you fall and scrape your knee? What would it be?
- The boy had a *fabulous* time at the park. Did he have a *great* time or a *terrible* time?
- The concert was the best he had ever heard. Every note seemed perfect. Am I talking about *fabulous* or *discover*?

### 3. Make Up a Novel Sentence

Student makes up novel sentence:

- How could a family have a *fabulous* time?
- Why is a diamond necklace *fabulous*? A diamond necklace is *fabulous* because...

Teacher makes up novel sentence:

- Maria thought her car was *fabulous* because it was hot pink.

### 4. Classify With Other Words

- Name some things that are *fabulous*. Name some things that are not *fabulous*.
- The boy had a *fabulous* time at the park. Did he have a *great* time or a *terrible* time?
- The concert was the best he had ever heard. Every note seemed perfect. Am I talking about *fabulous* or *discover*?

### 5. Relate the Definition to One's Own Experiences

- Describe a time that something *fabulous* happened to you.
- I know you had a *fabulous* time on the fieldtrip. Describe it.
- Name a time that your family had a *fabulous* time.
- What could happen that would cause you to have a *fabulous* time?

