

DISSECT

Lenz, B.K., & Hughes, C.A. (1990). A word identification strategy for adolescents with learning disabilities. *Journal of Learning Disabilities*, 23, 149-158.

This is a word identification strategy designed to help students with mild disabilities. It is a systematic process through which multisyllabic words can be recognized in reading assignments in content areas.

Discover

- Discover the context by skipping the unknown word and reading to the end of the sentence, and then use the meaning of the sentence to guess the best word that fits in the place of the word in question.
- If the guessed word does not match the difficult word, the student proceeds to the next step.

Isolate

- Isolate the prefix
- Student is taught to look at the beginning of the word to see if the first several letters create a phoneme that the student can pronounce.
- A list of prefixes is taught to the student to facilitate recognition.
- If a prefix is recognized, it is isolated by *boxing* it off.

Separate

- Separate the suffix.
- Using similar procedures and a list of suffixes, students then separate the suffix by *boxing* it off.

Say

- Say the stem and then say the stem along with any prefixes or suffixes..
- Students are taught that the stem is what is left after the prefix is *isolated* and the suffix is *separated*.

Note: for the purposes of this strategy, the terms *prefix* and *suffix* are broadly defined as any recognizable group of letters at the beginning or end of a word that the student can identify and pronounce correctly.

Examine

- Examine the stem, if it cannot be named easily, try using one of three rules:
 1. If the stem or a part of the stem begins with a vowel, separate the first two letters. If the stem or a part of the stem begins with a consonant, separate the first *three* letters from the rest of the stem and pronounce them. Once the first two or three letters are separated from the stem, the application of the same rules is repeated until the end of the stem is reached. The stem is then pronounced by saying the dissected parts. If the stem can be read, the prefix and suffix are added and the whole word reread.
 2. The student isolates the first letter of the stem and then tries to apply the first rule again.
 3. This rule is extremely useful when a stem begins with two or three consonants. The third rule, which can be used in conjunction with either of the previous rules, is applied when two different vowels are together in a word. The student is instructed to pronounce both of the vowel sounds in the word. If that does not "sound" right, the student makes one vowel sound at a time until it sounds right.

Check

- Check with someone else if the word is still unknown.

Try

- Try the dictionary if no help is available.
- The student looks up the word, uses the pronunciation guide to pronounce the word, and reads the definition if the meaning of the word is unknown.