Step-by-step instructions:

1. In preparation for the lesson, collect data on each student’s oral reading and word comprehension.

2. Discuss the results with each student individually and obtain their written commitment to learn DISSECT.

3. Identify learning goals with each student and develop specific dates for completing the phases of training.

4. Describe the strategy in detail, the general situations where the strategy can be used, the benefits the students can expect from learning and utilizing the strategy, and the guidelines, cautions, or exceptions for using the strategy.

5. Create a slide and poster with the following mnemonic:

   D = Discover the context  
   I = Isolate the prefix  
   S = Separate the suffix  
   S = Say the stem  
   E = Examine the stem  
   C = Check with someone  
   T = Try the dictionary

Follow the Rules of twos and threes:

Rule 1:

- If a stem, or any part of a stem, begins with a vowel, separate the first two letters and pronounce them.

- If a 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 rules of twos or threes is repeated until the end of the stem is reached.
  - Then pronounce the stem by saying the separated parts.
  - If the stem can be read, the prefix and suffix are added, and read the whole word.

Rule 2:

- If you cannot use rule 1, then use rule 2 by isolating the first letter of the stem. Then try to apply rule 1 again.
**Rule 3:**

- Use rule 3 when two different vowels appear together in a word with either rule 1 or rule 2. Pronounce both vowels sounds.
  
  - If that does not sound correct, make one vowel sound at a time until it does sound correct.

6. While displaying the slide to the students, tell students that DISSECT is acronym mnemonic.

7. Ask the students if they know about acronym mnemonics.

8. Note that an acronym mnemonic is a word created with letters used to represent lists of information or a sequence of steps.

9. Introduce and describe each step of DISSECT.

- Note that “D” stands for “discover the context.” During this first step, the student must skip a difficult, unknown word, read to the end of the sentence, and the guess the best word that fits in the place of the unknown word based upon the meaning of the sentence. If the guessed word does not coincide with the unknown word, the student goes to second step.

- Note that “I” stands for “isolate the prefix.” Here the student must look to see if the beginning of the word begins with a phoneme the student can pronounce. The student will be taught a list of prefixes to assist with this word part recognition. If the prefix is recognized, student must box off the prefix with a line.

- Note that “S” stands for “separate the suffix.” Here the student must look to see at the end of the word if it ends with a suffix the student can pronounce. The student will be taught a list of suffixes to assist with this word part recognition. If the suffix is recognized, student must box off the suffix with a line.

- Note that next “S” stands for “say the stem.” The students are to be taught that the stem is what is left after the prefix is “isolated” and the suffix is “separated.” The student is to say the stem.

- If the student cannot read the stem of the word, the student must follow the fifth step where “E” stands for stands for “examine the stem.” Here the stem is broken into easily pronounced word parts wherein the prefix by isolating it as well as a suffix from the stem following the rules of twos and threes.
• Note that if the student cannot pronounce the unknown, difficult word after using first five steps (DISSE) and following the rules of twos and threes, the student must note “C” stands for “check with someone” and do so in an appropriate polite manner.

• Note if that person is unavailable or the assistance judged incorrect, the student must note “T” stands for “try the dictionary” and must learn how to look up the word, use the key for pronouncing the word, and read its definition if the students does not know it.

13. Pass out copies of DISSECT, index cards, glue sticks, and tape.

14. Direct students to glue a copy of DISSECT on to an index card with a glue stick and then tape the index card to her or his or in her or his English journal.

15. While talking aloud with DISSECT slide projected on whiteboard by computer, model for students how they are to follow DISSECT using a word from one of the poems to be studied, (i.e. the word “indomitable” from a list of less known or unfamiliar words from Countee Count’s To the Swimmer.)

16. Then with you guiding them to think aloud, have the students model using DISSECT to identify words they find as they read.

17. Then have the students rehearse the strategy stating what are the purpose and process of the strategy as well as describe each step.

18. Next lead the students is a rapid oral recitation practicing the steps to assist the students in memorizing them.

19. Once the steps are memorized, assess whether the students can correctly read aloud at least 80% of a list of prefixes and suffixes utilized at the grade level of the course textbook.

20. Once a student demonstrates that she or her can do this, give the student a tape recorder to practice DISSECT reading aloud into the tape recorder text at that student’s reading level. Prompt each student to think aloud, to use the self-instruction behaviors in DISSECT while asking what the student does next and whether the steps are working.

21. Provide feedback and suggestions to students individually.

22. Have students do this with up to five passages at their reading levels until you know each student is applying DISSECT correctly in a problem-solving manner.

23. When a student can read a passage at her or his reading level independently with six or fewer errors, then have the student do this with up to five passages at the grade level of the course (e.g., Poetry from the Harlem Renaissance), and continue to provide guided feedback and suggestions after each passage practiced.

24. When a student can read a passage at the grade level of the course independently with six o
or fewer errors, the student demonstrates she or he has mastered the strategy and can apply it to other courses and outside of school.

25. Assist students in generalizing the use of DISSECT by: (1) leading a discussion with the students to identify and plan to use the strategy in other settings, and (2) having the students try DISSECT in other settings and report back to class, and planning to have students use DISSECT at other times during class.