

Elements of Structured literacy

Vocab Instructional Routine Practice



Review:

- Student reads previously taught word list
- Student to retrieve word meanings.

Unpack each new word using the process below:

1. The teacher demonstrates the correct pronunciation of every new word, and the students copy.	<ul style="list-style-type: none"> ● Transform ● Hydrogen
2. The teacher uses syllable division, morphology, and knowledge of syllable types (if needed) to explicitly teach spelling and reading.	<ul style="list-style-type: none"> ● Trans / form (closed syllable, closed syllable - r controlled vowel) Base word: form - shape, appearance or structure (from Latin) trans - across. ● Hy / dro /gen (y as i, dro - open syllable, gen - closed syllable) Base word : hydr : water (from Greek), o, gen : produce
3. The teacher says the word, explains its meaning to the students, and provides example synonyms.	<ul style="list-style-type: none"> ● Transform - To transform is to change from one shape or appearance to another. Synonyms: change, alter, modify. ● Hydrogen - hydrogen is a chemical element which produces water when burned. Synonyms: gas, element, H (symbol)
4. Students search for the word in the text, indicate its location, say it out loud. Teacher supports pronouncing it aloud.	
5. The student and teacher both read aloud the sentence in which the word appears.	
6. Definition is confirmed by the teacher and students read the sentence again (developing fluency).	

7. Students work in pairs to put the word into their own sentence (check for understanding).	
8. Students then read the list of words and spell each one. Teacher marks this with the students (students read one word at a time, while the teacher spells it aloud)	

Useful website for this lesson [The Root Repository](#) - [website](#)