

ASK SOMEONE TO DEFINE THE WORD FOR YOU		
UNDERSTAND	<b>Definition</b>	When readers have a question about the meaning of a word, they ask someone to tell them what it means.
	<b>When to teach this strategy</b>	<p>If you see readers who . . .</p> <ul style="list-style-type: none"> <li>• stall on the word meaning and have tried unsuccessfully to figure it out.</li> <li>• need to know the meaning of the word quickly and someone is close by.</li> <li>• have exhausted all other vocabulary strategies and are still unsure about a word.</li> </ul>
PREPARE	<b>Why we teach it</b>	An easy way for students to get information about a word is to ask someone its meaning. This is often sufficient to give readers a general sense of the word so they can get right back into the text without disrupting the text's meaning.
	<b>Secret to success</b>	Once someone defines a word for you, you need to go back into the text to make sure the definition is correct.
TEACH	<b>How we teach it</b>	<p>Many readers come to us knowing this strategy. We remind readers that this is an important strategy and one that is especially helpful if they don't have access to resource tools and their other word-solving techniques were unsuccessful.</p> <p>When we come to a word we don't know, we first try other vocabulary strategies to figure out the word's meaning:</p> <ul style="list-style-type: none"> <li>• Look at the words around the unknown word for clues.</li> <li>• Look at pictures, illustrations, and diagrams for clues.</li> <li>• Use reference tools.</li> </ul> <p>If we still don't know the word and someone is close by, we say,</p> <ul style="list-style-type: none"> <li>• Excuse me, do you know the meaning of this word?</li> <li>• Can you tell me how to use this word?</li> </ul> <p>We teach those being asked for a word's meaning to say,</p> <ul style="list-style-type: none"> <li>• I do know the meaning of that word. It means _____.</li> <li>• I am sorry, but I am not sure what the meaning is. You may want to ask someone else.</li> </ul> <p>Always thank the person you asked, even if they don't know what the word means.</p> <ul style="list-style-type: none"> <li>• Reread the sentence with the newfound meaning of the word.</li> <li>• Check to confirm that the definition of the word makes sense in the sentence.</li> </ul> <p><b>Suggested language:</b></p> <ul style="list-style-type: none"> <li>• <i>Excuse me. I am sorry to interrupt you, but do you know the meaning of this word?</i></li> <li>• <i>This is how it is used in the sentence.</i></li> <li>• <i>Thank you for your help.</i></li> </ul>
	<b>Instructional Pivots</b>	<p><b>Possible ways to differentiate instruction:</b></p> <ul style="list-style-type: none"> <li>• Some readers rely on this strategy too readily. To encourage self-sufficiency, be sure to let readers know that it's important to first try to infer the meaning of an unknown word on their own. Then, if they have someone close by whom they trust, they can ask them to confirm or refute it.</li> <li>• Teach readers the added step of confirming the meaning. This helps them see this as a trustworthy strategy and shows them they are still involved in making meaning from the text—even if they get help from someone else.</li> </ul> <p>Reconsider materials, setting, instruction, and cognitive processes.</p>
SUPPORT	<b>Partner Strategies</b>	<p>These strategies may provide support before, during, and after teaching this strategy:</p> <ul style="list-style-type: none"> <li>• <i>Use Prior Knowledge and Context Clues</i></li> <li>• <i>Use Pictures, Illustrations, and Diagrams</i></li> <li>• <i>Use Word Parts</i></li> <li>• <i>Use Reference Tools Such As Dictionaries, Thesauruses, and Glossaries</i></li> </ul>