**HINTS (original)**

**Objective:** The student will identify multisyllabic words using letter-sound correspondence and structural analysis.

**INSTRUCTIONAL CONTENT:**
Word identification: multisyllabic words containing affixes

**INSTRUCTIONAL ACTIVITY:**
HINTS
Purpose: The student will identify unknown words by using affixes and root words.

**INSTRUCTIONAL MATERIAL:**
- Poster of the HINTS procedure
- Blank transparency
- Overhead projector
- Overhead marker
- Overhead highlighter
- Word list

| H | Highlight the prefix and/or suffix parts. |
| I | Identify the consonant and vowel sounds in the base word. |
| N | Name the base word. |
| T | Tie the parts together fast. |
| S | Say the word. |

**DELIVERY OF INSTRUCTION:**
Grouping: Whole class for modeling and guided practice; student partners for independent practice.

1. Identify multisyllabic words containing targeted affixes.
2. Tell the students they are going to learn a procedure called HINTS for identifying unknown multisyllabic words.
3. Introduce targeted affixes, and review previously taught affixes.
4. Use the poster to teach the HINTS procedure.
   - Tell the students what each letter in HINTS stands for and have them echo.
   - Point to and name each letter in HINTS and have students chorally read the descriptor.
5. Cover or remove the poster and review the HINTS procedure.
   - Tell the students what each letter in HINTS stands for and have them echo.
   - Ask students to chorally state the descriptor for **H**, then **I**, **N**, **T**, and **S**.
   - Provide corrective feedback as needed.
6. Uncover or replace the poster and model how to divide a word following the **HINTS** procedure:
   - Write a word (e.g., *unexplainable*) on the overhead projector.
   - **H**ighlight the prefix (*un*) and the suffix (*able*).
   - **I**dentify the consonant and vowel sounds in the base word, depending on the skill level of the students. For example,
     - 
     - **N**ame the base word (*explain*).
   - **T**ie the parts together fast (*un* / *explain* / *able*).
   - **S**ay the word (*unexplainable*).

7. Model with additional multisyllabic words containing affixes (e.g., *unapproachable, unsegmented, prearrangement, disappointingly*).

8. Lead the students through guided practice of additional words (e.g., *remeasurement, preconstructed, misinformed, nonyellowing, nonexpendable*).

9. Provide student pairs with multisyllabic words (e.g., *reappearance, noncommittal, unacceptable, international, disengaging*) for independent practice.

**EVALUATION/PROGRESS MONITORING:**

After the lesson, ask students to name the descriptor for each letter of the mnemonic. Ask students to read the list of targeted words. Use plus and minus signs to indicate correct and incorrect responses.

As students read orally in connected text, monitor the use of the HINTS procedure as students encounter unknown multisyllabic words.
ADAPTATION IDEAS:

<table>
<thead>
<tr>
<th>Instructional Content:</th>
<th>Instructional Activity:</th>
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<tbody>
<tr>
<td>• Limit the number of targeted affixes.</td>
<td>• Morphemic Analysis</td>
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<td>• Use words with only prefixes or only suffixes.</td>
<td>• Affix Attachment</td>
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<td>• Work with a limited number of root words.</td>
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<td>• Provide additional modeling and guided practice.</td>
<td>• Provide a desk copy and/or bookmark of the HINTS procedure.</td>
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<td>• Provide one-on-one instruction.</td>
<td>• Provide word list with affixes highlighted.</td>
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<td>• Provide think-aloud instruction.</td>
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(adapted from Archer, Gleason, & Vachon, 2000; Shanker & Ekwall, 1998)

TEKS LINKS:
4.6A, 4.6B, 4.9D; 5.6A, 5.6B, 5.9D; 6.6A, 6.6B, 6.9D; 7.6A, 7.6B, 7.9D; 8.6A, 8.6B, 8.9E; RE 2C; English I, II, III 6C; English IV 7C; Reading I, II, III 1A, 4C
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