Educational Epiphany

LiteracyKit

K-12 Implementation Guide

Prefixes

Suffixes

Root Words

Graphemes

Phonemes
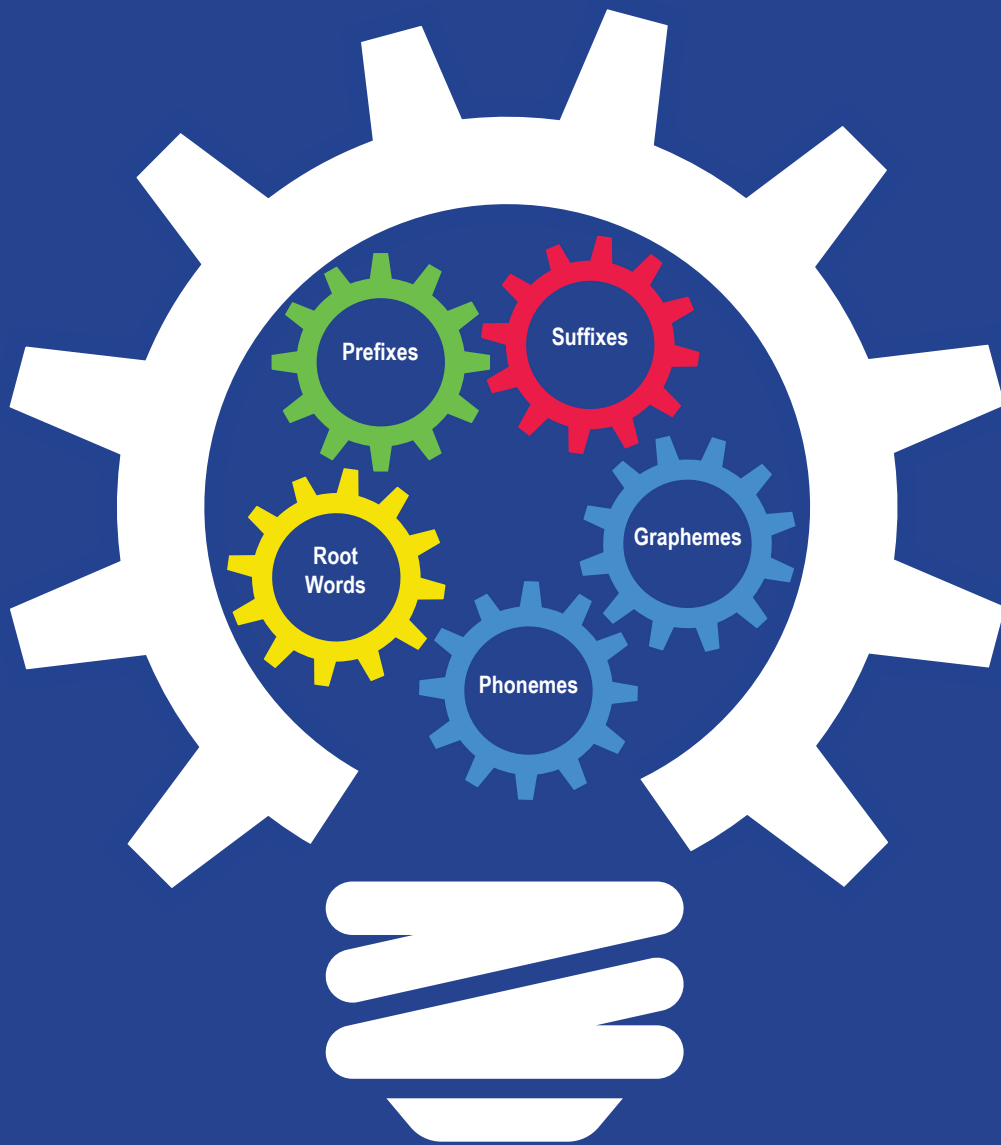
Donyall D. Dickey, Ed.D.

A Message from Donyall D. Dickey, Ed.D.

Dear Educators and Parents,

Far too many of our children read below grade-level expectations, but there's a solution. The solution is a deep understanding of both decoding and creating meaning. While decoding is an understanding of the relationship between the smallest unit of writing and the smallest unit of sound, creating meaning is conceptual understanding of the words that one decodes.

Many students who appear to have reading issues, actually have decoding and/or creating meaning issues. They can decode (pronounce the words they read); however, they are locked out of the meaning of a significant number of words in a given text. Creating meaning as one reads is a prerequisite of ascending the pyramid of cognitive demand. Through my travels to over 40+ states across the country, educators like you have asked us to create a resource to set children on a path toward and beyond reading proficiency. This is why we created the Educational Epiphany Literacy Kit for Grades K-12; our latest resource that provides equitable access to the foundation of early and continuing literacy development.

In this kit you will find resources needed for children to decode, including:
- 44 Phonemes that make up the entirety of sounds in the English language
- 144 Graphemes that correlate to these 44 Phonemes (ways to write the sounds)

Also included are the resources needed to help students develop conceptual understanding of tier I and tier III words:
- 30 most commonly used Prefixes, Root Words, and Suffixes that make up 97% of the unfamiliar words students will encounter as while they read.

When children can put these two together (decoding and creating meaning) on a simultaneous pathway, they are going to not only read at grade level expectations; they will go beyond it.
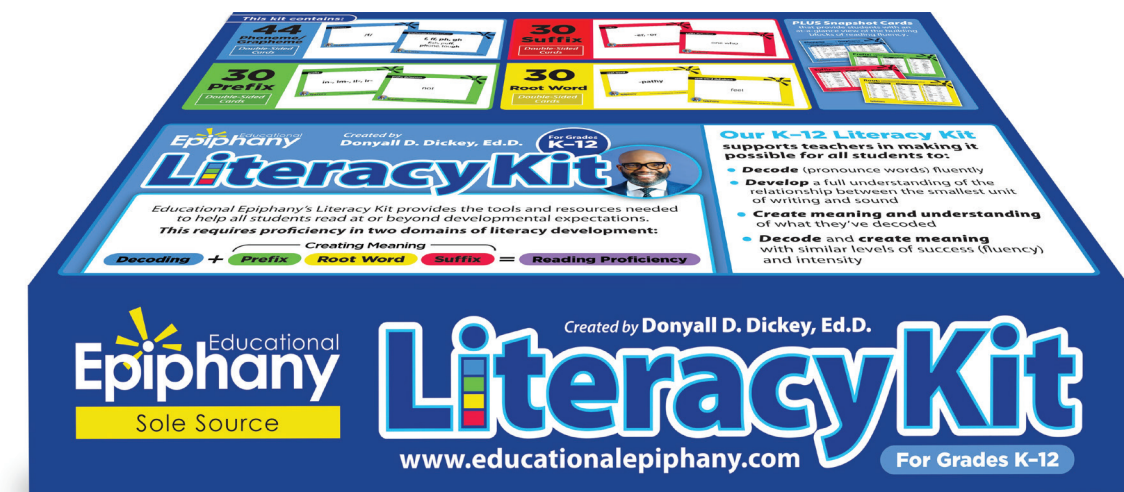
As you'll see throughout this Implementation Guide, our K-12 Literacy Kit can be used to provide a wide variety of opportunities to target instruction with the whole class, small groups, and individual students. This guide also offers recommednations for collaborative learning.

We hope you find our K-12 Literacy Kit an effective tool for improving literacy outcomes, easily integrated into your existing program of study.

Sincerely,
Donyall D. Dickey, Ed.D.

Founder & Chief Executive Officer
Educational Epiphany

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Expert-Level Knowledge of General and Domain Specific Academic Language

There are a finite number of tier II vocabulary words that students will encounter as they read and perform tasks related to grade-level content. These vocabulary words are typically the same words in Prek-grade 2, grades 3-5, grades 6-8, and grades 9-12 (shifting somewhat in complexity between grades 2 and 3, between 5 and 6, and between 8 and 9). For grades 3-5, these essential tier II vocabulary words include, but are not limited to words and phrases such as: citation, textual evidence, main idea, inference, summary, text structure, author's purpose, author's argument, format, medium, claim, reasoning and ideas, procedures, concepts, identify, determine, analyze, and integrate.

Teachers must expose students to a single, operational definition of these vocabulary words so that students can readily transfer their knowledge of them across content areas and grade bands as they read, respond to teacher prompts, take formative assessments, and sit for annual standardized assessments that will undoubtedly use these words. The approach to teaching these vocabulary words and their definitions must become "transdisciplinary." In order to become transdisciplinary, students must be consistently exposed to instruction that ensures the use of operational definitions that transfer across disciplines (content areas) so that students are able to demonstrate that they are literate, irrespective of discipline.
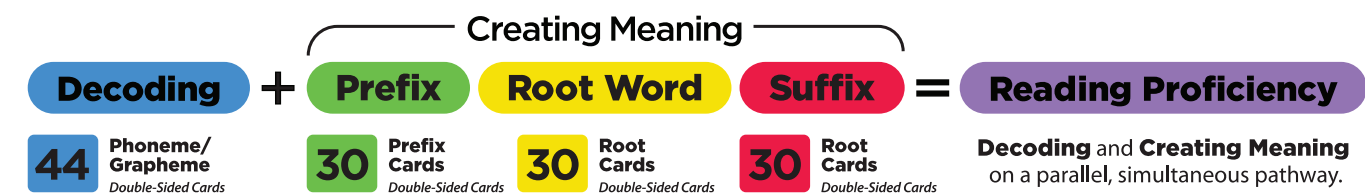
Likewise, teachers must ensure that students have deep conceptual understanding of tier III vocabulary/academic language. Tier III academic language includes words that students will encounter while reading content specific texts in a specific discipline, such as: metamorphosis, mitosis, and meiosis in a science course; or words such as: emancipation, declaration, egalitarian, and monarch in a social studies course; or words such as: gestalt, impressionism, and panoramic in an art history course. Deep conceptual understanding of tier III words is the bridge to content mastery. To the detriment of student outcomes and in far too many classrooms, instruction on a particular concept begins and ends without students ever being exposed to the words and definitions of the words that comprise the content. How can this be? The predecessor of content mastery is deep conceptual understanding of the academic language of the content — period.

Students do not understand what they have read in a chapter because:

(1) they did not understand what they read in a paragraph,

(2) because they did not understand what they read in a particular sentence,

(3) because they did not understand individual words,

(4) because they did not understand Latin and Greek word parts (prefixes, root words, and suffixes) as they encounter them in a given or self-selected text.

There is no such thing as big tier II or tier III words. Most of them are made up of small word parts (micro-meaning) that far too many teachers ignore and wonder why students don't acquire conceptual understanding of grade level content.

Vocabulary development is about taking advantage of curriculum-driven/in-context opportunities to teach students to make sense of Latin and Greek word parts. We are excited to share this set of exemplary resources with you to support the language and literacy development of every child you teach.

Creating Meaning

Decoding + Prefix · Root Word · Suffix = Reading Proficiency

| 44 | Phoneme/Grapheme Double-Sided Cards | 30 | Prefix Cards Double-Sided Cards | 30 | Root Cards Double-Sided Cards | 30 | Root Cards Double-Sided Cards |

Decoding and Creating Meaning on a parallel, simultaneous pathway.

What's Included in your K-12 Literacy Kit:

Decoding Domain of Literacy Development

44 Phonemes (sounds) Double sided cards
144 Graphemes (way to write the sounds) double sided cards

phoneme
/d/

grapheme(s) and example(s)
d, dd, ed
d**o**g, a**dd**, fill**ed**

Creating Meaning Domain of Literacy Development

30 most commonly used prefixes & definitions

30 most commonly used root words & definitions

30 most commonly used suffixes & definitions

prefix
trans-

prefix definition
across

root word
port-

root word definition
carry

suffix
-ion, -tion, -ation

suffix definition
act of, process

Out of Context Instruction

Teacher Prompt A

Refer back to your decoding resources (phoneme/grapheme cards) to reinforce students' understanding of the sounds that make up the word parts within each lesson.

Phoneme
The smallest unit of sound in a word that is represented by graphemes (letters).

Grapheme
A letter or a number of letters that spell a phoneme (sound) in a word.

	Phoneme	Grapheme(s)	Example(s)
		Consonant Sounds	
1	/b/	b, bb	**b**ig, ru**bb**er
2	/d/	d, dd, ed	**d**og, a**dd**, fille**d**
3	/f/	f, ff, ph, gh	**f**ish, pu**ff**, **ph**one, tou**gh**
4	/g/	g, gg	**g**o, e**gg**
5	/h/	h	**h**ot
6	/j/	j, g, ge, dge	**j**et, ca**g**e, bar**ge**, ju**dge**
7	/k/	c, k, ck, ch, cc, que	**c**at, **k**itten, du**ck**, s**ch**ool, o**cc**ur, antique, che**que**
8	/l/	l, ll	**l**eg, be**ll**
9	/m/	m, mm, mb	**m**ad, ha**mm**er, la**mb**

	Phoneme	Grapheme(s)	Example(s)
		Consonant Sounds	
10	/n/	n, nn, kn, gn	**n**o, di**nn**er, **kn**ee, **gn**ome
11	/p/	p, pp	**p**ie, a**pp**le
	/r/	r, rr, wr	run, marry, write
13	/s/	s, se, ss, c, ce, sc	**s**un, mou**se**, dre**ss**, **c**ity, i**ce**, **sc**ience
14	/t/	t, tt, ed	**t**op, le**tt**er, stoppe**d**
15	/v/	v, ve	**v**et, gi**ve**
16	/w/	w	**w**et, **w**in, s**w**im
17	/y/	y, i	**y**es, on**i**on
18	/z/	z, zz, ze, s, se, x	**z**ip, fi**zz**, snee**ze**, la**s**er, i**s**, plea**se**, **X**erox, **x**ylophone

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phoneme ③ — /f/

grapheme(s) and example(s) ③ — **f, ff, ph, gh** — **f**ish, pu**ff**, **ph**one, tou**gh**

phoneme ⑩ — /n/

grapheme(s) and example(s) ⑩ — **n, nn, kn, gn** — **n**o, di**nn**er, **kn**ee, **gn**ome

Teacher Prompt B

Select a word part (prefix, root word, or suffix) that might be unfamiliar to students.

Root:
a word part to which affixes (prefixes and suffixes) may be added to create related words.

	Root	Definition		Root	Definition		Root	Definition
1	audi-	hear	11	geo-	earth	22	phil-	love
2	bene-	good	12	graph-	write	23	phon-	sound
3	bio-	life	13	greg-	group	24	photo-	light
4	chrono-	time	14	jur-, jus-	law	25	port-	carry
5	cred-	believe	15	log-	speech/thought	26	scrib-	write
6	dict-	say	16	luc-	light	27	sens-, sent-	feel
7	duc-	lead	17	manu-	hand	28	spec-, spect-, spic-	look
8	fid-	truth/faith	18	mand-	order	29	tele-	far off
9	flex-	bend	19	mis-, mit	send	30	terr-	
10	gen-	birth	20	omni-	all	31		empty
			21	-pathy	feel	32	vid-, vis-	see

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root word ㉑ — -pathy

meaning — **root word definition** ㉑ — feel

Teacher Prompt C

Provide students an opportunity to communicate meaning of the potentially unfamiliar word part (verbally or in writing). Be careful not to allow one student to answer for all students.

root word — -pathy

root word definition — feel

(anti) pathy — Meaning: "feelings against"

prefix — anti-

prefix definition — against

root word — -pathy

root word definition — feel

(sym) pathy — Meaning: "feelings with, or together"

prefix — syn-

prefix definition — with/together

root word — -pathy

root word definition — feel

(e) mpathy — Meaning: "feelings, as if you are coming out of someone else's shoes"

prefix — e-, ex-

prefix definition — out

root word — -pathy

root word definition — feel

(tele) pathy — Meaning: "to send feelings from far off"

root word — tele-

root word definition — far off

root word — -pathy

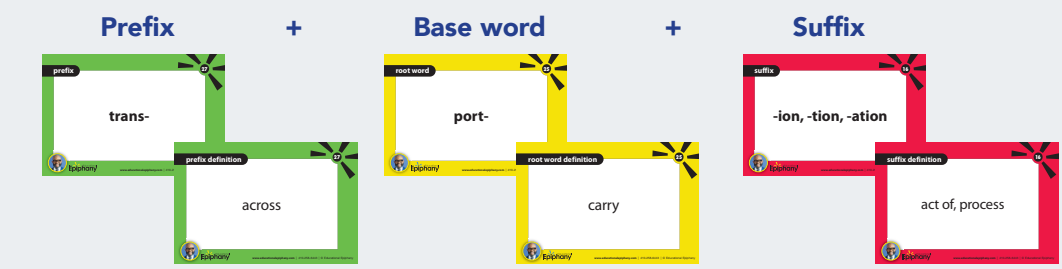**root word definition** — feel

Teacher Prompt D

If students are unsuccessful in communicating the meaning of the unfamiliar word part, tell them the meaning and co-generate a list of words that use the word part.

Whole-Class Instruction

Grade K-2 Example

Teacher Prompt A

Review the appropriate corresponding Phoneme (sound) and Grapheme (ways to write those sounds) with students in preparation for the remaining lesson.

Remember the formula: Decoding + Creating Meaning = Reading Proficiency.

Teacher Prompt B

Decoding snapshot cards help students understand the sounds within each word part. Ask students to scan each paragraph to identify words that might be unfamiliar to them or to a classmate.

Teacher Prompt C — Unfamiliar Word: Unhappy

Using the preselected word part cards, co-deconstruct each unfamiliar word (one paragraph at a time) and assign meaning to each prefix, suffix, root word, base word and/or suffix in each unfamiliar word. If necessary, rearrange the order of the word parts to come to a determination of the meaning of each unfamiliar word.

Teacher Prompt D

Provide students an opportunity to communicate meaning of the potentially unfamiliar word part (verbally or in writing). Be careful not to allow one student to answer for all students.

Teacher Prompt E

If students are unsuccessful in communicating the meaning of the unfamiliar word part, tell them the meaning and co-generate a list of words that use the word part.

Teacher Prompts

Is there a prefix?	Yes
Is there a root word?	No
Is there a base word?	Yes
Is there a suffix?	No

prefix: un-
prefix definition: not

Deconstruction

un- + happy

prefix + base word

Meaning of Word Parts

not + happy

Arrangement

not + cheery or merry

Determined Meaning

not cheery or merry = unhappy

Whole-Class Instruction
Grade 3-12 Example

Teacher Prompt A

Decoding snapshot cards help students understand the sounds within each word part. Ask students to scan each paragraph to identify words that might be unfamiliar to them or to a classmate.

Phoneme
The smallest unit of sound in a word that is represented by graphemes [letters].

Grapheme
A letter or a number of letters that spell a phoneme [sound] in a word.

	Phoneme	Grapheme(s)	Example(s)
			Consonant Sounds
1	/b/	b, bb	**b**ig, ru**bb**er
2	/d/	d, dd, ed	**d**og, a**dd**, fille**d**
3	/f/	f, ff, ph, gh	**f**ish, pu**ff**, **ph**one, tou**gh**
4	/g/	g, gg	**g**o, e**gg**
5	/h/	h	**h**ot
6	/j/	j, g, ge, dge	**j**et, ca**g**e, bar**ge**, ju**dge**
7	/k/	c, k, ck, ch, cc, que	**c**at, **k**itten, du**ck**, s**ch**ool, o**cc**ur, anti**que**, che**que**
8	/l/	l, ll	**l**eg, be**ll**
9	/m/	m, mm, mb	**m**ad, ha**mm**er, la**mb**

	Phoneme	Grapheme(s)	Example(s)
			Consonant Sounds
10	/n/	n, nn, kn, gn	**n**o, di**nn**er, **kn**ee, **gn**ome
11	/p/	p, pp	**p**ie, a**pp**le
12	/r/	r, rr, wr	**r**un, ma**rr**y, **wr**ite
13	/s/	s, se, ss, c, ce, sc	**s**un, mou**se**, dre**ss**, **c**ity, i**ce**, **sc**ience
14	/t/	t, tt, ed	**t**op, le**tt**er, stopp**ed**
15	/v/	v, ve	**v**et, gi**ve**
16	/w/	w	**w**et, **w**in, s**w**im
17	/y/	y, i	**y**es, on**i**on
18	/z/	z, zz, ze, s, se, x	**z**ip, fi**zz**, snee**ze**, la**s**er, i**s**, wa**s**, plea**se**, **X**erox, **x**ylophone

phoneme — /t/

grapheme(s) and example(s) — t, tt, ed — top, letter, stopped

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Teacher Prompt B — Unfamiliar Word: Transportation

Using the preselected word part cards, co-deconstruct each unfamiliar word (one paragraph at a time) and assign meaning to each prefix, suffix, root word, base word and/or suffix in each unfamiliar word. If necessary, rearrange the order of the word parts to come to a determination of the meaning of each unfamiliar word

Prefix:
a word part that can be added to the beginning of a root word or base word.

	Prefix	Definition
1	anti-	against
2	auto-	self
3	bi-	two
4	circum-	around
5	co-, con-, com-	with/together
6	contra-	against
7	de-	opposite
8	dis-	reverse/opposite
9	en-, em-	cause to
10	e-, ex-	out

	Prefix	Definition
11	in, im, il, ir	not
12	inter-	between
13	macro-	large
14	micro-	small
15	mid-	middle
16	mis-	wrong/wrongly
17	mono-	one
18	non-	not
19	poly-	many
20	post-	after

	Prefix	Definition
21	pre-	before
22	re-	back/again
23	semi-	half/partly
24	sub-	under/below
25	super-	above/beyond
26	syn-	with/together
27	trans-	across
28	tri-	three
29	un-	not
30	uni-	one

prefix — trans-

prefix definition — across

Teacher Prompt D

If students are unsuccessful in communicating the meaning of the unfamiliar word part, tell them the meaning and co-generate a list of words that use the word part.

Teacher Prompts

Is there a prefix?	Yes
Is there a root word?	Yes
Is there a suffix?	Yes

prefix — trans-

prefix definition — across

root word — port-

root word definition — carry

suffix — -ion, -tion, -ation

suffix definition — act of, process

Deconstruction

Prefix	+	Base word	+	Suffix
trans- across		port- carry		-ion, -tion, -ation — act of, process

Meaning of Word Parts

across	+	carry	+	act of, process

Arrangement

the act of 3	+	carrying 2	+	across 1

Determined Meaning

the act of carrying across (from one place to another)

Small-Group Instruction

Teacher Prompt A

Select several grade-level appropriate anchor texts (i.e., book, article, text excerpt) for the small group. Allow students to vote on which text they would like to read first to ensure student interest and engagement.

VOTE

Teacher Prompt B

Inform students of their role in the small group reading setting – all students will, at some point, be responsible for reading aloud from the anchor text so that the teacher can assess and address individual needs.

Teacher Prompt C

In advance of having students read the text aloud, select the word part cards that might help readers determine the meaning of the unfamiliar words they will encounter while reading.

Prefix: a word part that can be added to the beginning of a root word or base word.

Prefix	Definition	Prefix	Definition	Prefix	Definition
anti-	against	in, im, il, ir	not	pre-	before
auto-	self	inter-	between	re-	back/again
bi-	two	macro-	large	semi-	half/partly
circum-	around	micro-	small	sub-	under/below
co-, con-, com-	with/together	mid-	middle	super-	above/beyond
contra-	against	mis-	wrong/wrongly	syn-	with/together
de-	opposite	mono-	one	trans-	across
dis-	reverse/opposite	non-	not	tri-	three
en-, em-	cause to	poly-	many	un-	not
e-, ex-	out	post-	after	uni-	one

Root: a word part to which affixes (prefixes and suffixes) may be added to create related words.

Root	Definition	Root	Definition	Root	Definition
audi-	hear	geo-	earth	phil-	love
bene-	good	graph-	write	phon-	sound
bio-	life	greg-	group	photo-	light
chrono-	time	jer-, jus-	law	port-	carry
cred-	believe	log-	speech/thought	scrib-	write
dict-	say	luc-	light	sens-, sent-	feel
duc-	lead	manu-	hand	spec-, spect, spic-	look
fid-	truth/faith	mand-	order	tele-	far off
flex-	bend	mio-, mit	send	terr-	earth
gen-	birth	omni-	all	vac-	empty
-pathy	feel			vid-, vis-	see

Suffix: a word part added to the end of a root word or base word.

Suffix	Definition	Suffix	Definition	Suffix	Definition
-able, -ible	can be done	-ess	female	-ize, -ise	make or become
-acy	state/quality	-ful, -ous	full of	-less	without
-al, -ial	pertaining to/of	-ic, -ical	pertaining to	-ly	characteristic of
-ary	relating to quality or place	-ify, -fy	make or become	-ment	state/result of an action
-ate	become	-ing	present participle	-mess	state of
-dom	place/state of being	-ion, -tion, -ation	act of, process	-ology	study, science
-ed	past tense	-ish	having the quality of	-s, -es	more than one, plural
-er, -or	one who	-ism	belief/doctrine	-ship	position held
-en	become	-ist	one who	-ward	in the direction of
-er	comparative	-ity, -ty	quality of	-y	having the quality of

Teacher Prompt D

Ask students to scan each paragraph or page to identify words that might be unfamiliar to them or to a classmate in the small group.

interaction

Teacher Prompt E

Using the preselected word part cards, co-deconstruct each unfamiliar word (one paragraph or page at a time) and assign meaning to each prefix, suffix, root word, base word and/or suffix in each unfamiliar word. If necessary, rearrange the order of the word parts to come to a determination of the meaning of each unfamiliar word.

prefix	prefix definition	suffix	suffix definition
inter-	between	-ion, -tion, -ation	act of, process

Teacher Prompt F

Ask student to reread the text with their newly developed understanding of each of the formerly unfamiliar words.
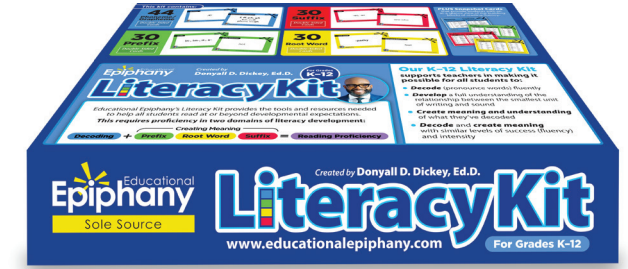
The following appears within the sample text shown in Prompts A and D:

Educational Epiphany — Grade 8 — Complex Text

RI 8.2 (1 of 3) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text

How Bloggers' Influence Can Benefit Fashion Brands
Justin Fenner

Bloggers are the latest tool fashion brands are using to promote their products – and one need look no further than the multiple collaborations some brands have orchestrated with bloggers for proof that this is true.

Over the past several months, brands big and small have increasingly reached out to bloggers, hoping gain a competitive edge over the competition. And their collaborative efforts are everywhere. The jewelry company Dannijo in August unveiled a line of baubles co-designed by the popular style blogger Leandra Medine of The Man Repeller. Macy's launched a clothing concept early this year called Bar III, curated with the help of Elizabeth Spiridakis, who writes Feels Like White Lightning; Joshua Kissi and Travis Gumbs, who write the men's style blog Street Etiquette; Rumi Neely of Fashion Toast; and Jane Aldridge, who writes about footwear and fashion at Sea of Shoes. Even Kmart is in on the blogger game. Its recent ad campaign features the fashion model Christina Caradona, writer of the blog Trop Rouge, jumping around a bedroom clad in the retailer's private label clothing. The tagline on the ad reads "Money Can't Buy Style."

But outside of these highly visible sponsorships and collaborations, it's not strange to see bloggers working with fashion brands in smaller ways. Sometimes a temporary partnership goes no further than hosting a party, as the 15-year-old fashion blogger Tavi Gevinson did for Miu Miu during Fashion's Night Out in September. Sometimes it can mean styling a few photographs and posting them online, the way Unabashedly Prep's F.E. Castleberry did for Ralph Lauren's Rugby line this summer. And on occasion, digital promotion can be as easy as mentioning a brand's name or product in a tweet or a Facebook post, something fashion-obsessed bloggers do nearly every day.

No matter what the level of interaction, one thing is clear: As far as fashion brands are concerned, bloggers are in.

Why Are Bloggers So Influential?
Still, it's not as though blogging is a new concept. Ever since blogging became popular in the late 1990s, people have been sharing on the Internet what they think about products and the companies that make them. It's only been within the past few years that bloggers have been able to cut through the clutter of Web chatter and turn their musings and personal tastes into influence. Thanks to social networking tools such as Twitter and Facebook, anyone can share his or her opinion with potentially millions of people (complete with a handy link to his or her blog). Some fashion bloggers have managed to distinguish themselves as tastemakers.

9   Grade 8   Lesson Progression 2   Key Ideas and Details (186)

For Collaborative Practice

Teacher Prompt A

Assign students to groups of two.

Teacher Prompt B

With a standards-informed concept in mind (i.e., determining main idea, understanding the water cycle, examining the events that led up to the American Revolution, building a solid business plan, examining how the systems of the body work together as a unit to sustain life), select several grade-level appropriate anchor texts for students. Allow students to determine which text they would like to read first, as a team, to ensure student interest and engagement.

Teacher Prompt C

Inform students of their role in the collaborative reading setting – hold one another accountable for decoding (pronouncing) words and creating meaning (understanding) words.

Teacher Prompt D

Provide each group with an Educational Epiphany Literacy Kit complete with phoneme/grapheme cards, prefix cards, root word cards, and suffix cards.

Teacher Prompt E

Ask students to scan each paragraph or page in the anchor text to identify words that are unfamiliar to them as members of the same team.

Teacher Prompt F

Remind student to select the word part cards that will help them to determine the meaning of the unfamiliar words they encountered in the text.

Teacher Prompt G

Using the preselected word part cards remind students to co-deconstruct each unfamiliar word (one paragraph or page at a time) and assign meaning to each prefix, suffix, root word, base word and/or suffix in each unfamiliar word. If necessary, rearrange the order of the word parts to come to a determination of the meaning of each unfamiliar word.

Teacher Prompt H

Ask student to reread the text with their newly developed understanding of each of the formerly unfamiliar words.

Welcome to Educational Epiphany.

We are the leading provider of high–impact instructional resources and professional development designed to mitigate and overcome both the opportunity and the achievement gaps.
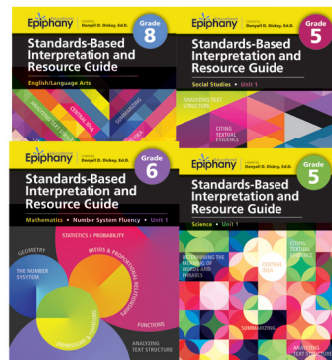
Discover our High–Impact Resources

### Professional Development Workshops

Ask us about our wide variety of effective district-wide professional development workshops and coaching services for teachers, school leaders, central office personnel and boards.

Standards-Based Interpretation & Resource Guides

Looking for standards-based instructional resources for ELA, Math, Science, & Social Studies? Ask us about our Interpretation and Resources Guides for the core content area, grades K-12.
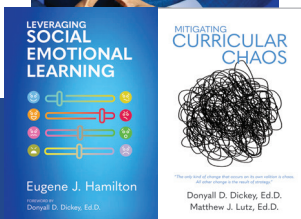
Professional Books
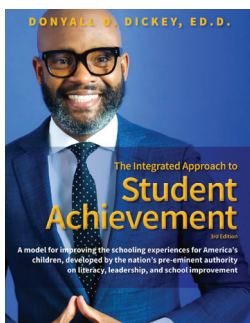
These must-have resources for educators and advocates of public education are not just books, they are guide booksfor improving student outcomes and organizational effectivness.

Universal Language of Literacy Cards
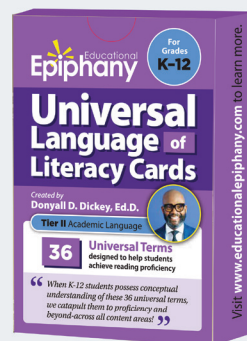
The perfect companion resource to our K-12 Literacy Kit. When student possess conceptual understanding of these 36 universal terms, we catapult them to reading proficiency and beyond - in all content-areas!

Epiphany Educational

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Donyall D. Dickey, Ed.D.   An Educational Epiphany Production

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