

Epiphany^{Education}

Literacy Kit

K-12 Implementation Guide



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.

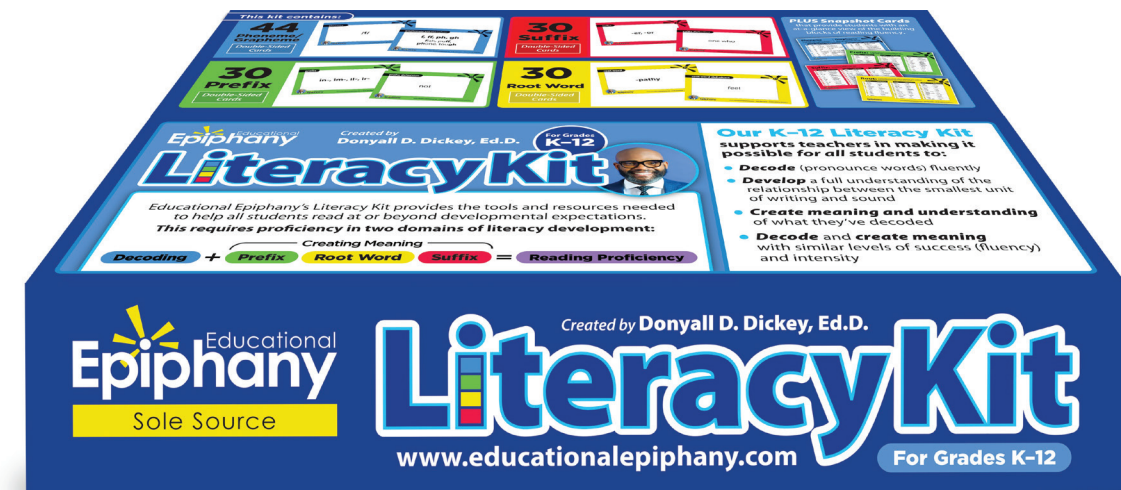
As you'll see throughout this Implementation Guide, our K-12 Literacy Kit can be used to provide a wide variety of opportunities to target instruction with the whole class, small groups, and individual students. This guide also offers recommendations for collaborative learning.

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

Why is this kit so valuable?

Because decoding + creating meaning = reading, and students must be exposed early on and throughout their literacy development journey to the 44 phonemes (sounds) that make up the English language and the 144 ways these sounds are represented in writing. When students understand the 44 phonemes, the 7 categories of phonemes, how to pronounce them, and the different ways they are written, they are on their way to reading proficiency. This kit is vital to giving students, teachers, and parents access to the foundational knowledge necessary to promote developmentally appropriate knowledge of how the English language works.

Because decoding is not reading, this kit can be used to help students to create meaning of the limitless number of tier II (general) and tier III (content specific) academic language that they will encounter when they read in the whole-group, small-group, collaborative, and independent settings.

In addition to decoding, conceptual understanding of tier II and tier III words is the bridge to independent reading and content mastery. To the detriment of student outcomes and in far too many classrooms, instruction begins and ends without students ever being exposed to words and definitions of the words that comprise the content. How can this be? The predecessor to mastery is deep conceptual understanding of the academic language of the content - period.

There is no such thing as big words. Most of them are made up of small word parts (micro-meaning) that far too many educators 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 sort of exemplary resources with you to support the language and literacy development of every child you teach.

This kit combines resources for helping children decode and create meaning of unfamiliar words on a parallel, simultaneous pathway. There is no shortcut to the literacy development finish line.

Decoding Domain of Literacy Development

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

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) and example(s)**

/d/ | d, dd, ed
dog, add, filled

Creating Meaning Domain of Literacy Development

3 Snapshot Cards
90 Word Part Cards

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

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

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

prefix | **prefix definition**

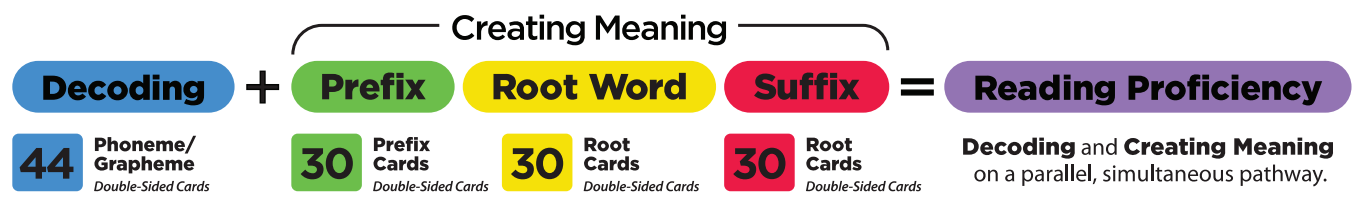
trans- | across

root word | **root word definition**

port- | carry

suffix | **suffix definition**

-ion, -tion, -ation | act of, process



The 30 Most Commonly Used Prefixes on Single Cards

The 30 Most Commonly Used Root Words on Single Cards

The 30 Most Commonly Used Suffixes on Single Cards

Out of Context Instruction

Before Instruction

Teacher Prompt A

Use these cards to prepare students for reading words that contain a given phoneme (sound) or to teach the phonemes as part of a strategically designed scope and sequence.

1. Hold up the phoneme.
2. Ask students to pronounce the sound.
3. Ask students what grapheme can be used to spell the sound.
4. Generate a few words that use the phoneme with different graphemes (letters).

Phoneme			Grapheme		
The smallest unit of sound in a word that is represented by graphemes (letters).			A letter or a number of letters that spell a phoneme (sound) in a word.		
Phoneme	Grapheme(s)	Example(s)	Phoneme	Grapheme(s)	Example(s)
Consonant Sounds					
/b/	b, bb	big, rubber	/n/	n, nn, kn, gn	no, dinner, knee, gnome
/d/	d, dd, ed	dog, add, filled	/p/	p, pp	pie, apple
/f/	f, ff, ph, gh	fish, puff, phone, tough	/r/	r, rr, wr	run, marry, write
/g/	g, gg	go, egg	/s/	s, ss, c, sc	sun, mouse, dress, city, ice, science
/h/	h	hot	/t/	t, tt, ed	top, letter, stopped
/j/	j, g, ge, dge	jet, cage, barge, judge	/w/	w, ww	wet, give
/k/	k, ck, ch, cc, que	cat, kitten, duck, school, occur, antique, cheque	/y/	y, i	yes, onion
/l/	l, ll	leg, bell	/z/	z, zz, zc, s, se, x	zip, fizz, sneeze, laser, is, was, please, Xerox, xylophone
/m/	m, mm, mb	mad, hammer, lamb			

phoneme
/f/

grapheme(s) and example(s)
f, ff, ph, gh
fish, puff, phone, tough

phoneme
/n/

grapheme(s) and example(s)
n, nn, kn, gn
no, dinner, knee, gnome

root word
-pathy

root word definition
feel

(anti) pathy
prefix
anti-

root word
-pathy

prefix definition
against

root word definition
feel

(syn) pathy
prefix
syn-

root word
-pathy

prefix definition
with/together

root word definition
feel

= feelings against

= feelings, to feel together

(e) mpathy
prefix
e-, ex-

root word
-pathy

prefix definition
out

root word definition
feel

= to share the feelings of another

(tele) pathy
root word
tele-

root word
-pathy

root word definition
far off

root word definition
feel

= feelings far off, a far off feeling

Teacher Prompt B

1. Select a word part (prefix, root word, or suffix) that might be unfamiliar to students.
2. Ask students the meaning of the word part
3. Ask students to generate (verbally) a list of words that use the word part (i.e. apathy, antipathy, sympathy, empathy, telepathy)
4. Discuss each word they generate to make sure the word part meaning applies

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	jur-, jus-	law	port-	carry
cred-	believe	log-	speech/thought	scrib-	write
dict-	say	luc-	light	sens-, sent-spec-, spect-, spic-	feel
duc-	lead	manu-	hand	tele-	far off
fid-	truth/faith	mand-	order	terr-	earth
flex-	bend	mis-, mit	send	vac-	empty
gen-	birth	omni-	all	vid-, vis-	see
		-pathy	feel		

root word
-pathy

root word definition
feel

root word

meaning

Whole-Class Instruction

Grade K-2 Example

Teacher Prompt A

Use these cards to prepare students for reading words that contain a given phoneme (sound) or to teach the phonemes as part of a strategically designed scope and sequence.

1. Hold up the phoneme.
2. Ask students to pronounce the sound.
3. Ask students what grapheme can be used to spell the sound.
4. Generate a few words that use the phoneme with different graphemes (letters).

Phoneme

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

Phoneme	Grapheme(s)	Example(s)
/b/	b, bb	big, rubber
/d/	d, dd, ed	dog, add, filled
/f/	f, ff, ph, gh	fish, puff, phone, tough
/g/	g, gg	go, egg
/h/	h	hot
/j/	j, g, ge, dge	jet, cage, barge, judge
/k/	c, k, ck, ch, cc, que	cat, kitten, duck, school, occur, antique, cheque
/l/	l, ll	leg, bell
/m/	m, mm, mb	mad, hammer, lamb

Grapheme

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

Phoneme	Grapheme(s)	Example(s)
/n/	n, nn, kn, gn	no, dinner, knee, gnome
/p/	p, pp	pie, apple
/r/	r, rr, wr	run, marry, write
/s/	s, ss, ss, c, ce, sc	sun, mouse, dress, city, ice, science
/t/	t, tt, td	top, letter, stopped
/v/	v, ve	vet, give
/w/	w	wet, win, swim
/y/	y, i	yes, onion
/z/	z, zz, zc, s, se, x	zip, fizz, sneeze, laser, is, was, please, Xerox, xylophone

phoneme

/k/

phoneme

/s/

grapheme(s) and example(s)

c, k, ck, ch, cc, que
cat, kitten, duck, school, occur, antique, cheque

grapheme(s) and example(s)

s, se, ss, c, ce, sc
sun, mouse, dress, city, ice, science

Teacher Prompt B

Unfamiliar Word: Inflexible 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	Prefix	Definition	Prefix	Definition
1 anti-	against	10 in-, im-, il-, ir	not	20 pre-	before
2 auto-	self	11 inter-	between	21 re-	back/again
3 bi-	two	12 macro-	large	22 semi-	half/partly
4 circum-	around	13 micro-	small	23 sub-	under/ below/ above/ beyond
5 co-, con-, com-	with/ together	14 mid-	middle	24 super-	above/ beyond
6 contra-	against	15 mis-	wrong/ wrongly	25 syn-	with/ together
7 de-	opposite	16 mono-	one	26 trans-	across
8 dis-	reverse/ opposite	17 non-	not	27 tri-	three
9 en-, em-	cause to	18 poly-	many	28 un-	not
10 e-, ex-	out	19 post-	after	29 uni-	one

prefix

in-, im-, il-, ir-

meaning

not

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.

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

prefix

in-, im-, il-, ir-

prefix definition

not

Is there a root word? Yes

root word

flex-

suffix

-able, -ible

Is there a base word? No

Is there a suffix? Yes

suffix

-able, -ible

suffix definition

can be done

Deconstruction

prefix

in-, im-, il-, ir-

root word

flex-

suffix

-able, -ible

Meaning of Word Parts

prefix definition

not

root word definition

bend

suffix definition

can be done

Arrangement

suffix definition

can be done

prefix definition

not

root word definition

bend

Determined Meaning

prefix

in-, im-, il-, ir-

root word

flex-

suffix

-able, -ible

= inflexible, not able to be bent

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].

Phoneme	Grapheme(s)	Example(s)
1 /b/	b, bb	big, rubber
2 /d/	d, dd, ed	dog, add, filled
3 /f/	f, ff, ph, gh	fish, puff, phone, tough
4 /g/	g, gg	go, egg
5 /h/	h	hot
6 /j/	j, g, ge, dge	jet, cage, barge, judge
7 /k/	c, k, ck, ch, cc, que	cat, kitten, duck, school, occur, antique, cheque
8 /l/	l, ll	leg, bell
9 /m/	m, mm, mb	mad, hammer, lamb

Grapheme

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

Phoneme	Grapheme(s)	Example(s)
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11 /p/	p, pp	pie, apple
12 /r/	r, rr, wr	run, marry, write
13 /s/	s, se, ss, c, ce, sc	sun, mouse, dress, city, ice, science
14 /t/	t, tt, ed	top, letter, stopped
15 /v/	v, ve	vet, give
16 /w/	w	wet, win, swim
17 /y/	y, i	yes, onion
18 /z/	z, zz, ze, s, se, x	zip, fizz, sneeze, laser, is, was, please, Xerox, xylophone

phoneme

/n/

grapheme(s) and example(s)

n, nn, kn, gn
no, dinner, knee,
gnome

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

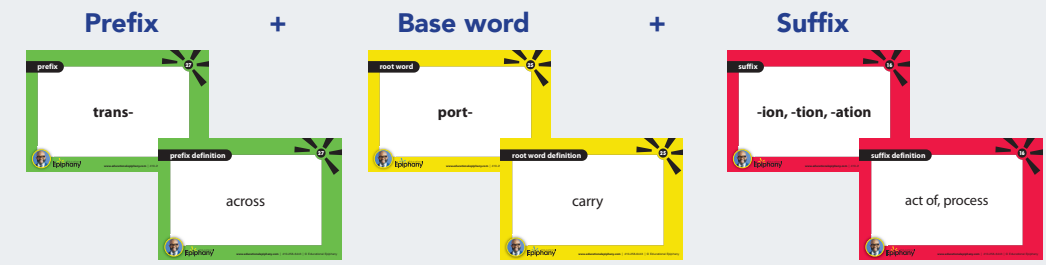
suffix

-ion, -tion, -ation

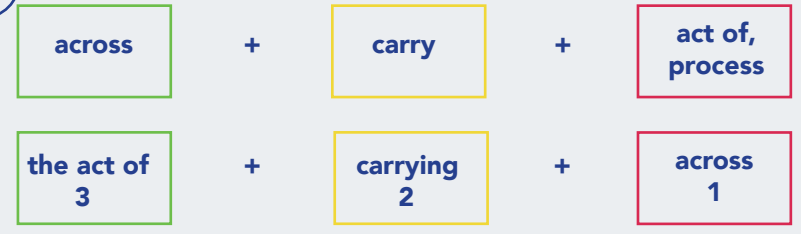
suffix definition

act of, process

Deconstruction



Meaning of Word Parts



Arrangement



Determined Meaning

the act of carrying across from one place to another

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

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9 en-, em-	cause to	19 poly-	many	29 un-	not
10 e-, ex-	out	20 post-	after	30 uni-	one

prefix

trans-

prefix definition

across

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.



Epiphany Educational Grade 8 Complex Text

RI.8.2 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.

(1 of 3)

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 Danajo in August unveiled a line of bangles 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 Gumb, 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 Knart is in on the blogger game. Its recent ad campaign features the fashion model Christina Caradonna, writer of the blog Top 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 Unashably Preppy E.E. Casleberry 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)

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

Epiphany Educational Grade 8 Complex Text

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

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 E

Using the 90 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 baseword suffix

inter- between -ion, -tion, -ation

act

act of, process

Teacher Prompt C

In advance of having students read the text aloud, position the word part cards near the text that students will be reading so they will be prepared to 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, in	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-, com-, con-	with/together	mid-	middle	super-	above/beyond
contra-	against	mis-	wrongly	syn-	with/together
de-	opposite	mono-	one	trans-	across
dis-	reverse/opposite	non-	not	tri-	three
en-, em-	cause to	poly-	many	uni-	one
e-, ex-	out	post-	after		

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	phili-	love
bene-	good	graph-	write	phon-	sound
bio-	life	greg-	group	photo-	light
chrono-	time	jur-, jus-	law	port-	carry
cred-	believe	log-	speech/thought	scrib-	write
dict-	say	lac-	light	sens-, sens-	feel
duc-	lead	manu-	hand	spec-, spect-, spic-	look
fid-	truth/faith	mand-	order	tele-	far off
flex-	bend	mit-, 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, -ize	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	gerundive participle	-ness	state of
-dom	place/state of being	-ion, -ion, -ation	act of, process	-ology	study, science
-ed	past tense	-ish	having the quality of	-s, -es	more than one, plural
-er, -er	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 F

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

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.

The collage shows three anchor text cards from the LiteracyKit. The top card is 'Tiny Delights of Flight' (Grade 6, RI 2.4) about hummingbirds. The middle card is 'The Trail of Tears' (Grade 5, RI 3.7) about the forced relocation of Native Americans. The bottom card is 'Why is the Sky Blue?' (Grade 3, RI 3.7) about Rayleigh scattering.

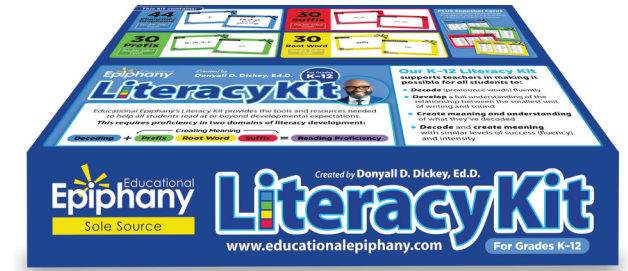
Teacher Prompt C

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



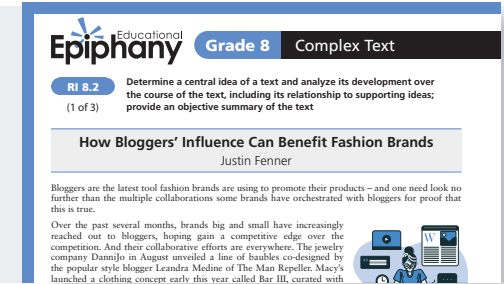
Teacher Prompt D

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 decode the meaning of the unfamiliar words they encountered in the text.

This block displays various word part cards. It includes Phoneme and Grapheme cards, a Prefix card with a list of prefixes and definitions, a Root card with a list of roots and definitions, and a Suffix card with a list of suffixes and definitions.

Teacher Prompt G

Using the blue, green, yellow, and red 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.

This block shows examples of how the word part cards are used. It features four cards: a prefix card for 'inter-', a prefix definition card for 'between', a suffix card for '-ion, -tion, -ation', and a suffix definition card for 'act of, process'.

Teacher Prompt H

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

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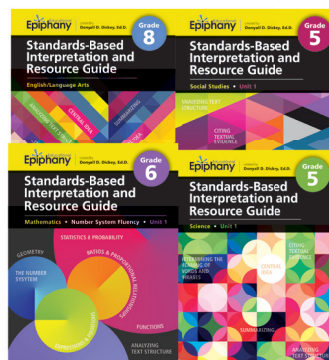
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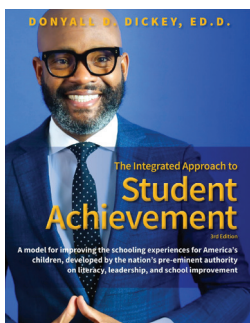
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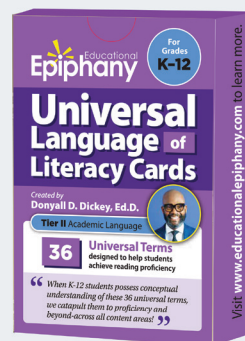
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Professional Books

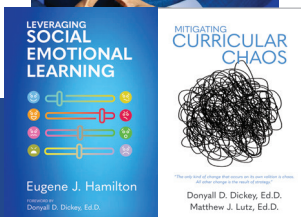


These must-have resources for educators and advocates of public education are not just books, they are guide books for improving student outcomes and organizational effectiveness.

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!



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