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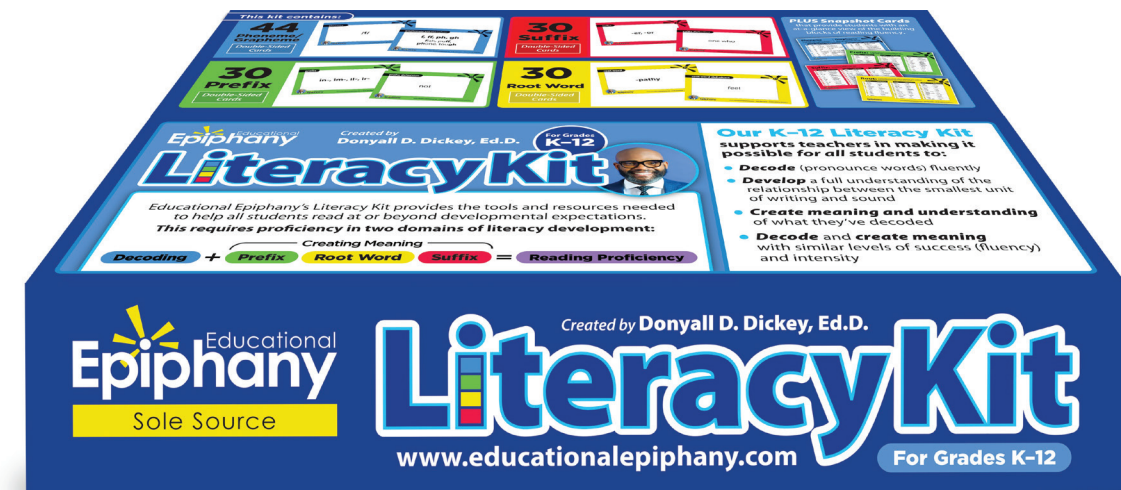
As you'll see throughout this Implementation Guide, our K-12 Literacy Kit can be used to provide a wide variety of opportunities to target instruction with the whole class, small groups, and individual students. This guide also offers recommednations for collaborative learning.

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

Table of Contents: Page

Educational Epiphany

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 srt 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 literary development finish line.

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
dog, add, filled

Creating Meaning Domain of Literacy Development

3 Snapshot Cards
90 Word Part Cards

prefix

trans-

prefix definition

across
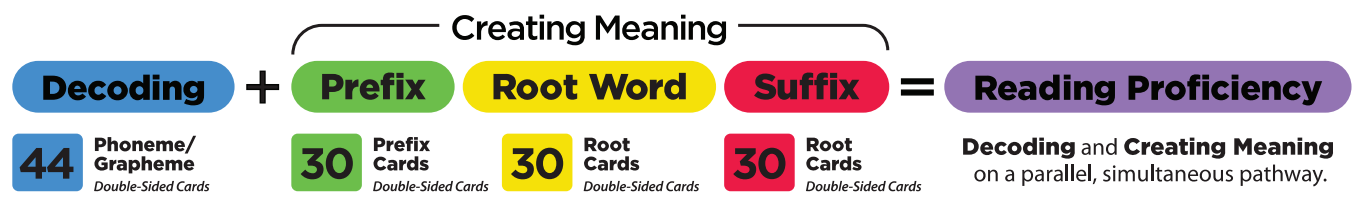
The 30 Most Commonly Used Prefixes on Single Cards

root word

port-

root word definition

carry

The 30 Most Commonly Used Root Words on Single Cards

suffix

-ion, -tion, -ation

suffix definition

act of, process

The 30 Most Commonly Used Suffixes on Single Cards

1

2

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 — 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)
/b/	b, bb	**b**ig, ru**bb**er
/d/	d, dd, ed	**d**og, a**dd**, fill**ed**
/f/	f, ff, ph, gh	**f**ish, pu**ff**, **ph**one, tou**gh**
/g/	g, gg	**g**o, e**gg**
/h/	h	**h**ot
/j/	j, g, ge, dge	**j**et, ca**g**e, bar**ge**, ju**dge**
/k/	c, k, ck, ch, cc, que	**c**at, **k**itten, du**ck**, s**ch**ool, o**cc**ur, antique, che**que**
/l/	l, ll	**l**eg, be**ll**
/m/	m, mm, mb	**m**ad, ha**mm**er, la**mb**

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

phoneme
/f/

grapheme(s) and example(s)
f, ff, ph, gh
fish, pu**ff**, **ph**one, tou**gh**

phoneme
/n/

grapheme(s) and example(s)
n, nn, kn, gn
no, di**nn**er, **kn**ee, **gn**ome

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
audi-	hear
bene-	good
bio-	life
chrono-	time
cred-	believe
dict-	say
duc-	lead
fid-	truth/faith
flex-	bend
gen-	birth

Root	Definition
geo-	earth
graph-	write
greg-	group
jur-, jus-	law
log-	speech/thought
luc-	light
manu-	hand
mand-	order
mis-, mit	send
omni-	all
-pathy	feel

Root	Definition
phil-	love
phon-	sound
photo-	light
port-	carry
scrib-	write
sens-, sent-	feel
spec-, spect, spic-	look
tele-	far off
terr-	earth
vac-	empty
vid-, vis-	see

root word
-pathy

root word definition
feel

root word | meaning

---

root word -pathy

root word definition feel

(anti) pathy

prefix anti-
prefix definition against

root word -pathy
root word definition feel

= feelings against

(syn) pathy

prefix syn-
prefix definition with/together

root word -pathy
root word definition feel

= feelings, to feel together

(e) mpathy

prefix e-, ex-
prefix definition out

root word -pathy
root word definition feel

= to share the feelings of another

(tele) pathy

root word tele-
root word definition far off

root word -pathy
root word definition feel

= feelings far off, a far off feeling

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 | Grapheme

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)
/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

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, se, ss, c, ce, sc	sun, mouse, dress, city, ice, science
/t/	t, tt, ed	top, letter, stopped
/v/	v, ve	vet, give
/w/	w	wet, win, swim
/y/	y, i	yes, onion
/z/	z, zz, ze, s, se, x	zip, fizz, sneeze, laser, is, was, please, Xerox, xylophone

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phoneme 7

/k/

phoneme 13

/s/

grapheme(s) and example(s) 7

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

grapheme(s) and example(s) 13

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
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

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prefix

prefix 11

in-, im-, il-, ir-

meaning

prefix definition 11

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].

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

Consonant Sounds

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

Phoneme	Grapheme(s)	Example(s)
/n/	n, nn, kn, gn	**n**o, di**nn**er, **kn**ee, **gn**ome
/p/	p, pp	**p**ie, a**pp**le
/r/	r, rr, wr	**r**un, ma**rr**y, **wr**ite
/s/	s, se, ss, c, ce, sc	**s**un, mou**se**, dre**ss**, **c**ity, i**ce**, **sc**ience
/t/	t, tt, ed	**t**op, le**tt**er, stoppe**d**
/v/	v, ve	**v**et, gi**ve**
/w/	w	**w**et, **w**in, s**w**im
/y/	y, i	**y**es, on**i**on
/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

/n/

grapheme(s) and example(s)

n, nn, kn, gn

no, di**nn**er, **kn**ee, **gn**ome

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	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

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**

prefix: trans- / prefix definition: across

root word: port- / root word definition: carry

suffix: -ion, -tion, -ation / suffix definition: act of, process

Meaning of Word Parts

across + carry + act of, process

Arrangement

the act of 3 + carrying 2 + across 1
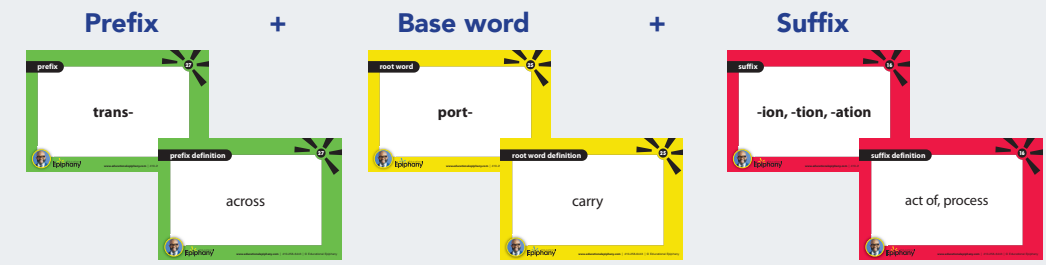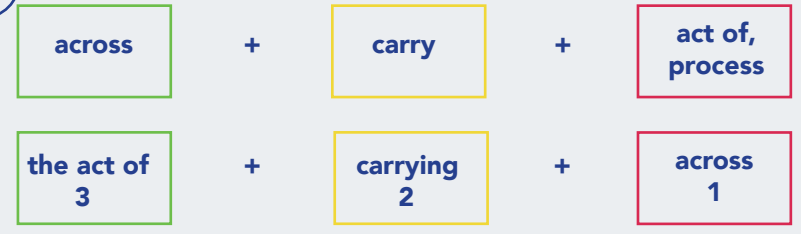
Determined Meaning

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.

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, 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.

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 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 — inter-

baseword — between / act

suffix — -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.

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.
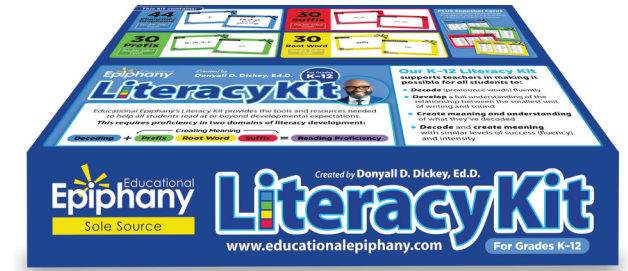
Teacher Prompt C

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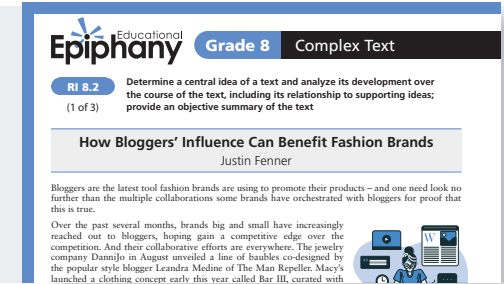
Teacher Prompt D

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

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.

prefix	prefix definition
inter-	between

suffix	suffix definition
-ion, -tion, -ation	act of, process

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.
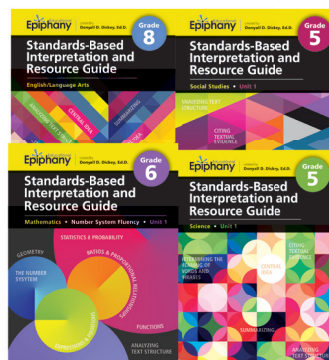
Discover our High–Impact Resources

### 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 areas, grades K-12.

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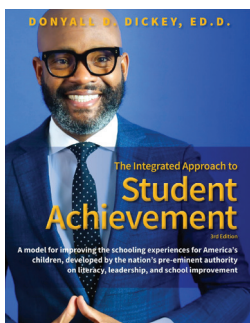
These must-have resources for educators and advocates of public education are not just books, they are guide books for improving student outcomes and organizational effectivness.

Universal Language of Literacy Cards
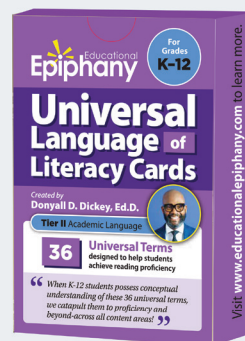
The perfect companion resource to our K-12 Literacy Kit. When student possess conceptual understanding of these 36 universal terms, we catapult them to reading proficiency and beyond - in all content-areas!
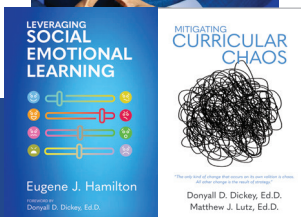
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410–258–6443
educationalepiphany@gmail.com
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