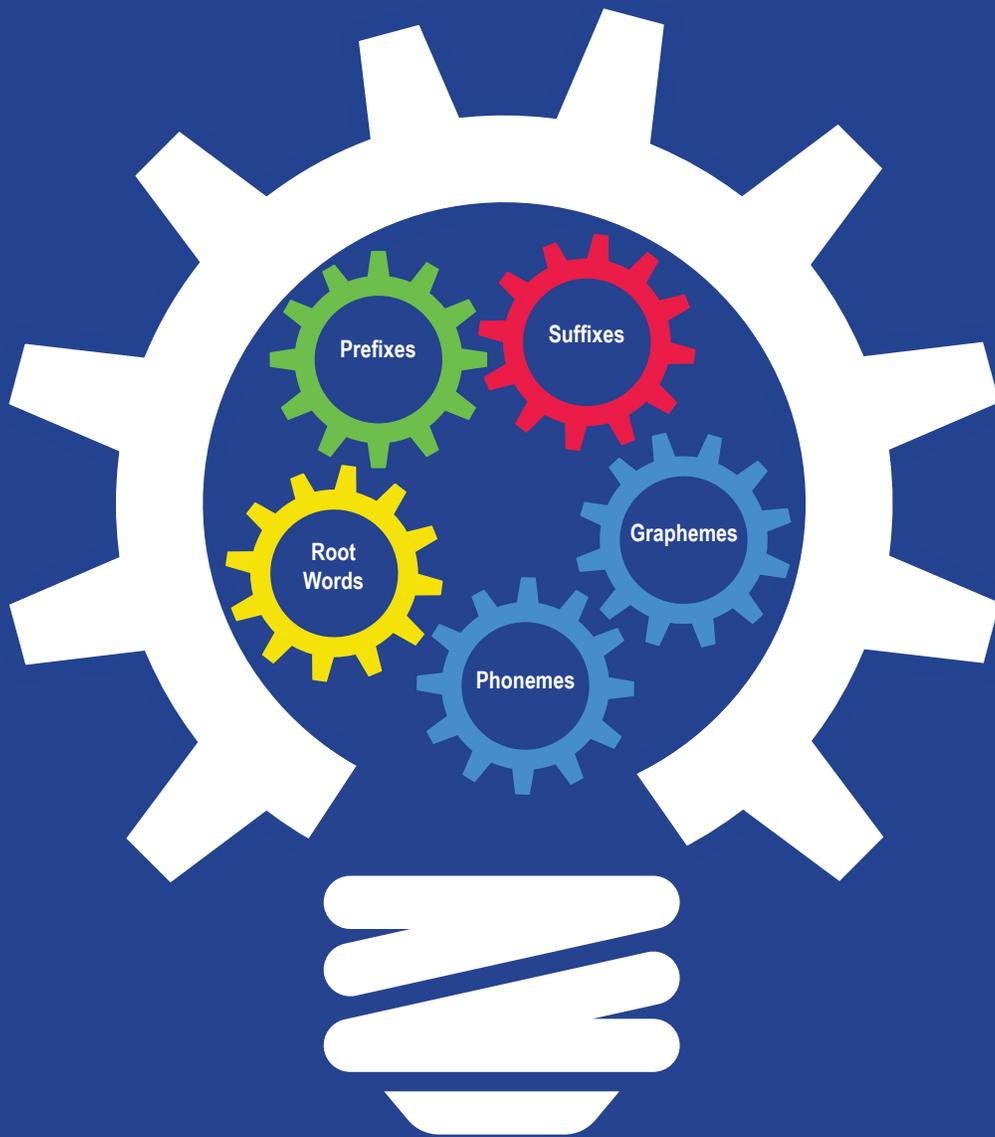


Epiphany^{Education}

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 might be able to decode (pronounce the words they read); however, they may be locked out of the meaning of a significant number of words in a given text, or both. 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 their path toward and beyond reading proficiency. That 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 the:

- 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 create meaning of an endless number of general and domain-specific words, including the:

- 30 most commonly used prefixes
- 30 most commonly used root words
- 30 most commonly used suffixes

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, collaborative learning, and in the independent setting.

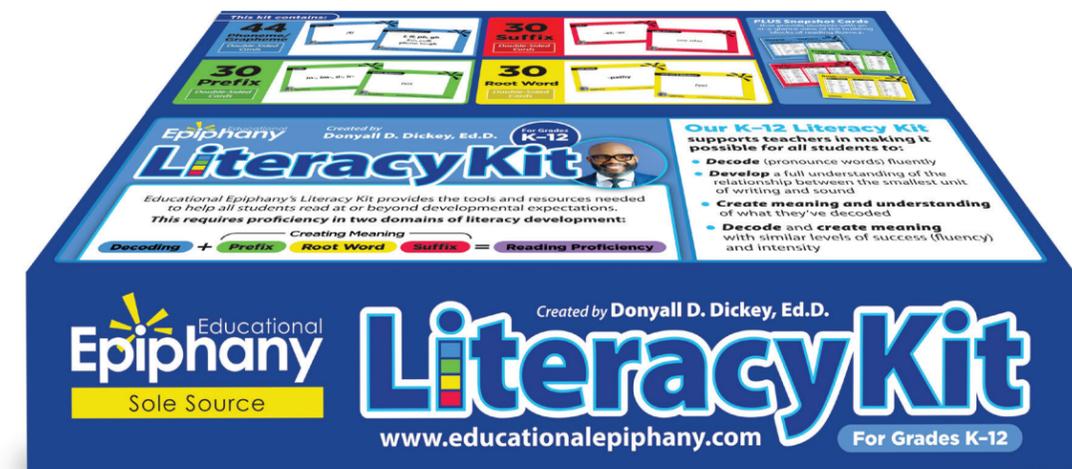
We hope you find our K-12 Literacy Kit an effective tool for improving literacy outcomes, easily integrated into your existing program of study.

Sincerely,
Donyall D. Dickey, Ed.D.

Founder & Chief Executive Officer
Educational Epiphany

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Why is This Kit So Valuable?

There is no shortcut to the literacy development finish line.

Because decoding + creating meaning = reading, 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, students need access to the knowledge necessary 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 whole-group, small-group, collaborative, and independent settings. But why?

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. Because the predecessor to mastery is deep conceptual understanding of the academic language of the content, the contents of this kit are key to students reading proficiency and beyond.

There is no such thing as big words. Most of them are made up of small word parts (micro-meaning) that are often ignored.

Authentic vocabulary development is about taking advantage of curriculum-driven/in-context opportunities to teach students to make sense of Latin and Greek word parts. To that end, we are excited to share this set of exemplary resources with you to support the language and literacy development of every child under your care.

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

Decoding Domain of Literacy Development

3 Phoneme/Grapheme Snapshot Cards

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

Phoneme	Grapheme(s)	Examples
/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, c/c qu	cat, kitchen, duck, school, ocean, antique, cheese
/l/	l, ll	leg, ball
/m/	m, mm, mb	mad, hammer, lamb

- 44 double-Sided Phoneme Cards

- 144 double-Sided Grapheme Cards

phoneme: /d/

grapheme(s) and example(s): d, dd, ed; dog, add, filled

Creating Meaning Domain of Literacy Development

- 3 Snapshot Word Part Cards - 90 Word Part Cards

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

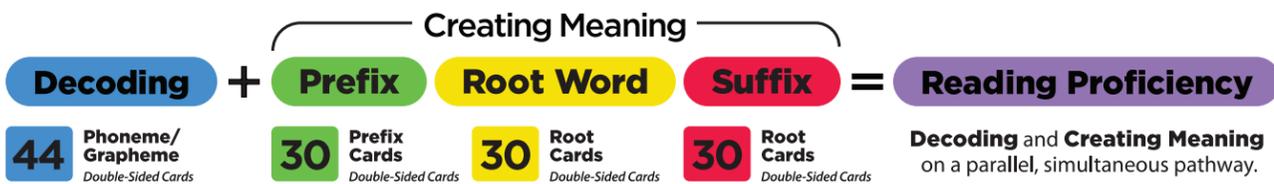
Prefix	Definition	Prefix	Definition	Prefix	Definition
anti-	against	in, im, il, ir	not	pre-	before
auto-	self	inter-	between	re-	back/again
bi-	two	macro-	large	semi-	half/partly
circum-	around	micro-	small	sub-	under/below
co-, con-, com-	with/together	semi-	middle	super-	above/beyond
contra-	against	semi-	wrong/wrongly	syn-	with/together
de-	opposite	mono-	one	trans-	across
dis-	reversal/opposite	non-	not	tri-	three
em-, en-	cause to	poly-	many	uni-	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	phi-	love
bene-	good	graph-	write	phon-	sound
bi-	life	greg-	group	photo-	light
chron-	time	jur-, jus-	law	port-	carry
cred-	believe	log-	speech/thought	scrib-	write
dict-	say	luc-	light	scrib-	write
duc-	lead	mana-	hand	scrib-	write
fid-	truth/faith	mand-	order	scrib-	write
flex-	bend	mis-, mit	send	scrib-	write
gen-	birth	omni-	all	scrib-	write
		pathy	feel	scrib-	write

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, -ness	female	-ize, -ise	make or become
-acy	state/quality	-ful, -ous	full of	-less	without
-al, -ial	pertaining to	-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	-ness	state of
-dom	place/state of being	-ion, -tion, -ation	act of process	-ology	study/science
-ed	past tense	-ish	having the quality of	-er, -er	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



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 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 card.
2. Ask students to pronounce the phoneme.
3. Ask students what grapheme(s) 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)	Examples
/ā/	a, a_e, ay, ai, ay, ei	bacon, late, day, train, they, eight, vein
	e, e_e, e_i, ee, ey, i_y	me, these, beat, feet, key, chief, baby
/ī/	i, i_e, ig, y, ie	find, ride, light, fly, pie
/ō/	o, o_e, o_i, ou, ow	no, note, boat, soul, row
/ū/	u, u_e, u_y	human, use, few, chew
Other Vowel Sounds		
/oo/	oo, u, u_e	book, put, could
/ōŭ/	oo, u, u_e	moon, truth, rule

Grapheme

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

Phoneme	Grapheme(s)	Examples
/ow/	ow, ou, ou_e	cow, out, mouse, house
/oy/	oi, oy	coin, toy
Vowel Sounds influenced by r		
/a(r)/	ar	car
/ā(r)/	air, ear, are	air, chair, fair, hair, bear, care
/ī(r)/	ir, ere, eer	mirror, here, cheer
/o(r)/	or, ore, oor	far, core, door
/ū(r)/	ur, ir, er, ear, or, ar	burn, first, fern, heard, work, dollar

phoneme

/a/

grapheme(s) and example(s)

a, au
hat, laugh

phoneme

/p/

grapheme(s) and example(s)

p, pp
pie, apple

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
chron-	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

root word definition

feel

meaning

root word

-pathy

root word definition

feel

(anti) pathy

prefix

anti-

root word

-pathy

prefix definition

against

root word definition

feel

= feeling(s) against

(e) mpathy

prefix

e-, ex-

root word

-pathy

prefix definition

out

root word definition

feel

= feelings as if you are coming out of someone else's shoes/situation

(syn-/sym-)

prefix

(syn-/sym-)

root word

-pathy

prefix definition

with/together

root word definition

feel

= feelings with someone

(tele) pathy

root word

tele-

root word

-pathy

root word definition

far off

root word definition

feel

= to send feelings from far off/far away

Whole-Class Instruction

Teacher Prompt A

Use these cards to prepare students for decoding 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 card.
2. Ask students to pronounce the sound (phoneme).
3. Ask students what grapheme(s) 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, ge, dge	jet, cage, barge, judge
/k/	c, k, ck, ch, que	cat, kitten, duck, school, occur, antique, cheque
/l/	l	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, 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, wash, please, Xerox, xylophone

phoneme

/f/

phoneme

/n/

grapheme(s) and example(s)

f, ff, ph, gh
fish, puff,
phone, tough

grapheme(s) and example(s)

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

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, 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	11 in, im, il, ir	not	21 pre-	before
2 auto-	self	12 inter-	between	22 re-	back/again
3 bi-	two	13 macro-	large	23 semi-	half/partly
4 circum-	around	14 micro-	small	24 sub-	under/below
5 co-, con-, com-	with/together	15 mid-	middle	25 super-	above/beyond
6 contra-	against	16 mis-	wrong/wrongly	26 syn-	with/together
7 de-	opposite	17 mono-	one	27 trans-	across
8 dis-	reverse/opposite	18 non-	not	28 tri-	three
9 en-, em-	cause to	19 poly-	many	29 un-	not
10 e-, ex-	out	20 post-	after	30 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

Teacher Prompts

Is there a prefix in the word inflexible?	Yes		
Is there a root word in the word inflexible?	Yes		
Is there a base word in the word inflexible?	No	In this case, "flex-" is acting as a root word.	
Is there a suffix in the word inflexible?	Yes		

Deconstruction

Meaning of Word Parts

Rearranged Order to Create Meaning

Prefix	Root word	Suffix

Meaning = not able to bend

Whole-Class Instruction

Teacher Prompt A

Decoding snapshot cards help students understand the sounds in each word. Use the phoneme/grapheme cards to clarify the pronunciation of sounds in the words students identify. Ask students to scan each paragraph to identify words that they might have difficulty pronouncing (decoding).

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)
10 /n/	n, nn, kn, gn	no, dinner, knee, gnome
11 /p/	p, pp	pie, apple
12 /r/	r, rr, wr	run, marry, write
13 /s/	s, se, ss, c, ce, ce	sun, mouse, dress, situation, 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

/r/

grapheme(s) and example(s)

r, rr, wr
run, marry, write

phoneme

/t/

grapheme(s) and example(s)

t, tt, ed
top, letter, stopped

Teacher Prompt B

Unfamiliar Word: Transportation

Locate each snapshot card and find the word parts that make up the 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/beyond
co-, con-, com-	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	un-	not
ex-, 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
bi-	life	greg-	group	photo-	light
chromo-	time	jur-, jus-	law	port-	carry
cred-	believe	log-	speech/thought	scrib-	write
dict-	say	luc-	light	sens-, sent-	feel
duc-	lead	mana-	hand	spec-, spic-	look
fid-	truth/faith	mand-	order	tele-	far off
flex-	bend	mis-, mit-	wrong	terr-	earth
gen-	birth	omni-, all-	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	-ic, -ical	pertaining to	-ly	characteristic of
-ary	relating to quality or place	-ily, -fy	make or become	-ment	state/result of an action
-ate	become	-ing	process	-ness	state of
-dom	place/state of being	-ion, -sion, -ation	act of process	-ology	study, science
-ed	past tense	-ish	having the quality of	-ous	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

prefix

trans-

prefix definition

across

root word

port-

root word definition

carry

suffix

-ion, -tion, -ation

suffix definition

act of, process

Teacher Prompt D

Using the appropriate preselected word part cards, co-deconstruct each unfamiliar word (one paragraph at a time) and assign meaning to each prefix, 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 Prompts

Is there a prefix in the word transportation?	Yes	trans-	across
Is there a root word in the word transportation?	Yes	port-	carry
Is there a suffix in the word transportation?	Yes	-ion, -tion, -ation	act of, process

Deconstruction

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

Meaning of Word Parts

Arrangement

Determined Meaning

= the act of carrying across from one place to another

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.

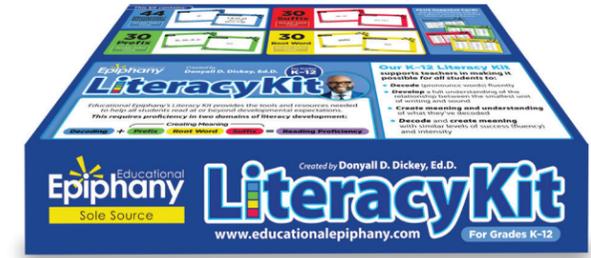
Teacher Prompt C

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.



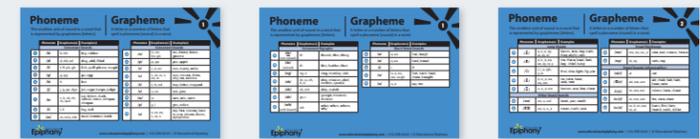
Teacher Prompt E

Ask students to scan each paragraph or page in the anchor text to identify words they might have difficulty pronouncing (decoding) and/or understanding (defining).



Teacher Prompt F

Remind students to select the word part cards that will help them to decode and understand unfamiliar words.



Prefix:

Prefix	Definition	Prefix	Definition	Prefix	Definition
anti-	against	be-, be-, in-, in-	east	pre-	before
auto-	self	inter-	between	re-	back, again
bi-	two	macro-	large	semi-	halfpartly
circum-	around	micro-	small	sub-	below
co-, com-, con-	with, together	mid-	middle	super-	above/ beyond
contra-	against	mis-	wrongly	syn-	with/ together
dis-	opposite	mono-	one	trans-	across
dis-	reverse/ opposite	non-	not	tri-	three
dis-, dis-	cause to	poly-	many	sub-	not
ex-, ex-	out	post-	after	sub-	one

Root:

Root	Definition	Root	Definition	Root	Definition
audi-	hear	geo-	earth	ph-	low
bene-	good	graph-	write	pho-	sound
bio-	life	graph-	write	pho-	light
chron-	time	geo-	earth	pho-	copy
cred-	believe	geo-	earth	pho-	center
dis-	not	geo-	earth	pho-	look
dis-	not	geo-	earth	pho-	look
dis-	not	geo-	earth	pho-	look
dis-	not	geo-	earth	pho-	look
dis-	not	geo-	earth	pho-	look

Suffix:

Suffix	Definition	Suffix	Definition	Suffix	Definition
able, -ible	can be done	-ess	feminine	-ize, -ize	make or become
-acy	state/quality	-ful, -ous	full of	-less	without
-al, -ial	relating to	-ic, -ical	relating to	-ly	other forms of adjectives
-ary	relating to	-ity, -fy	make or become	-ment	state/result of an action
-ate	become	-ing	continuous participle	-ness	state of
-dom	state of being	-ing	continuous participle	-ness	state of
-dom	state of being	-ing	continuous participle	-ness	state of
-dom	state of being	-ing	continuous participle	-ness	state of
-dom	state of being	-ing	continuous participle	-ness	state of
-dom	state of being	-ing	continuous participle	-ness	state of

Teacher Prompt G

Using the blue, green, yellow, and red word part cards remind students to co-decode and co-deconstruct each unfamiliar word (one paragraph or page at a time), assigning meaning to each prefix, 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.

= fully outside of the group (egregious)

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 a leading provider of high-impact instructional resources and professional development designed to give students equitable access to instruction of the highest quality.

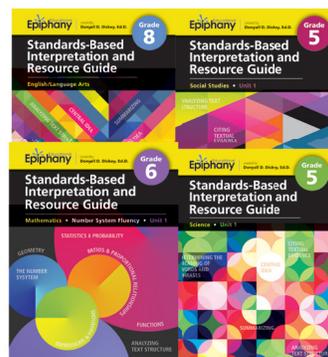
Discover our High-Impact Resources

Professional Development Workshops



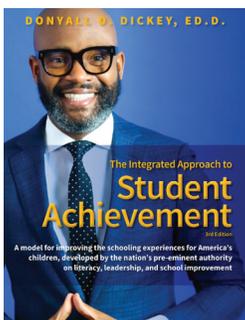
Ask us about our wide variety of effective district-wide professional development workshops and coaching services for teachers, school leaders, central office personnel, and boards.

Standards-Based Interpretation & Resource Guides

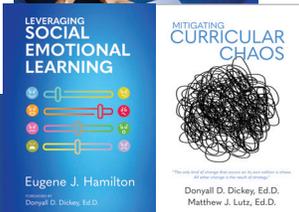


Looking for standards-informed instructional resources for ELA, Math, Science, & Social Studies? Ask us about our Interpretation and Resources Guides for the core content areas, grades K-12.

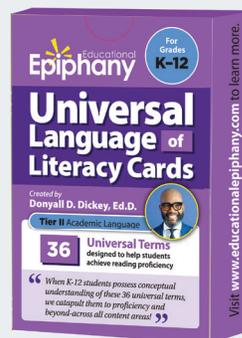
Professional Books



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