

Epiphany^{Educational}

LiteracyKit

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

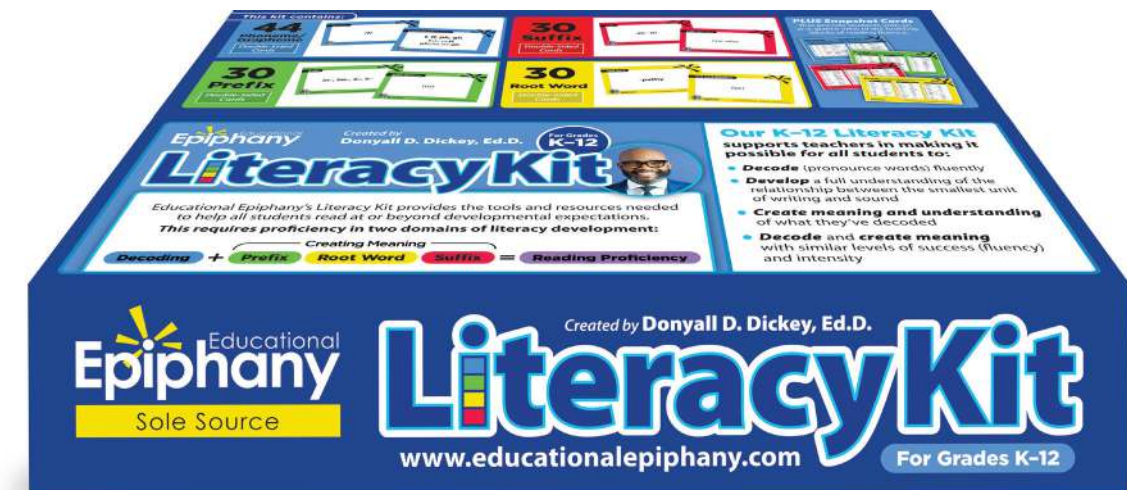
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Expert-Level Knowledge of General and Domain Specific Academic Language

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.

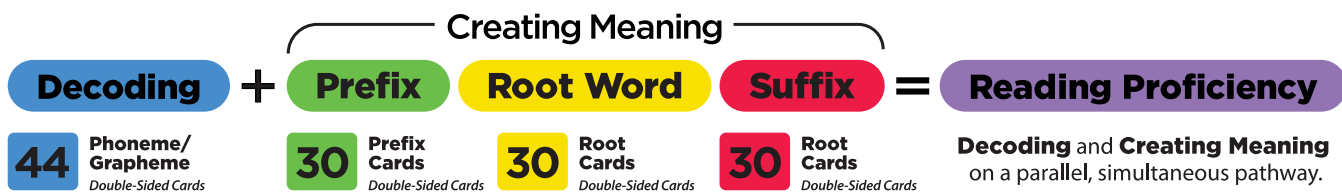
Likewise, teachers must ensure that students have deep conceptual understanding of tier III vocabulary/academic language. Tier III academic language includes words that students will encounter while reading content specific texts in a specific discipline, such as: metamorphosis, mitosis, and meiosis 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.



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

Grapheme

Phoneme

Grapheme

Phoneme

Grapheme

phoneme

grapheme(s) and example(s)

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

root word

suffix

trans-

port-

-ion, -tion, -ation

prefix definition

root word definition

suffix definition

across

carry

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].

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, many, write
/s/	s, ss, 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

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

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
1 audi-	hear
2 bene-	good
3 bio-	life
4 chrono-	time
5 cred-	believe
6 dict-	say
7 duc-	lead
8 fid-	truth/faith
9 flex-	bend
10 gen-	birth

Root	Definition
11 geo-	earth
12 graph-	write
13 greg-	group
14 jur-, jus-	law
15 log-	speech/thought
16 luc-	light
17 manu-	hand
18 mand-	order
19 mis-, mit	send
20 omni-	all
21 -pathy	feel

Root	Definition
22 phil-	love
23 phon-	sound
24 photo-	light
25 port-	carry
26 scrib-	write
27 sens-, sent-	feel
28 spec-, spic-	look
29 tele-	far off
30 terr-	fear
31 vac-	empty
32 vid-, vis-	see

root word

-pathy

meaning

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.

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.

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

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.

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, 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

/s/

grapheme(s) and example(s)

s, se, ss, c, ce, sc

sun, mouse, dress, city, ice, science

phoneme

/k/

grapheme(s) and example(s)

c, k, ck, ch, cc, que

cat, kitten, duck, school, occur, antique, cheque

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

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

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

Deconstruction

prefix

un-

prefix definition

not

prefix

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].

Phoneme	Grapheme(s)	Example(s)
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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
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A letter or a number of letters that spell a phoneme [sound] in a word.

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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

/t/

grapheme(s) and example(s)

t, tt, ed
top, letter, stopped

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

trans-

+

Base word

port-

+

Suffix

-ion, -tion, -ation

Meaning of Word Parts

across

+

carry

+

act of, process

the act of 3

+

carrying 2

+

across 1

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

Prefix:

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

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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

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 Danjo 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 Spradlin, 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 Knart is in on the blogger game. Its recent ad campaign features the fashion model Christina Caradonna, 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 Unashamedly Preppy E.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)



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 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

inter-

prefix definition

between

suffix

-ion, -tion, -ation

suffix definition

act of, process

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, 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-, con-, com-	with/together	mid-	middle	super-	above/beyond
contra-	against	mis-	wrongly/incorrectly	syn-	with/together
de-	opposite	mono-	one	trans-	across
dis-	reverse/opposite	non-	not	tri-	three
ex-, em-	cause to	poly-	many	un-	not
e-, ex-	out	post-	after	uni-	one

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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

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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	-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	-ness	quality	-ness	state of
-dom	place/state of being	-ology	study, science	-ness	state of
-ed	past tense	-ish	having the quality of	-ology	study, science
-es, -or	one who	-ism	belief/doctrine	-s, -es	more than one, plural
-en	become	-ist	one who	-ship	position held
-er	comparative	-ity, -ty	quality of	-ward	in the direction of
				-y	having the quality of

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Teacher Prompt F

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



For Collaborative Practice

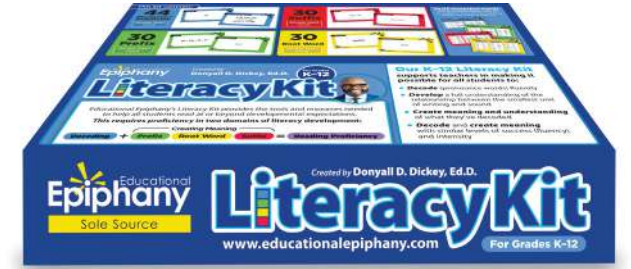
Teacher Prompt A

Assign students to groups of two.



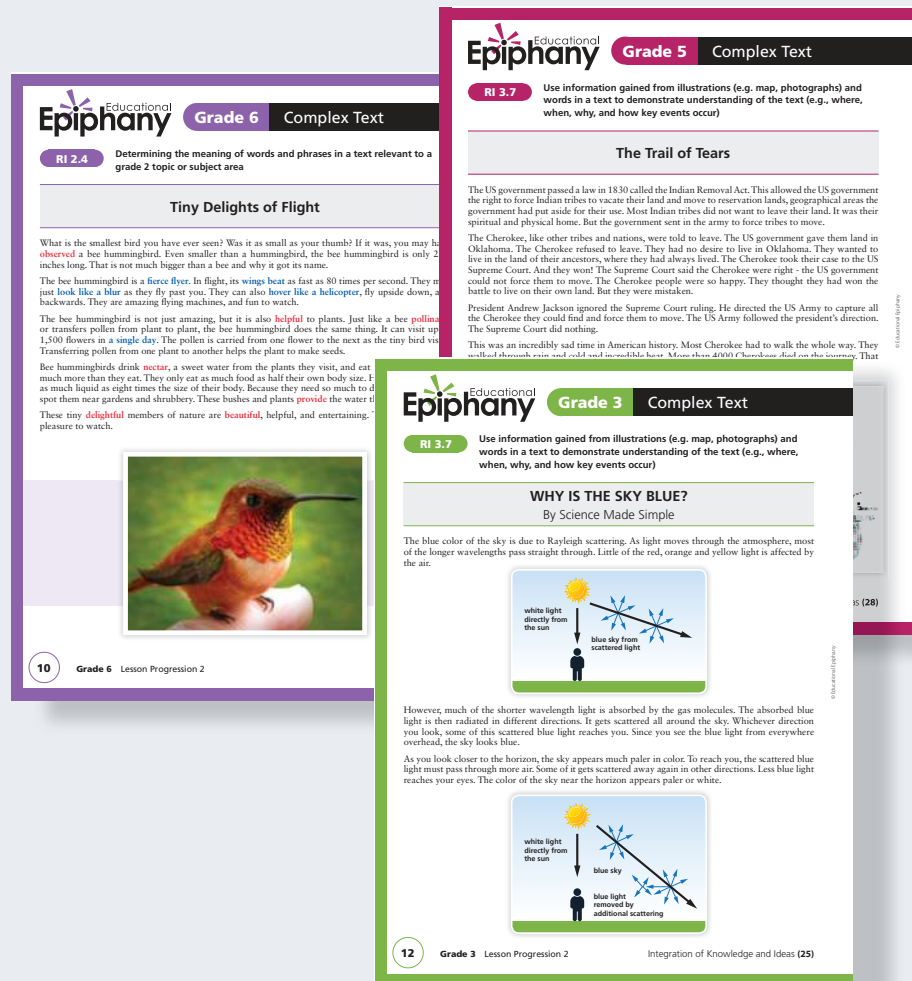
Teacher Prompt D

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



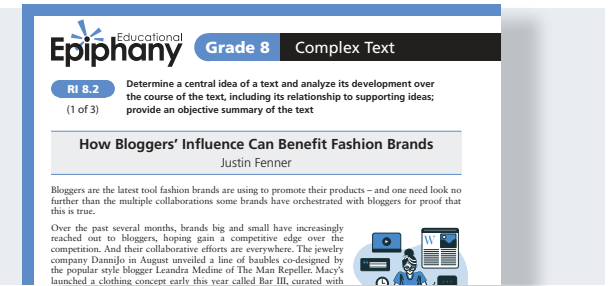
Teacher Prompt B

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.



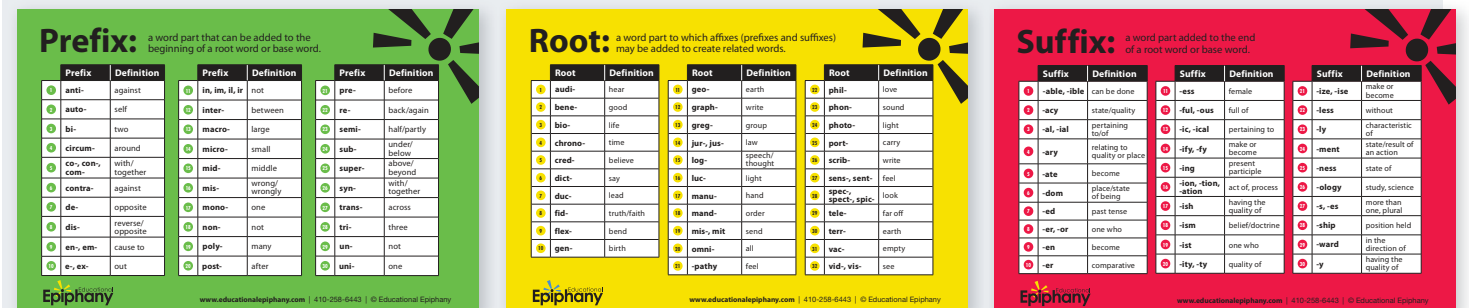
Teacher Prompt E

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.



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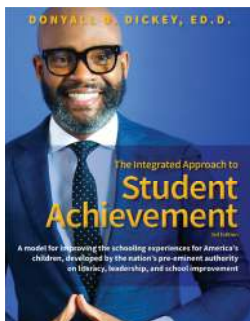
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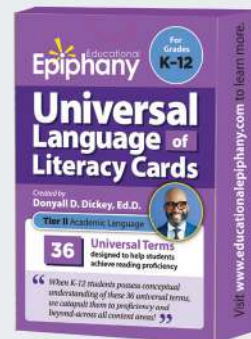
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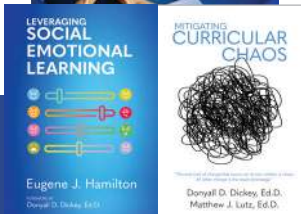


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