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.

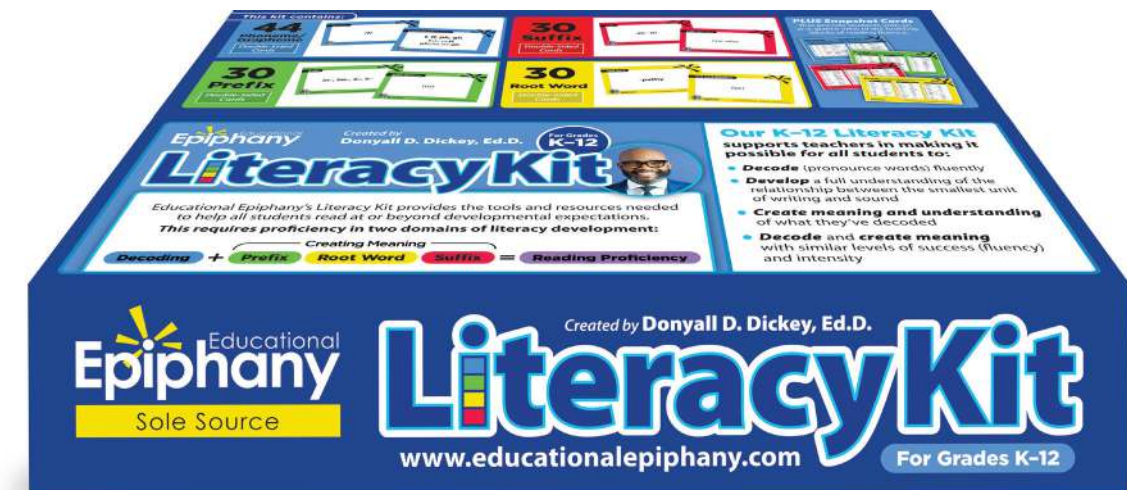Founder & Chief Executive Officer
Educational Epiphany

Table of Contents: Page

Expert-Level Knowledge of General and Domain Specific Academic Language

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

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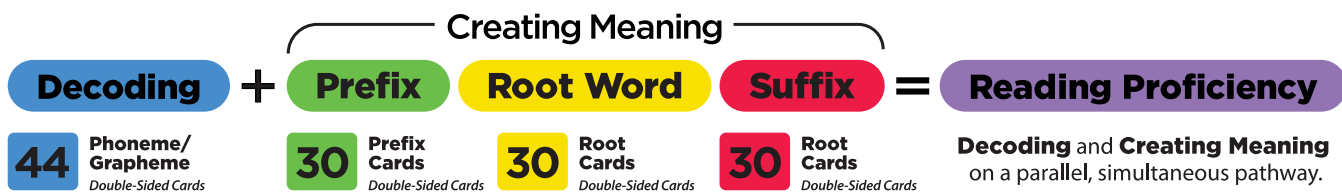
Likewise, teachers must ensure that students have deep conceptual understanding of tier III vocabulary/academic language. Tier III academic language includes words that students will encounter while reading content specific texts in a specific discipline, such as: metamorphosis, mitosis, and meiosis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

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

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

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

(3) because they did not understand individual words,

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

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

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

Creating Meaning

Decoding + **Prefix** **Root Word** **Suffix** = **Reading Proficiency**

| **44** Phoneme/Grapheme Double-Sided Cards | **30** Prefix Cards Double-Sided Cards | **30** Root Cards Double-Sided Cards | **30** Root Cards Double-Sided Cards | **Decoding** and **Creating Meaning** on a parallel, simultaneous pathway. |

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

Decoding Domain of Literacy Development

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

Creating Meaning Domain of Literacy Development

30 most commonly used prefixes & definitions

30 most commonly used root words & definitions

30 most commonly used suffixes & definitions

prefix — trans- — **prefix definition** — across

root word — port- — **root word definition** — carry

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

Out of Context Instruction

Teacher Prompt A

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

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

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

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

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

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phoneme 3
/f/

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

phoneme 10
/n/

grapheme(s) and example(s) 10
n, nn, kn, gn
no, di**nn**er, **kn**ee, **gn**ome

Teacher Prompt B

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

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

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

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root word
-pathy

meaning

root word definition 21
feel

Teacher Prompt C

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

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 21
-pathy

root word definition 21
feel

(anti) pathy — Meaning: "feelings against"

prefix 1
anti-

prefix definition 1
against

root word 21
-pathy

root word definition 21
feel

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

prefix 29
syn-

prefix definition 29
with/together

root word 21
-pathy

root word definition 21
feel

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

prefix 9
e-, ex-

prefix definition 9
out

root word 21
-pathy

root word definition 21
feel

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

root word 29
tele-

root word definition 29
far off

root word 21
-pathy

root word definition 21
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.

Teacher Prompt B

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

Teacher Prompt C   Unfamiliar Word: Unhappy

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

Teacher Prompt D

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

Teacher Prompt E

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

Teacher Prompts

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

Deconstruction

un- + happy

prefix + base word

Meaning of Word Parts

not + happy

Arrangement

not + cheery or merry

Determined Meaning

not cheery or merry = unhappy

Whole-Class Instruction

Grade 3-12 Example

Teacher Prompt A

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

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

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

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**
/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, 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, ze, s, se, x	**z**ip, fi**zz**, snee**ze**, la**s**er, i**s**, wa**s**, plea**se**, **X**erox, **x**ylophone

phoneme 14 — /t/

grapheme(s) and example(s) 14 — t, tt, ed — **t**op, le**tt**er, stopp**ed**

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 27 — trans-

prefix definition 27 — 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 27 — trans-
prefix definition 27 — across
root word 35 — port-
root word definition 35 — carry
suffix 16 — -ion, -tion, -ation
suffix definition 16 — 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, select the word part cards that might help readers 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 preselected word part cards, co-deconstruct each unfamiliar word (one paragraph or page at a time) and assign meaning to each prefix, suffix, root word, base word and/or suffix in each unfamiliar word. If necessary, rearrange the order of the word parts to come to a determination of the meaning of each unfamiliar word.

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

Teacher Prompt F

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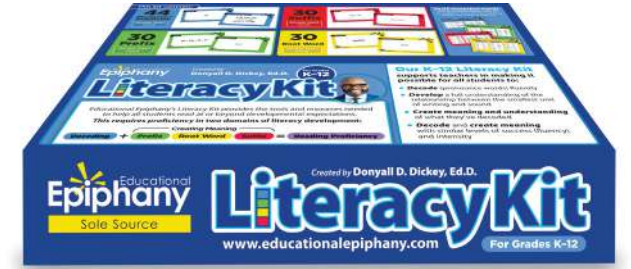
For Collaborative Practice

Teacher Prompt A

Assign students to groups of two.

Teacher Prompt B

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

Teacher Prompt C

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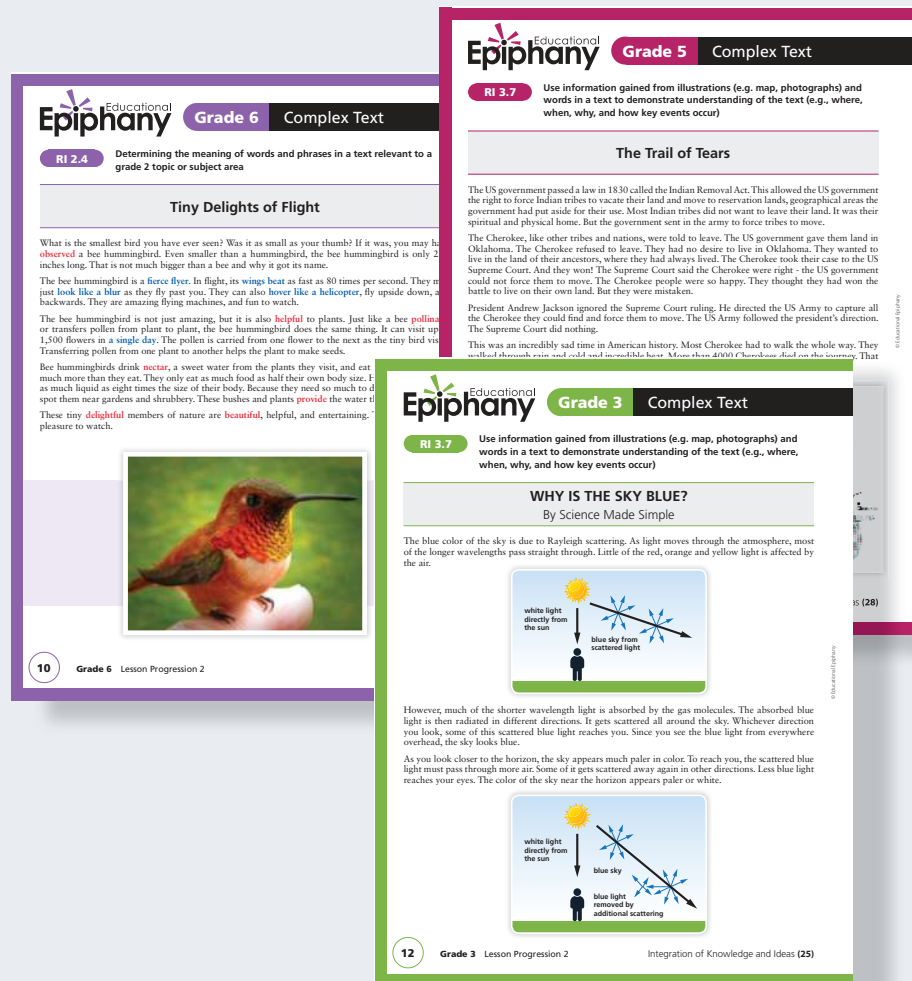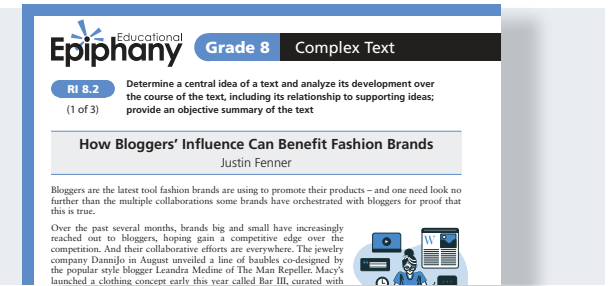
Teacher Prompt D

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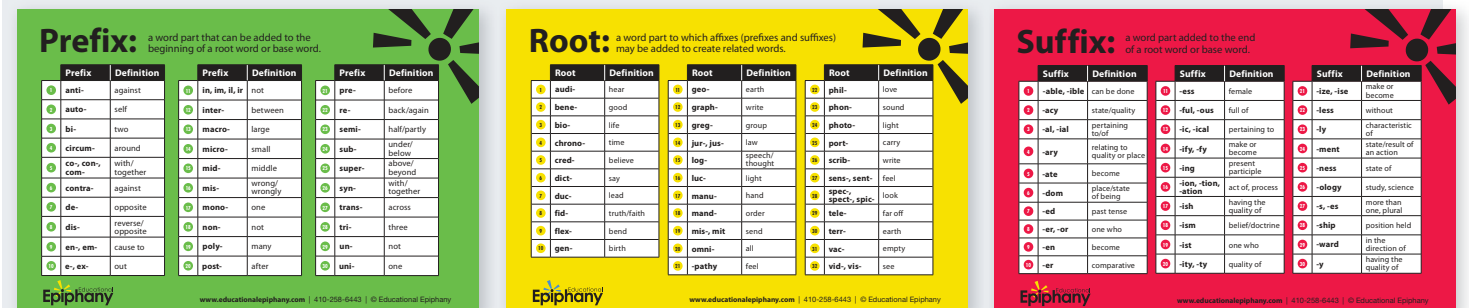
Teacher Prompt E

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

Teacher Prompt F

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

Teacher Prompt G

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

Teacher Prompt H

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

11

12

Welcome to Educational Epiphany.

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

Discover our High–Impact Resources

### Professional Development Workshops

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

Standards-Based Interpretation & Resource Guides

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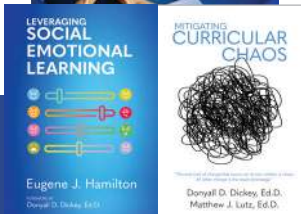
Professional Books
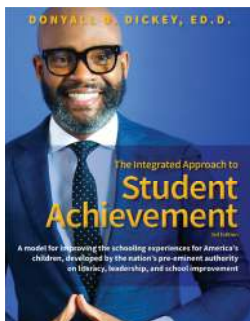
These must-have resources for educators and advocates of public education are not just books, they are guide booksfor improving student outcomes and organizational effectivness.

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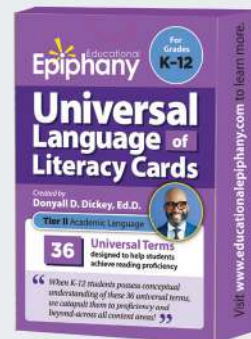
The perfect companion resource to our K-12 Literacy Kit. When student possess conceptual understanding of these 36 universal terms, we catapult them to reading proficiency and beyond - in all content-areas!