Tiers without Tears: Implementing Best Practices In Literacy Instruction and How SLPs Can Help

Part One

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Simple View of Reading

Decoding (Word-level Reading)
- The ability to transform print into spoken language

Language Comprehension
- The ability to understand spoken language

Reading Comprehension

\[ \text{Gough, 1986} \]
Ohio School Report Card

Improving At-Risk K-3 Readers
This component looks at how successful the school is at improving at-risk K-3 readers.

2nd Grade Reading Guarantee: 100.0%

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? 81.0%

How many third graders scored proficient on the state English language arts test? 57.7%

Sort Words Into Four Groups
(easiest to most difficult)

<table>
<thead>
<tr>
<th>tic</th>
<th>insist</th>
<th>taps</th>
<th>boat</th>
<th>said</th>
<th>limits</th>
</tr>
</thead>
<tbody>
<tr>
<td>temper</td>
<td>snow</td>
<td>dough</td>
<td>great</td>
<td>stamp</td>
<td>tap</td>
</tr>
<tr>
<td>tip</td>
<td>hit</td>
<td>map</td>
<td>steak</td>
<td>show</td>
<td>mention</td>
</tr>
<tr>
<td>stop</td>
<td>through</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Group 1 | Group 2 | Group 3 | Group 4
--------|---------|---------|---------

Big 5 Ideas In Reading

1. **Phonemic Awareness**
   - Basic Code
   - Advanced Code
   - Multisyllabic Words

2. **Alphabetic Principle**

3. **Fluency**

4. **Vocabulary**

5. **Comprehension**

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Subskills Necessary to Reading

Information obtained from "Reading Reflex" by Carmen and Geoffrey McGuinness

1. Ability to scan text from left to right.
   a. (King-Devick Test For Reading)

2. Ability to match visual symbols to auditory sounds, such as the symbol <t> to the sound /t/.

3. Ability to blend discrete sound units into words.

4. Ability to segment word into sounds.
5. Ability to understand sometimes two or more letters represent a sound.

6. Ability to understand most sounds can be represented in more than one way.

7. Ability to understand some components of the alphabetic code can represent more than one sound.

Advanced Alphabetic Code

**Code Variation:**
- Goat
- Toe
- Row
- Dough
- Most
- Note

**Code Overlap:**
- Cow
- Tow
- Steak
- Read
- Bread
### DuWayne’s Work Sample

<table>
<thead>
<tr>
<th>List One</th>
<th>List Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tap-Tap</td>
<td>Boat-Boot</td>
</tr>
<tr>
<td>Rub-Rub</td>
<td>Toe-Tow</td>
</tr>
<tr>
<td>Sat-Sat</td>
<td>Said-Said</td>
</tr>
<tr>
<td>Flip-Flip</td>
<td>Steak-Stack</td>
</tr>
<tr>
<td>Stamp-Stamp</td>
<td>Snow-Sno</td>
</tr>
<tr>
<td>Skip-Skip</td>
<td>Dough-Dow</td>
</tr>
<tr>
<td>Drops-Drops</td>
<td>Through-Therw</td>
</tr>
</tbody>
</table>

7/7 = 100%  

### DuWayne 6th Grade

**Reading Errors**

- Inviting
- Microorganisms
- Optimized
- Purified
- Require
- Alternatives
### Elizabeth’s Work Sample

<table>
<thead>
<tr>
<th>List One</th>
<th>List Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tap-Tap</td>
<td>Boat-Bout</td>
</tr>
<tr>
<td>Rub-Rub</td>
<td>Toe-Toe</td>
</tr>
<tr>
<td>Sat-Sat</td>
<td>Said-Said</td>
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<tr>
<td>Flip-Flip</td>
<td>Snow-Snow</td>
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<tr>
<td>Stamp-Stamp</td>
<td>Dough-Dow</td>
</tr>
<tr>
<td>Skip-Skip</td>
<td>Steak-Stacke</td>
</tr>
<tr>
<td>Drops-Drops</td>
<td>Through-True</td>
</tr>
</tbody>
</table>

7/7 = 100%

### Word Sort Answers

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
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<tr>
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<td>snow</td>
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<tr>
<td>tap</td>
<td>stop</td>
<td>boat</td>
<td>limits</td>
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<td>hit</td>
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<td>mention</td>
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<td></td>
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<td>through</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>dough</td>
<td></td>
</tr>
</tbody>
</table>
Orthographic mapping is the mental process we use to permanently store words for immediate, effortless retrieval.

Our Phonological filing system is the BASIS for word memory/word recognition.
A Simplified Continuum…….

Level
Sound
Syllable
Word

Skill
Elision
Segmenting
Blending
Identification

Phonological Awareness
- Rhyming
- Elision
- Segmenting
- Blending
- Identification
- Syllable
- Sound
- Word
## Phonemic Awareness Training Lesson Plan for Week 11

<table>
<thead>
<tr>
<th>Skills</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
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<td>p, b, m, n, v, s, r, t, d, f, sh, th, ch, g, k, h</td>
<td>p, b, m, n, v, s, r, t, d, f, sh, th, ch, g, k, h</td>
<td>p, b, m, n, v, s, r, t, d, f, sh, th, ch, g, k, h</td>
<td>p, b, m, n, v, s, r, t, d, f, sh, th, ch, g, k, h</td>
</tr>
<tr>
<td>Category</td>
<td>Formal</td>
<td>Formal</td>
<td>Formal</td>
<td>Formal</td>
<td>Formal</td>
</tr>
</tbody>
</table>

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**Sample:**

- The goal of the lesson is to reinforce the pronunciation of specific sounds.
- Students will engage in activities that require them to recognize and produce the sounds correctly.
- The teacher will use flashcards to introduce the sounds and guide the students through pronunciation exercises.
- The repetition of sounds and words helps to build phonemic awareness.
- The lesson concludes with a summary of the sounds covered and a review of the pronunciation rules.
What happens when Heggerty doesn’t work?

Tier II

“PA instruction may be most effective when children are taught to manipulate with letters, when instruction is explicitly focused on one or two types of phoneme manipulations rather than multiple types, and when children are taught in small groups.”

From the report of the National Reading Panel: Teaching Children to Read, An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000
Kilpatrick’s Levels of Phonological Awareness

1. **Syllable Level** - Segmenting syllables, rhyming, and alliteration
   Ex. basketball = /bas/ /ket/ /ball/

2. **Onset-Rime Level** - Segmenting, deleting, substituting onset-rime
   Ex. time = /t/ /ime/

3. **Phoneme Level** - Segmenting, deleting, substituting phonemes in words
   Ex. sled = /s/ /l/ /e/ /d/

Scaffolding PA Instruction
Multisensory Stage to Knowledge Stage to Automatic Stage

**Step 1** - Use **letters** to illustrate phonological awareness concepts (1st grade Only)

**Step 2** - Use **visual-spatial cues** (e.g., felt squares, cubes, chips) to illustrate phonological manipulations

**Step 3** - Use **visual-sequential cues** (e.g., clapping or tapping) to reinforce segmentation skills

**Step 4** - Use **oral cues** (e.g., stretching or repeating sounds) to emphasize sounds and assist in phonological isolation
**NOTE**: This step is typically not appropriate in kindergarten or beginning of first grade with at-risk readers. These students start with Step 2. But for readers with basic letter-sound knowledge, this step may help them understand the phonological awareness task you are trying to teach.

**EXAMPLES:**
- Write <bat> on the board then erase the letter <a> and replace it with the letter <e> to create <bet>
- Write <slip> on the board then erase the letter <l> to create <sip>

**Keep in mind that this activity is not phoneme awareness. Rather it is phonics. Step 1 is simply a written example to illustrate an oral activity. Once a child understands the task using letters, move to Step 2 in which letters are not used but are replaced with non-lettered tokens.**

**Step 2 - Use Visual-Spatial Cues**

Going from Step 1 to Step 2 removes the help students receive from the letters. Step 2 still provides visual-spatial reference points to refer back to, so the transition is not a big jump.

Students will use blocks, buttons, beads, or other objects as tokens to represent syllables, onsets, rimes, or phonemes.

**EXAMPLES:**
- Have students use felt squares to show the syllables in <basketball>. Then, have them remove the syllable that says <ball>. What is left? <basket>
- Have students use cubes to show the sounds in <tent> Then, have them remove the cube that stands for the /t/ sound at the end. What is the new word? <ten>
Step 3- Use Visual-Sequential Cues

Students will clap or tap the syllables or sounds in a word. Tapping is a quieter activity to use, so it is typically preferred.

To tap, have students tap their thumb and index finger together first. Then, tap the thumb and middle finger. Next, tap the thumb and ring finger together. Finally, tap the thumb and pinky finger together.

**EXAMPLES:**
- Have students tap the sounds in <slip>. Now, tell them to say <slip> but don’t say /s/. Students can look at their fingers and think back to the tapping to help them.
- Have students tap the sounds in <slip>. Now, tell them to say <slip> but change the /s/ to /c/. Students can tap the sounds in the new word and blend to make <clip>.

Step 4- Use Oral Cues (if needed)

The teacher will use a whisper technique or stretching and repeating sounds.

**EXAMPLES:**
- The teacher will say a word by whispering the syllable that they want the child to delete (Say sailboat. Now say sailboat, but don’t say sail). This works best when doing PA activities at the syllable level.
- The teacher will stretch and repeat sounds to help students isolate the sound in the word that they are changing or deleting. (Say hiiiiit. Now say hiiiiit but change iiiiiii to aaaaa- <hat).
A Few Notes about training PA

- Use different types of manipulatives for sounds and syllables. For example, use unifix cubes when working with sounds and felt squares when working with syllables. This helps the kids differentiate between sounds and syllables.

- Gradually release support when students are moving through the steps. It may only take a couple days of modeling with cubes before students are ready to do the PA activities orally without manipulatives. You will know your students are ready to move on when they consistently (and automatically) are able to complete the tasks.

GO TO KNOWLEDGE STAGE AND THEN AUTOMATIC STAGE

David Kilpatrick’s Equipped for Success

David Kilpatrick has a systematic, sequential set of levels for training PA in your students.

Kilpatrick includes an assessment called the PAST (Phonological Awareness Screening Test) to determine levels already mastered and levels not yet mastered for individual students.

This program focuses on ONE to TWO levels of PA at a time. The levels start at D1 and range through M2. The levels are:

- D & E - Syllable Level Skills
- F & G - Onset/Rime Level Skills
- H & I - Basic Phoneme Level Skills
- J - M - Advanced Phoneme Level Skills
Generalization
Dyslexia 101

Dyslexia is NOT...
- Reversing letters
- Seeing things backwards
- A problem with vision
- A “boy thing”
- Poor IQ
- The same for everyone

Dyslexia is...
- A language-based disorder
  - The confusion lies within the brain and how it processes sounds and written material
Dyslexia 101

- Deficit in phonemic awareness
- May have weakness in working memory and/or retrieval
- Receptive language within normal limits
- Listening comprehension typically better than reading comprehension
- Cognitive profile within normal limits
- Below average decoding and encoding skills

★  Clean Profile
Dyslexia 101

- $1 + 1 = 3$
- More executive functioning issues
  - Poor working memory
  - Expressive language difficulties
  - Syntax deficits
  - ADHD characteristics

★ Layered Profile

Standardized Assessments

- TILLS: Test of Integrated Language and Literacy Skills
- CTOPP-2: Comprehensive Test of Phonological Processing
- TOWRE-2: Test of Word Reading Efficiency
- GORT-5: Gray Oral Reading Test
- RAN/RAS: Rapid Automatized Naming and Rapid Alternating Stimulus Test

Additional Language Assessments
- CASL-2: Comprehensive Assessment of Spoken Language
- OWLS-II: Oral and Written Language Scales

Additional Academic Assessments
- KTEA-3: Kaufman Test of Educational Achievement
- WIAT-III: Wechsler Individual Achievement Test
- BRIEF: Behavior Rating Inventory of Executive Function
Neural Signature for Dyslexia:
Disruption of Posterior Reading Systems

© Sally Shaywitz, Overcoming Dyslexia, 2003
# 1 Benefit of CTOPP-2?

Trying to capture who may be neuroatypical.

Three Composite Scores

1. Phonological Awareness
2. Phonological Memory
3. Rapid Naming (Symbolic and Non-Symbolic)
“Children are wired for sound, but print is an optional accessory that must be painstakingly bolted on.”  Steven Pinker, Ph.D

The Subway Ride

Kay likes to ride the subway, but not Clare. She hates it. When they go to Gram’s, Kay and Clare must take the subway. They both love to be with Gram, so they want to go.

“This will be a fun day,” said Kay. “I love to ride the subway!”

“Maybe you do,” said Clare. “But subway rides scare some of us!”

“Just stay by my side,” said Kay. “I have a map.”

“I hope we do not get lost,” said Clare. “There are all those turns. When will we get off?”
Step 1: Phonogram Cards

- Review and introduce
  - Students review all phonogram cards previously learned before the new lesson’s sound is introduced.

- Introductory lesson: new concepts are introduced.

- Reinforcing lesson: decodable and sight words are introduced or reviewed with word cards

Step 2: Phonological Awareness

- This step varies for each lesson and level depending on students.

- Students work on providing rhymes, categorization, sound identification, blending and segmentation (counting, deletion, substitution).

- Should directly support the word building activity.
Step 3: Word Building

- Students build and manipulate words with small letter sets and phoneme-grapheme sheets
- Color coding system
  - Consonants: white
  - Vowels: green
  - Warning patterns: yellow
  - Suffixes: blue
  - Prefixes: purple

Step 4: Decoding & Sentence Reading

- Introductory lesson: students work on a concept word list and are taught to underline, link, and box letters or letter combinations, or divide compound words and syllables
- Reinforcing lesson: students work on and read a list of words and ten sentences. Vocabulary and comprehension are developed.
Step 5: Pre-reading

- Introductory lesson: phoneme-grapheme analysis of one word containing the new concept
- Reinforcing lesson: teacher introduces target word in the story the students are about to read. Student does the phoneme-grapheme analysis of target word. And teacher leads introduction of story, building background, vocabulary, and concepts.

Step 6: Reading

- Introductory Lesson:
  - Students complete word find sheet and read/discuss new concept words.
  - Instructor writes sentences on a board. Student is encouraged to underline/link targeted concepts before reading sentences aloud.

- Reinforcing Lesson: Students read a story reviewing previously learned and newly introduced concepts.
  - After each paragraph, instructor asks questions for students predicting outcomes, identify cause and effect, compare and contrast, draw conclusions, or identify main ideas and details.
  - Following the reading, students complete a comprehensive activity utilizing a graphic organizer.
Step 7: Sound Dictation

- 10 sounds are dictated to students.
- Students are encouraged to name the letters and write them on their hand before writing them on their paper.

Step 8: Prespelling

- Step 8 leads into step 9.
- Step 8 addresses phonological awareness again as the student and teacher work to break the target word down into number of syllables and sounds before having to write the word in step 9.
- This activity is completely auditory.
Step 9: Spelling

- 10 words are dictated to students.
- Students are encouraged to name the letters and write them on their hand before writing them on their paper.
- After the word is written, students are to sound out the word and blend it together.

Step 10: Sentence Dictation

- Sentences targeting new concepts are dictated while instructor writes dashes on the board to correspond to each word in the sentence.
- Students repeat the sentence as the instructor points to each dash.
- Students repeat the sentence as they write their own dash on their paper.
- Students then write the sentence, putting a word on each dash.
- Proofreading, corrections, and read-alouds are incorporated.
Reading Comprehension

1. Reading Comprehension is what is most important. “Reading without comprehending is like eating without digesting.” - Edmund Burke
2. Reading Comprehension is dependent on two things
   a. Word Recognition
   b. Language Comprehension
3. Mental Models are the gateway between Texts and Comprehension

The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)
This process is as easy as it is enjoyable. This process can take anywhere from about an hour to all day. The length of time depends on the elaborateness of the final product. Only one substance is necessary for this process. However, the substance must be quite abundant and of suitable consistency. The substance is best used when it is fresh, as its lifespan can vary. Its lifespan varies depending on where the substance is located. If one waits too long before using it, the substance may disappear. This process is such that almost anyone can do it. The easiest method is to compress the substance into a denser mass than it had in its original state. The process gives a previous amorphous substance some structure. Other substances can be introduced near the end of the process to add to the complexity of the final product. These substances are not necessary. However, many people find that they add to the desired effect. At the end of the process, the substance is usually in a pleasing form.

1. It’s very difficult to understand a text without an appropriate mental model.
2. When information in a text is successfully integrated into a mental model, comprehension happens.
### Necessary Components for Mental Models (information taken from Oakhill et al 2015)

1. **Ability to Activate Word Meanings**
   - a. **Kevlar**

2. **Sentence Structure (Understanding and Linking Sentences)**
   - a. **Linking Words**
     - i. Dan was very late.
     - ii. Dan was very late because he got the bus.
     - iii. Dan was very late although he got the bus.
     - iv. Dan was very late so he got the bus.

3. **Making Inferences**
   - a. **Local cohesion inferences**
     - i. Lexical Inferences
     - 1. Kristen adored her new pet. The little puppy was very cute
     - ii. Pronominal Inferences
     - 1. Pronoun antecedent relationships
   - b. **Global cohesion inferences**
     - Overall meaning such as setting or character motivation

4. **Connector Words - Cohesive Ties**

5. **Text Structure**

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### Connector Words

**Marker words (temporal, causal, contrast, continuity)**

- So
- Through
- Yet, Instead
- Meanwhile
- There are reasons why...
- Before (temporal)
- After
- A little later
- Consequently (causal)
- Conversely (contrast)
- Earlier
- Previously
- For this reason, Furthermore (continuity)
- On the other hand, Furthermore
“In the morning, Pauline immediately spotted her friend Susie’s new school bag. It was a rucksack type but not a silly pink and childish thing like her own. When her father was back from work, she asked him if she could join him on his shopping trip into town. She knew that there were lots of shops just next to the supermarket where he always shopped.”

1. What color is Pauline’s school bag? *(local cohesion, a lexical inference)*
2. What sort of bag is Susie’s new school bag? *(local cohesion, pronoun antecedent rel.)*
3. Why does Pauline wish to accompany her father into town? *(global coherence, setting, character motivation)*
4. What sort of shop does Pauline really wish to go to? *(global coherence inference)*

How do we teach students to draw these necessary inferences?

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**How to Improve Inferencing?**

1. Practice Lexical Inferencing
2. Ask Inference Demanding Questions
3. Place demands on memory
4. Graphic Organizers designed for supporting inferencing.

#1 Recommendation for SLPs
<table>
<thead>
<tr>
<th>Class</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
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<tbody>
<tr>
<td>1</td>
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<td>10</td>
<td>tired</td>
<td>tired</td>
<td>tired</td>
<td>tired</td>
</tr>
</tbody>
</table>

Note: All words in parentheses are defined. All words in bold are in parentheses and are the focus of the lesson. Each page of lessons, quizzes, and tests include a vocabulary review in a partially written form.

Vocabulary Levels:
- Easy
- Moderate
- Difficult

(Revised June 2010 - used with the permission from Scholastic Press, Inc. Reading Vocabulary: Making it Stick)
30 Million Word Gap

Disparities in Early Vocabulary Growth

Vocabulary Types

3 Types of Vocabulary

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book.</td>
<td>Equation</td>
<td>Isotope</td>
</tr>
<tr>
<td>Run</td>
<td>Experiment</td>
<td>Amino Acid</td>
</tr>
<tr>
<td>Numbers</td>
<td>Liberal</td>
<td>Parabola</td>
</tr>
<tr>
<td>Solve</td>
<td>Nutrition</td>
<td>Feudalism</td>
</tr>
<tr>
<td>Line</td>
<td>Impulse</td>
<td>Israelites</td>
</tr>
<tr>
<td>Animal</td>
<td>Difference</td>
<td>Lathe</td>
</tr>
<tr>
<td>Law</td>
<td>Masterpiece</td>
<td>Peninsula</td>
</tr>
</tbody>
</table>

- Basic words, rarely require direct instruction for native speakers.
- High frequency words used across a variety of subjects; may have multiple meanings.
- Low frequency words, technical terms and subject-specific.
1. On your phone, find a picture of your significant other, adult child, parent etc.

2. Tell 5 people their name and occupation.

3. Sit back down.
Graffiti Graphics - Always Use Visuals

Graffiti Graphics Continued
Rank - 1, 2, 3
Word Harvesting

1. The teacher reads an authentic piece of literature to students daily.
2. At the end of the read aloud teacher and students discuss story and capture the harvested words.
3. The teacher charts words for word well.
4. Rinse and repeat on subsequent days.
1. Encoding New Words: Hear the word, see the word and say the word.

2. Storage: Practice Makes Permanent. You have to act upon the word.

Ten Minute Concept Map

1. Pass out blank paper to each student.
2. Ask students to fold them in quarters.
3. Unfold paper write vocabulary word in the center.
4. In upper left box have students write own definition of the word.
5. In upper write box have them draw a picture that describes the word.
6. In lower left box have students come up with synonyms for the word.
7. Finally, in lower write have students write antonyms or a sentence.

During next time slot, have students share their vocabulary map with others.

Ten Minute Vocab Lessons

Created by: Marilee Sprenger

1. Take attendance. Call out name and provide a word wall word. Response should be synonym for word.
2. Put students in small groups. Have them act out a word wall word. (tableau)
3. Have students draw a picture or symbol representing a word.
4. Introduce a new word. Use it in a sentence. Have students in groups explain what the word means.
### The 20 Most Common Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>(not)</td>
</tr>
<tr>
<td>re</td>
<td>(again, back)</td>
</tr>
<tr>
<td>in</td>
<td>(in or into)</td>
</tr>
<tr>
<td>im</td>
<td>(in or into)</td>
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<tr>
<td>ir</td>
<td>(in or into)</td>
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<tr>
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<td>(between, among)</td>
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<tr>
<td>mid</td>
<td>(middle)</td>
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<tr>
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### The 20 Most Common Prefixes

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<th>Meaning</th>
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<td>(again, back)</td>
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<tr>
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<td>(in or into)</td>
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