

A COMPARISON OF THE TRADITIONAL AND INDIVIDUALIZED
METHODS OF TEACHING SPELLING TO TWO FOURTH
GRADE AND FOUR FIFTH GRADE CLASSES

by

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CHAPTER I

INTRODUCTION

Statement of the Problem

The schools have frequently been criticized for the way in which they teach spelling. Business men complain that their secretaries can't spell many of the words in an ordinary business letter. College professors say that many incoming freshmen are semiliterate and relegate them to remedial English classes.

Several recent comprehensive studies tend to support the often expressed opinion that today's students can't spell.

In 1945, Sifferd¹ surveyed the spelling ability of 921 pupils in grades four to eight in Illinois. By using the Buckingham Extension of the Ayres Spelling Scale he was able to compare the spelling of children in 1945 with that of children of more than thirty years earlier. In every grade the spelling records of the children of thirty years earlier surpassed those of 1945.

¹Calvin S. Sifferd, "A Survey of Spelling Ability," Elementary School Journal, XLVII (February, 1947), p. 341.

Fitzgerald² reports a 1947 study of the spelling proficiency of 82,833 children in grades two to eight in Indiana. An analysis of the data revealed that twenty-seven percent of the children were spelling at grade level, twenty-five percent were accelerated, and forty-eight percent were retarded, the average retardation being one and one half grades.

Several years later Ayer³ conducted a survey of the spelling achievement of 40,000 high school students in forty-eight states. He discovered that there was a great variation in spelling proficiency from school to school and within the same grade. However, a comparison of the median achievement scores of the then ninth grade pupils with those of the pupils of 1915 and 1925 showed that the students of 1950 were considerably poorer spellers.

It is true that today the children of all intellectual levels and cultural backgrounds attend school. This wasn't the situation fifty years ago and so it might be argued that these surveys give a distorted view of present conditions. Nevertheless, it would appear that the traditional method of teaching spelling has failed to develop the spelling abilities of a great many children.

²James A. Fitzgerald, The Teaching of Spelling, (Milwaukee: The Bruce Publishing Company, 1951), p. 190.

³Fred Ayer, "An Evaluation of High School Spelling," School Review, LIX (April, 1951), p. 236.

Purpose of the Study

It was the purpose of this study to compare the relative effectiveness of the traditional and individualized methods of teaching spelling to two fourth grade and four fifth grade classes similar in respect to age, sex, intelligence, and socioeconomic background.

The control classes were taught in the traditional manner. The teachers of these classes followed the spelling program outlined in the adopted textbook, Basic Goals in Spelling,⁴ in which identical weekly word lists and exercises are assigned to the entire class.

An individualized spelling program was followed by the experimental classes. All the children were given a mimeographed word list⁵ which consisted of all the words presented in the second, third, fourth, fifth, sixth, and seventh grade editions of the spelling series used by the control classes. The words of each grade were arranged alphabetically and titled List A, List B, List C, List D, List E, and List F respectively, according to grade level. Each child made his own weekly list of spelling words by selecting words at his level as determined by the Morrison-McCall Spelling Scale.⁶ He was encouraged to include as

⁴William Kottmeyer and Kay Ware, Basic Goals in Spelling, (St. Louis: Webster Publishing Company, 1960).

⁵May be found in Appendix B.

⁶J. Cayce Morrison and William A. McCall, Morrison-McCall Spelling Scale, (New York: Harcourt, Brace, and World, Inc., 1923), 16. May be found in Appendix A.

many words as he felt he could learn in a week in addition to any common words he may have misspelled in a social studies, science, or creative writing assignment the previous week.

The experiment lasted one school year. At its conclusion, the initial spelling scores were compared with the final scores of two equivalent forms of the Morrison-McCall Spelling Scale in order to determine if one teaching method was superior to the other.

CHAPTER II

REVIEW OF THE LITERATURE

That individuals vary in ability and achievement is a recognized fact. It is usual for a classroom to contain children with a considerable range in both potential and performance. The span of abilities in a typical classroom roughly corresponds to the grade level. Thus, in a fifth grade room there will be some children whose language skills are similar to the average in third grade and others with skills comparable to those of an average seventh grade student.⁷

Studies of the interrelationships among the language arts, that is reading, writing, speaking, and listening, have determined that language development is characterized by sequential development. "The child listens with comprehension before he speaks with meaning; he develops a substantial oral vocabulary before he reads; he makes considerable reading progress before he writes; and he usually begins to spell when he needs spelling in his own writing."⁸

⁷Paul S. Johnson, "Comments and Advice from Your Counselors," The Instructor, LXXIV (January, 1965), p. 34.

⁸William S. Lodge, "Development Characteristics of Childhood," Elementary English, XXX (February, 1953), p. 111.

Spelling and reading abilities are closely related. Peake⁹ determined that the correlation between scores on vocabulary tests and spelling tests tends to average around .80. After making an extensive survey of spelling disability, Spache¹⁰ concluded that vocabulary knowledge is a more significant determinant of spelling success than intelligence, especially in the first five grades. Of particular interest is the way in which spelling and reading are related. The child who is good in reading is usually good in spelling, although there are some excellent readers who are poor spellers. But the poor readers are rarely good spellers.¹¹

Most teachers consider the fact of individual differences when organizing their reading program. It is the usual practice to group children for reading instruction according to their ability. On the other hand, the usual practice in spelling is to give all children identical spelling books and assign the same words regardless of individual capacity and achievement.¹² This malpractice

⁹Nellie L. Peake, "Relation Between Spelling Ability and Reading Ability," Journal of Experimental Education, IX (December, 1940), p. 193.

¹⁰George Spache, "Spelling Disability," Journal of Educational Research, XXXIV (April, 1941), p. 575.

¹¹Gus P. Plessas and Walter T. Petty, "The Spelling Plight of the Poor Reader," Elementary English, XXXIX (May, 1962), p. 463.

¹²Hale C. Reid and A. N. Hieronymus, An Evaluation of Five Methods of Teaching Spelling in the Second and Third Grades, A Research Report by the U. S. Office of Education (Washington, D. C.: U. S. Department of Health, Education,

results in unsuccessful learning experiences for many children.

Using nine year old boys as subjects, Lantz¹³ determined that success tended to enhance learning efficiency and that the experience of failure had an even greater inhibiting effect. Also, the personality and behavior traits of the boys appeared changed by the success or failure. Successful subjects were rated self-confident, bold, willing, and cheerful by the examiner. The boys who failed became uncooperative, dull, anxious, and antagonistic.

Equally important is the influence that success and failure have on an individual's aspirations (next-expected achievements). Working with fourth to sixth grade children Sears¹⁴ found that children who had regularly experienced success in the past--in their daily schoolwork, in tests, and in marks--continued to set aspiration levels just beyond their past achievements. However, those children who had been continually frustrated in their daily learning attempts and disappointed in their grades set unrealistic levels of aspiration--either too high or too low.

Because of the far reaching consequences of success or failure on an individual's interest, efficiency, and

and Welfare, 1965), pp. 22-33.

¹³Beatrice Lantz, "Some Dynamic Aspects of Success and Failure," Psychological Monographs, LIX (1945), pp. 15-21.

¹⁴Pauline Snedden Sears, "Levels of Aspiration in Academically Successful and Unsuccessful Children," Journal of Abnormal and Social Psychology, XXXV (October, 1940), pp. 522-35.

aspirations, it is essential that all subjects, spelling included, be organized so that all children can know real success.

Various spelling programs have been tried in an attempt to gear spelling instruction to individual capacities. In one individualized approach adopted by many school systems between 1930 and 1955 spelling books were abandoned altogether. Each child was responsible for making his own spelling list by writing in a notebook any word he found need of in his written work. These words were studied at intervals as they accumulated.¹⁵

In 1953, Deacon¹⁶ made a comparative study of the effectiveness of a word list (textbook) method of teaching spelling with a program employing only the words needed by individuals in their writing. Over 400 second and third grade pupils were involved. The results of the spelling and reading tests and the analysis of the children's experience stories indicated that the children using the word list method had made significantly greater gains in reading and spelling. Deacon suggested that lack of effort and/or a poor choice of words had prevented the

¹⁵Jean S. Hanna and Paul R. Hanna, "Spelling as a School Subject: a brief history," National Elementary Principal, XXXVIII (May, 1959), p. 14.

¹⁶Lawrence Deacon, "The Teaching of Spelling Can Become Too Individualized," Education, LXXVII (January, 1956), p. 301.

children in the individualized program from learning a basic vocabulary.

Another plan that has been tried is to have the children develop a class spelling list by suggesting words pertaining to current units and activities. According to Fitzgerald¹⁷ such a practice should be carefully evaluated because many of the words used in a unit of work may seldom, if ever, be written in the future by many of the children.

If improvement in spelling is to occur, if the weak spellers and the able spellers are to attain growth commensurate with their ability, provision must be made for the differences among children.¹⁸

Thus it is unwise to have poor spellers attempt to memorize the spelling of words which are not a part of their reading vocabularies. It is equally senseless to have the above average spellers "study" words they can already spell. The good spellers investigated by Schoephoerster¹⁹ were able to spell ninety-seven percent of the words in the weekly lesson prior to formal class

¹⁷Fitzgerald, loc. cit., p. 13.

¹⁸Arnie Richmond, "Children's Spelling Needs and the Implications of Research," Journal of Experimental Education, XXIX (September, 1960), p. 19.

¹⁹Hugh Schoephoerster, "Research into Variations of the Test-Study Plan of Teaching Spelling," Elementary English, XXXIX (May, 1962), p. 461.

presentation.

Gantz²¹ has stated that the success of the spelling program hinges on the children's acceptance of spelling as a personal obligation. This can best be accomplished when the children are encouraged to set appropriate goals for themselves in spelling and to assume responsibility for reaching them.²²

²¹Gertrude Gantz, "With Vast Delight, He Spells," National Elementary Principal, XXXVIII (May, 1959), p. 25.

²²Neville Bremer, "Helping Pupils Toward Self-Motivation in Learning to Spell and Write," Elementary English, XLII (February, 1965), p. 129.

CHAPTER III

DESIGN OF THE STUDY

Hypothesis Tested

The hypothesis tested was that the differences between the means of the samples in terms of the initial and final scores of two equivalent forms of the Morrison-McCall Spelling Scale would be no greater than the differences due to the vagaries of random sampling from a single, normally distributed, infinite population.

Population and Samples Used

This study was limited to two fourth grade classes and four fifth grade classes. The fourth grade students attended the same school in Hales Corners, Wisconsin, an upper middle class community of 5,549 residents. The fifth grade students attended the same school in Oak Creek, Wisconsin, a lower middle class community with a population of 9,372. Both cities are suburbs of Milwaukee, Wisconsin. In both schools children are randomly assigned to rooms so the two fourth grade classes were similar in respect to age, sex, intelligence, and socioeconomic background, as were the four fifth grade classes. One of the fourth grade classes and two of the fifth grade classes comprised the

the control group. The other three classes made up the experimental group.

Instruments Used

The test used to determine the spelling proficiency of the children of both groups was the Morrison-McCall Spelling Scale. Anton Thompson²² has noted that most of the test words are words commonly used in the writing of adults and upper grade children.

Both the verbal and nonverbal batteries of the Lorge-Thorndike Intelligence Test²³ were used to establish the mental ability of the students considered in the study. Because of its good design, simple administration, and highly satisfactory norms, this series is rated one of the best of the group intelligence tests by Frank Freeman.²⁴

Experimental Procedure

During the first week of school Test One of the Morrison-McCall Spelling Scale was administered to both groups and the spelling level in terms of grade norms was

²²Oscar Kristen Buros (ed.), The Fourth Mental Measurements Yearbook (Highland Park, N. J.: The Gryphon Press, 1953), p. 330.

²³Irving Lorge and Robert L. Thorndike, The Lorge-Thorndike Intelligence Tests (Boston: Houghton Mifflin Company, 1954).

²⁴Oscar Kristen Buros (ed.), The Fifth Mental Measurements Yearbook (Highland Park, N. J.: The Gryphon Press, 1959), p. 479.

determined for each child. Table 1 indicates the means and ranges of the spelling levels at the start of the study. It can be seen that the girls of the experimental group were initially better spellers than the boys of the experimental group. Because of this it was necessary to analyze the achievement of the sexes separately.

TABLE 1

MEANS AND RANGES OF SPELLING LEVELS IN TERMS OF
GRADE NORMS AS DETERMINED BY TEST ONE OF
THE MORRISON-McCALL SPELLING SCALE

| | <u>Boys</u> | | | <u>Girls</u> | | | <u>t</u> |
|-------------------|-------------|-----|---------|--------------|-----|---------|----------|
| | N | M | R | N | M | R | |
| Control | 45 | 4.1 | 1.7-7.0 | 34 | 4.3 | 2.2-8.0 | -1.22* |
| Experi- mental | 44 | 3.7 | 1.8-6.6 | 32 | 4.5 | 1.8-7.5 | -3.11** |

*not significant

**significant at the .01 level

In October, both batteries of the Lorge-Thorndike Intelligence Test were given and the intelligence quotients ascertained. The means and standard deviations of the intelligence quotients of both groups, divided by sex, are shown in Table 2. The girls in the experimental group scored significantly higher than the control girls on the verbal battery. All the other differences are not significant.

TABLE 2

MEANS AND STANDARD DEVIATIONS OF INTELLIGENCE QUOTIENTS
AS DETERMINED BY LORGE-THORNDIKE INTELLIGENCE TESTS

| | <u>Control</u> | | | <u>Experimental</u> | | | <u>t</u> |
|-------|----------------|----------------------|-------|---------------------|----------------------|-------|----------|
| | N | M | SD | N | M | SD | |
| Boys | 45 | 110.0 (verbal) | 14.11 | 44 | 108.3 (verbal) | 15.38 | .54* |
| | | 109.6 (nonverbal) | 12.45 | | 107.4 (nonverbal) | 11.41 | .80* |
| Girls | 34 | 107.6 (verbal) | 12.94 | 32 | 115.3 (verbal) | 12.19 | 2.50** |
| | | 109.9 (nonverbal) | 13.41 | | 111.4 (nonverbal) | 14.36 | -.43* |

*not significant

**significant at the .02 level

The teachers of the control classes followed the program outlined in the adopted spelling book. All the children in each class used the book for their grade and studied twenty words a week. A typical weekly schedule is outlined below.

Monday:

The teacher introduced the week's spelling words by pronouncing them and clarifying meanings when necessary. The children pronounced the words and wrote them.

Tuesday:

The children used the spelling words to

complete exercises in the textbook.

Wednesday:

The teacher dictated the words for a trial test which the children checked themselves. While the teacher walked about rechecking the papers, the children studied any misspelled words. In studying these words the children were directed to follow the five steps suggested by the authors of the text:

- 1) Look at the word
- 2) Say the word
- 3) Think how to spell the word
- 4) Write the word and check its spelling
- 5) Practice writing the word

Thursday:

The children continued their study of misspelled words and completed the spelling exercises.

Friday:

The children checked the spelling exercises together. The teacher dictated the final test and corrected the papers. The children graphed the results on individual progress charts.

Every sixth week there was a review lesson. Each week seventy-five minutes, divided into five fifteen

minute periods, was devoted to spelling.

The children in the three experimental classes used no spelling book. Their main source of words was a mimeographed list of all the words taught in the second, third, fourth, fifth, sixth, and seventh grade editions of the text used by the control classes. The words of each grade were arranged alphabetically and titled List A, List B, List C, List D, List E, and List F respectively, according to difficulty.

The teachers of the experimental classes used the scores from Test One of the Morrison-McCall Spelling Scale to determine the spelling level of each child and to decide with which list of words (List A, B, C, D, E, or F) he was to begin. Each child was informed of his starting level but not of its grade equivalency. The children were told that they were going to make their own weekly spelling lists by choosing as many words as they wanted to learn how to spell. They were encouraged to take as many words as they felt capable of learning. It was emphasized that they were to list only those words they could read, knew the meaning of, but didn't know how to spell. The children were told that as soon as they could spell all the words at one level, they would be able to move on to the next list. Below is a typical weekly program.

Monday:

The teacher passed out a worksheet which

dealt with a particular word analysis skill.²⁵ Under the teacher's guidance the children worked out the first part of the exercise together. When it was apparent to the teacher that the children understood the principle involved, she instructed them to compile their spelling lists including all the words from their level that exemplified that particular principle. The children also listed any words misspelled in the previous final test, any common words misspelled in any written assignment the week before, and other words that they wanted to learn how to spell from their level. Any extra time was used to complete the worksheet exercises.

Wednesday:

Each child had a spelling partner of approximately the same spelling ability to whom he gave a trial test and from whom he received his trial test. Each child corrected his own test and studied any misspelled words following the same five steps used by the control group.

²⁵A sample exercise sheet may be found in Appendix B.

The children then finished the worksheet exercises while the teacher rechecked the trial tests to make sure that no misspelled words had gone undetected.

Friday:

The children checked the exercises together. Each child dictated a final test to his partner and wrote his final test. These tests were checked by the teacher and returned. The children graphed the results on individual progress charts.

The experimental classes spent the same total amount of time (seventy-five minutes) on spelling as the control classes but it was divided into three periods of twenty-five minutes each.

CHAPTER IV

ANALYSIS OF THE DATA

This study of two ways of teaching spelling lasted one school year. Six classes, two fourth grades and four fifth grades, participated in it.

During the first week of school all the teachers involved administered Test One of the Morrison-McCall Spelling Scale to their classes. Approximately six weeks later the verbal and nonverbal batteries of the Lorge-Thorndike Intelligence Test, Level 3, Form A were given. At the end of the school year an equivalent form of the Morrison-McCall Spelling Scale was administered.

The first test of the Morrison-McCall Spelling Scale revealed that the girls in the experimental group were significantly better spellers than the boys of the experimental group, so all subsequent comparisons differentiated between the sexes of both the control and experimental groups. Table 3 indicates the means and standard deviations of the initial spelling achievement of the four groups.

TABLE 3

MEANS AND STANDARD DEVIATIONS OF WORDS SPELLED CORRECTLY
ON TEST ONE OF THE MORRISON-McCALL SPELLING SCALE

| | <u>Boys</u> | | | <u>Girls</u> | | | <u>t</u> |
|-------------------|-------------|------|------|--------------|------|------|----------|
| | N | M | SD | N | M | SD | |
| Control | 45 | 20.9 | 8.55 | 34 | 23.3 | 8.76 | 1.22* |
| Experi- mental | 44 | 19.1 | 8.83 | 32 | 24.2 | 8.23 | 3.11** |

*not significant

**significant at the .01 level

At the conclusion of the study, each child's gain in spelling was determined by computing the difference between the scores of the two spelling tests. The average gains of the children grouped according to sex and method are found in Table 4. Although the scores of the boys in the experimental group revealed the most improvement, the gain was not statistically significant.

TABLE 4

MEANS AND STANDARD DEVIATIONS OF THE DIFFERENCES BETWEEN
THE SCORES OF SPELLING TESTS ONE AND TWO

| | <u>Control</u> | | | <u>Experimental</u> | | | <u>t</u> |
|-------|----------------|------|------|---------------------|------|------|----------|
| | N | M | SD | N | M | SD | |
| Boys | 45 | 7.53 | 3.88 | 44 | 8.95 | 3.88 | 1.73* |
| Girls | 34 | 7.50 | 3.89 | 32 | 7.81 | 4.27 | .31* |

*not significant

In order to determine if one of the methods was significantly more effective with either the bright average and above children or the average and below average children, the four groups were further divided according to the intelligence quotients determined by the verbal battery of the Lorge-Thorndike Intelligence Test. The means of the differences between the scores of the two spelling tests were then compared. Table 5 shows that for children of average and below intelligence, neither method was consistently more effective than the other. The boys improved most with the traditional method while the girls did better in the individualized program. However, the differences were not statistically significant.

TABLE 5

MEANS AND STANDARD DEVIATIONS OF THE DIFFERENCES BETWEEN
THE SCORES OF SPELLING TESTS ONE AND TWO OF CHILDREN
WITH INTELLIGENCE QUOTIENTS OF 110 AND BELOW

| | <u>Control</u> | | | <u>Experimental</u> | | | |
|-------|----------------|------|------|---------------------|------|------|-------|
| | N | M | SD | N | M | SD | |
| Boys | 24 | 8.67 | 4.09 | 26 | 8.62 | 4.65 | .04* |
| Girls | 19 | 6.95 | 4.67 | 12 | 7.33 | 4.16 | -.25* |

*not significant

For the brighter than average boys, one teaching method was decidedly more effective. As Table 6 shows, the boys in the individualized program made significantly greater improvement than their counterparts in the control group. The opposite is true of the girls in the experimental group who made slightly less improvement than the control girls.

TABLE 6

MEANS AND STANDARD DEVIATIONS OF THE DIFFERENCES BETWEEN
THE SCORES OF SPELLING TESTS ONE AND TWO OF CHILDREN
WITH INTELLIGENCE QUOTIENTS ABOVE 110

| | <u>Control</u> | | | <u>Experimental</u> | | | <u>t</u> |
|-------|----------------|------|------|---------------------|------|------|----------|
| | N | M | SD | N | M | SD | |
| Boys | 22 | 5.29 | 4.72 | 18 | 9.44 | 3.66 | -3.26** |
| Girls | 15 | 8.20 | 2.58 | 20 | 8.11 | 4.42 | .84* |

*not significant

**significant at the .01 level

Table 7 indicates that the brighter boys in the experimental group were not better spellers than the brighter girls in the experimental group at the start of the experiment. In fact, the mean number of words spelled correctly by the girls on Test One was higher than that of the boys, although the difference was not great enough to be statistically significant.

TABLE 7

MEANS AND STANDARD DEVIATIONS OF WORDS SPELLED CORRECTLY
ON TEST ONE BY CHILDREN WITH INTELLIGENCE QUOTIENTS
ABOVE 110 IN THE EXPERIMENTAL GROUP

| <u>Boys</u> | | | <u>Girls</u> | | | <u>t</u> |
|-------------|-------|------|--------------|-------|------|----------|
| N | M | SD | N | M | SD | |
| 18 | 24.05 | 8.26 | 20 | 26.55 | 7.17 | -.99* |

*not significant

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to compare the relative effectiveness of the traditional and individualized methods of teaching spelling to two fourth grade and four fifth grade classes similar in respect to age, sex, intelligence, and socioeconomic background.

The fourth grade students attended the same school in Hales Corners, Wisconsin. The fifth grade children attended the same school in Oak Creek, Wisconsin. Both small communities are suburbs of Milwaukee, Wisconsin.

The study was limited to one school year. At the onset, all teachers administered Test One of the Morrison-McCall Spelling Scale and the verbal and nonverbal batteries of the Lorge-Thorndike Intelligence Test to their students. At the conclusion of the experiment Test Two of the Morrison-McCall Spelling Scale was given to all children.

The children in the three control classes followed the traditional approach outlined in the adopted textbook, Basic Goals in Spelling. All the children used the book for their grade level. The children in the experimental classes selected their own spelling words from a mimeo-

graphed list which included all the words taught in the second through seventh grade editions of the spelling series used by the control group. The children chose words at their spelling level as determined by Test One of the Morrison-McCall Spelling Scale. Unlike the children in the control classes who were limited to twenty words a week, the children in the experimental classes were encouraged to study as many words as they felt capable of learning. Both groups were instructed in structural and phonetic word analysis. The control classes worked the exercises in the spelling book and the experimental classes were given weekly worksheets which dealt with similar skills.

Because the first spelling test indicated that the girls in the experimental group were initially better spellers than the boys in the experimental group, the subsequent comparisons of the control and experimental groups differentiated between the sexes.

Although the mean differences between the scores of the first and second spelling tests were greater for the boys and girls of the experimental group, the mean gains in achievement were not statistically significant.

When the control and experimental groups, already divided by sex were separated by intelligence level into those with intelligence quotients above 110 and those with intelligence quotients of 110 and below, and the mean differences of the scores of the two spelling tests were

compared, it became apparent that the boys in the experimental group with an intelligence quotient above 110 had made significantly greater improvement than the brighter than average boys in the control group.

Conclusions

Based on this limited study it would appear that for boys of better than average intelligence the individualized spelling method is superior to the traditional approach. For all other sub groups--girls of above average intelligence, girls of average and below average intelligence, and boys of average and below average intelligence--both spelling methods seemed to be similarly effective.

However, because of its limited nature, conclusions and implications regarding the generalization of the data are somewhat questionable. Substantially different results might have been obtained from a longitudinal study which included grades two to six and extended at least two years. Such a study would take into consideration the part that maturation plays in the development of spelling ability, a factor which wasn't included in this study.

Also, the method used to determine improved spelling ability was not entirely satisfactory. It is a common observation that many pupils spell with a high degree of accuracy during spelling period but much less accurately during other writing periods. A test that indicated the

children's sensitivity to spelling errors in a proofreading situation would have revealed the extent to which the methods had contributed to a practical application of spelling ability.

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APPENDIX A

Morrison-McCall Spelling Scale

and

Lorge-Thorndike Intelligence Tests

MORRISON-McCALL SPELLING SCALE

For Grades 2 to 8

By J. CAYCE MORRISON, PH.D.

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State Department of Education, Albany, New York

and WILLIAM A. McCALL, PH.D.

Professor of Educational Psychology
Teachers College, Columbia University, New York

GENERAL DIRECTIONS

Select for testing purposes any one of the eight lists of 50 words each given in this booklet.

The eight lists are of equal difficulty, so that all directions given herein apply equally to all of them.

Use the illustrative sentences in which these words are contained. Do not use any others.

Before beginning the test, remove all distracting elements from the environment and make pupils as comfortable as possible. Provide against any disturbances while the test is in progress. Preferably there should be no visitors.

Follow with literal exactness the instructions for giving the test. Avoid preliminary coaching, special helps during test, and unstandardized introductory remarks. Secure attention and coöperation of pupils by your own poise and pleasant manner.

Give directions distinctly, at moderate speed, with careful attention to emphasis, loudly enough for all pupils in the room to hear without difficulty, and confidently enough to secure instant obedience from every pupil. Insist courteously but firmly upon this prompt obedience from the start.

Pronounce all words to all pupils. Do this regardless of whether Grade 2 or Grade 8 or a mixture of several grades is being tested. Pupils will often surprise their teachers by spelling words normally too difficult or by failing to spell words normally too easy for their grade. While the same scale is used for measuring all grades, the norms for upper-grade pupils are much higher than for lower-grade pupils.

Practice pronouncing the words until sure of the exact pronunciation of each and until sure of your ability to enunciate clearly without distorting the correct pronunciation. Use Webster's New International Dictionary as the standard.

Prevent copying by carefully watching any one who attempts to do so. Do not distract others by oral reprimands while a word is being spelled.

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INSTRUCTIONS TO PUPILS

clear desks. Provide them with sharpened pencils and uniform few extra pencils available. Have each child write at the top of ie, age in years at last birthday, date of birth, school, teacher's le, and whether in the first half or second half of the grade. number the lines on their papers from 1 to 50.

ils: "We will now have a spelling lesson. There will be 50 pronounce each word, use it in a sentence, and pronounce it a f you do not understand any word, leave the space blank and t word. Try to spell each word. Be sure to dot the i's and In rooms having two or more grades the examiner will add, spell the same words."

ach word as in the following illustration: "Your — *Your* books — *Your*." Each examiner will pronounce words at such rate ited to the class.

rs as soon as children have written the last word. e of the test, younger pupils should seem bewildered and confused. ould smilingly encourage them by explaining that he didn't ex- cell all the words. He should endeavor to close the test period dren uniformly happy.

DIRECTIONS FOR SCORING

word either right or wrong. The standard of correctness is abso- n order to avoid subjective scoring.

r more spellings are allowed for a word by any standard diction- r spelling as correct.

ong if the letter "i" does not have a dot or if the letter "t" is ess it be a special "final t" construction.

credit for spelling words not pronounced; e.g., "tops" for the "men" for the word "man."

tempts to rewrite a word, consider the obvious intention of the ling to be scored.

ation to capitalization.

doubt as to the child's spelling, count as wrong.

DIRECTIONS FOR INTERPRETING SCORES

When the spelling papers are scored, the classroom teacher will want to ask four questions:

(1) How does the class or individual pupil compare in spelling achievement with the norms obtained from testing thousands of pupils of the same grade?

(2) What is the grade status of the individual pupil or of the class? That is, for what grade is the spelling ability of the pupil or class normal?

(3) How does the pupil compare in spelling achievement with other pupils of the same age?

(4) For what age is the spelling ability of the pupil normal?

Two methods are offered for answering the first question. By the first method the teacher simply compares the score of the pupil or class with the grade norms given in Table 1. For example, Table 6 shows the scores of some sixth-grade pupils. Pupil A's score was 16 words spelled correctly. Comparing this score with the grade norms in Table 1, we see that it is less than the midyear average for third-grade pupils. Pupil C of the same table spelled 37 words correctly, which is better than the standard for sixth-grade pupils of midyear. The class average was 31.4, which was nearer to the fifth-grade norm than to the sixth-grade norm. This method answers roughly the second question as to the grade status of the pupil or class.

The second method is the more exact one. It is known as the T-score method and is explained in the section on "T-score in spelling," below, and "Grade status in spelling," page 6. The T-score method enables the teacher to answer the second question also with greater precision.

The T-score method is also used to answer the third question. A measure of a child's spelling achievement in comparison with that of other children of his own age is known as his "Brightness in Spelling" and is represented by the symbol "Bs." The section on "Brightness in spelling," page 5, explains how to find the Bs of a pupil or class.

A convenient method for answering the fourth question is to find what is known as the spelling age of the pupil. Thus, a pupil whose spelling achievement is just equal to that of a 10-year-old child is said to have a spelling age of 10 years (or 120 months) no matter what his actual age may be. The section "Spelling age," page 4, explains how to find the spelling age of a pupil.

INSTRUCTIONS TO PUPILS

Have pupils clear desks. Provide them with sharpened pencils and uniform paper. Have a few extra pencils available. Have each child write at the top of his page his name, age in years at last birthday, date of birth, school, teacher's name, date, grade, and whether in the first half or second half of the grade.

Have pupils number the lines on their papers from 1 to 50.

Read to pupils: "**We will now have a spelling lesson. There will be 50 words. I will pronounce each word, use it in a sentence, and pronounce it a second time. If you do not understand any word, leave the space blank and wait for the next word. Try to spell each word. Be sure to dot the i's and cross the t's.**" In rooms having two or more grades the examiner will add, "**Every one will spell the same words.**"

Pronounce each word as in the following illustration: "Your — *Your* books are in the desk — *Your*." Each examiner will pronounce words at such rate as seems best suited to the class.

Collect papers as soon as children have written the last word.

If, *at the close* of the test, younger pupils should seem bewildered and confused, the examiner should smilingly encourage them by explaining that he didn't expect them to spell all the words. He should endeavor to close the test period leaving the children uniformly happy.

DIRECTIONS FOR SCORING

Mark each word either right or wrong. The standard of correctness is absolute accuracy, in order to avoid subjective scoring.

Where two or more spellings are allowed for a word by any standard dictionary, count either spelling as correct.

Count as wrong if the letter "i" does not have a dot or if the letter "t" is not crossed, unless it be a special "final t" construction.

Do not give credit for spelling words not pronounced; e.g., "tops" for the word "top," or "men" for the word "man."

If a child attempts to rewrite a word, consider the obvious intention of the child as the spelling to be scored.

Pay no attention to capitalization.

If in actual doubt as to the child's spelling, count as wrong.

Count the number of words spelled correctly by each pupil.

DIRECTIONS FOR RECORDING

In order to record the scores made by pupils, it is suggested that the teacher or examiner draw up a class record similar to the sample shown on the last page. On this class record will be written the name of the school, grade, etc., the list number and date of the test, the name of each pupil taking the test, his age in years and months, the number of words correct, and, if desired, his Ts, Gs, and Cs, or spelling age. The meanings of these symbols are given below.

If a large sheet of paper is used, the last four columns may be repeated so as to provide for recording two or three scores of each pupil. This will save writing the names and ages again and bring the scores closer together for reference. It will be understood that the age of the child is his age on the date of the first test.

DIRECTIONS FOR INTERPRETING SCORES

When the spelling papers are scored, the classroom teacher will want to ask four questions:

(1) How does the class or individual pupil compare in spelling achievement with the norms obtained from testing thousands of pupils of the same grade?

(2) What is the grade status of the individual pupil or of the class? That is, for what grade is the spelling ability of the pupil or class normal?

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Two methods are offered for answering the first question. By the first method the teacher simply compares the score of the pupil or class with the grade norms given in Table 1. For example, Table 6 shows the scores of some sixth-grade pupils. Pupil A's score was 16 words spelled correctly. Comparing this score with the grade norms in Table 1, we see that it is less than the midyear average for third-grade pupils. Pupil C of the same table spelled 37 words correctly, which is better than the standard for sixth-grade pupils of midyear. The class average was 31.4, which was nearer to the fifth-grade norm than to the sixth-grade norm. This method answers roughly the second question as to the grade status of the pupil or class.

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The T-score method is also used to answer the third question. A measure of a child's spelling achievement in comparison with that of other children of his own age is known as his "Brightness in Spelling" and is represented by the symbol "Bs." The section on "Brightness in spelling," page 5, explains how to find the Bs of a pupil or class.

A convenient method for answering the fourth question is to find what is known as the spelling age of the pupil. Thus, a pupil whose spelling achievement is just equal to that of a 10-year-old child is said to have a spelling age of 10 years (or 120 months) no matter what his actual age may be. The section "Spelling age," page 4, explains how to find the spelling age of a pupil.

TABLE 1. GRADE NORMS IN TERMS OF AVERAGE NUMBER OF WORDS SPELLED CORRECTLY

| Grade..... | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--|----|----|----|----|----|----|----|----|
| Average number of words spelled correctly..... | 11 | 18 | 24 | 30 | 35 | 39 | 42 | 44 |

These norms represent average achievement for 57,337 pupils in rural and village schools. There were approximately 8000 pupils tested in each grade except the ninth. The ninth-grade score represents the achievement of nearly 1000 pupils.

T score in spelling. The score of a pupil in any test may be expressed as a T score¹ in spelling (Ts) by means of Table 2.

¹A term introduced by William A. McCall in "Uniform Method of Scale Construction," *Teachers College Record*, January, 1921.

A Ts of 50 denotes the median spelling ability of unselected pupils whose age last birthday was 12 years. The units of Ts above and below 50 indicate theoretically equal increments of spelling ability, according to the assumption that the spelling ability of 12-year pupils is distributed according to the law of normal distribution. Each 10 units of T-score represent 1 SD (standard deviation) of distribution of 12-year-olds. Any pupil or class, for example, whose Ts is 70 has an ability that is 20 T (or 2 SD) above the mean ability of 12-year-olds.

Find the pupil's total number of words correct in the first column of Table 2 and read the corresponding Ts. This is the pupil's T score in spelling. Thus, the first pupil in Table 6 spelled 16 words correctly, which, according to Table 2, corresponds to a Ts of 36. Table 2 and all others apply to any list.

TABLE 2

| WORDS CORRECT | Ts | SPELLING AGE | Gs | WORDS CORRECT | Ts | SPELLING AGE | Gs | WORDS CORRECT | Ts | SPELLING AGE | Gs |
|------------------|----|-----------------|-----|------------------|----|-----------------|-----|------------------|----|-----------------|------|
| 0 | 17 | 84 | 1.0 | 18 | 37 | 116 | 3.5 | 36 | 52 | 156 | 6.8 |
| 1 | 20 | 85 | 1.3 | 19 | 38 | 118 | 3.7 | 37 | 53 | 159 | 7.0 |
| 2 | 22 | 87 | 1.5 | 20 | 39 | 120 | 3.9 | 38 | 54 | 162 | 7.3 |
| 3 | 24 | 89 | 1.7 | 21 | 40 | 122 | 4.1 | 39 | 55 | 165 | 7.5 |
| 4 | 25 | 90 | 1.8 | 22 | 40 | 124 | 4.2 | 40 | 56 | 168 | 7.7 |
| 5 | 26 | 92 | 1.9 | 23 | 41 | 126 | 4.3 | 41 | 57 | 171 | 8.0 |
| 6 | 27 | 94 | 2.0 | 24 | 42 | 128 | 4.5 | 42 | 58 | 174 | 8.4 |
| 7 | 28 | 96 | 2.1 | 25 | 43 | 130 | 4.7 | 43 | 60 | 177 | 8.8 |
| 8 | 29 | 98 | 2.2 | 26 | 44 | 132 | 4.9 | 44 | 61 | 180 | 9.3 |
| 9 | 30 | 99 | 2.3 | 27 | 44 | 135 | 5.1 | 45 | 63 | 184 | 9.8 |
| 10 | 31 | 101 | 2.4 | 28 | 45 | 137 | 5.2 | 46 | 65 | 188 | 10.5 |
| 11 | 32 | 103 | 2.5 | 29 | 46 | 139 | 5.4 | 47 | 67 | 192 | 11.2 |
| 12 | 32 | 104 | 2.6 | 30 | 47 | 142 | 5.6 | 48 | 69 | 196 | 11.7 |
| 13 | 33 | 106 | 2.7 | 31 | 48 | 144 | 5.8 | 49 | 72 | 200 | 12.5 |
| 14 | 34 | 108 | 2.9 | 32 | 48 | 146 | 6.0 | 50 | 77 | 204 | 13.0 |
| 15 | 35 | 110 | 3.1 | 33 | 49 | 149 | 6.2 | | | | |
| 16 | 36 | 112 | 3.3 | 34 | 50 | 152 | 6.4 | | | | |
| 17 | 36 | 114 | 3.4 | 35 | 51 | 154 | 6.6 | | | | |

Table 3 gives a further interpretation of T scores. It shows the percentage of 12-year-olds (pupils between 12 and 13) whose T scores are exceeded by a T score of 25, 30, 35, etc. Thus, a pupil making a T score of 65 exceeds 93 per cent of 12-year-olds in spelling ability.

TABLE 3

| | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|----|----|
| T score | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 |
| Percentage of 12-year-olds exceeding | 1 | 2 | 7 | 16 | 31 | 50 | 60 | 84 | 93 | 98 | 99 |

Spelling age.¹ A score of 26 words correct is the normal score for the age of just 11 years (132 months). Any pupil, therefore, making a score of 26 is said to have a spelling age of 132 months. In the third column of Table 2 is given the spelling age corresponding to each score.

¹ A spelling age corresponds to a mental age obtained by a test of mental ability. A pupil should have a spelling age equal to his mental age, provided his spelling ability is on a par with his mental ability.

Brightness in spelling. A T score of 50 is the norm for the age of just 12 years, 6 months (average age of pupils whose age last birthday was 12 years). A pupil 12 years, 6 months old who makes a Ts of more than 50 is brighter than normal in spelling. Similarly, a pupil 12 years, 6 months old who makes a Ts less than 50 is duller than normal in spelling. The Ts of a pupil just 12 years, 6 months old is, therefore, a measure of his brightness in spelling. Indeed, we may express the brightness of any pupil in spelling in terms of the Ts he would have made if he were just 12 years, 6 months old.

TABLE 4

| AGE Yrs. Mos. | NORMAL Ts | CORREC- TION (Add to Ts) | AGE Yrs. Mos. | NORMAL Ts | CORREC- TION (Add to Ts) | AGE Yrs. Mos. | NORMAL Ts | CORREC- TION (Add to Ts) |
|------------------|--------------|--------------------------------|------------------|--------------|--------------------------------|------------------|--------------|--------------------------------|
| 7-6 | 24 | 26 | 11-0 | 44 | 6 | 14-6 | 58 | -8 |
| 7-8 | 25 | 25 | 11-2 | 45 | 5 | 14-8 | 58 | -8 |
| 7-10 | 27 | 23 | 11-4 | 46 | 4 | 14-10 | 59 | -9 |
| 8-0 | 28 | 22 | 11-6 | 46 | 4 | 15-0 | 60 | -10 |
| 8-2 | 29 | 21 | 11-8 | 47 | 3 | 15-2 | 61 | -11 |
| 8-4 | 31 | 19 | 11-10 | 47 | 3 | 15-4 | 62 | -12 |
| 8-6 | 32 | 18 | 12-0 | 48 | 2 | 15-6 | 63 | -13 |
| 8-8 | 33 | 17 | 12-2 | 49 | 1 | 15-8 | 64 | -14 |
| 8-10 | 34 | 16 | 12-4 | 49 | 1 | 15-10 | 65 | -15 |
| 9-0 | 34 | 16 | 12-6 | 50 | 0 | 16-0 | 67 | -17 |
| 9-2 | 35 | 15 | 12-8 | 51 | -1 | 16-2 | 69 | -19 |
| 9-4 | 36 | 14 | 12-10 | 51 | -1 | 16-4 | 70 | -20 |
| 9-6 | 37 | 13 | 13-0 | 52 | -2 | 16-6 | 72 | -22 |
| 9-8 | 38 | 12 | 13-2 | 52 | -2 | 16-8 | 74 | -24 |
| 9-10 | 39 | 11 | 13-4 | 53 | -3 | 16-10 | 75 | -25 |
| 10-0 | 39 | 11 | 13-6 | 54 | -4 | 17-0 | 77 | -27 |
| 10-2 | 40 | 10 | 13-8 | 54 | -4 | 17-2 | 78 | -28 |
| 10-4 | 41 | 9 | 13-10 | 55 | -5 | 17-4 | 80 | -30 |
| 10-6 | 42 | 8 | 14-0 | 56 | -6 | 17-6 | 81 | -31 |
| 10-8 | 43 | 7 | 14-2 | 57 | -7 | | | |
| 10-10 | 43 | 7 | 14-4 | 57 | -7 | | | |

Thus, as shown in Table 4, the T score that is just normal for a pupil 12 years, 0 months old is 48. Now it is assumed that if the normal child's Ts increases from 48 to 50 between 12 years, 0 months and 12 years, 6 months, the Ts of any other pupil would increase two points from 12 years, 0 months to 12 years, 6 months. Therefore, if a pupil of 12 years, 0 months makes a Ts of 51, it is assumed that at 12 years, 6 months he will make a Ts of $51 + 2 = 53$. The twelve-year pupil is said to have a Brightness in Spelling¹ (Bs) of 53. He is known to be as bright in spelling, therefore, as a 12 year, 6 months pupil making a Ts of 53.

To find the Bs of a pupil, find his age in Table 4 and note the correction (amount necessary to add to the Ts that is normal for that age to get 50). If the correction is plus, add it to the Ts of the pupil; if it is minus, subtract it.

¹ Both the symbol and the idea are borrowed from the writing of Otis.

Thus, the first pupil in Table 6 is 13 years, 2 months old and made a Ts of 36. The correction for the age of 13 years, 2 months as shown in Table 4 is -2 . Therefore, this pupil's Bs is $36 - 2 = 34$.

The normal Bs for all ages is 50. Any pupil making a Bs above 50 is brighter than normal in spelling. A pupil making a Bs of 40 is 10 T (or 1 SD) below the mean of his own age group in spelling ability. Table 3 shows also the significance of a Bs. Thus a Bs of 60 indicates that the pupil exceeds in spelling ability 84 per cent of pupils, not 12 years old but of his own age. A Bs of 75 means that a pupil is 25 T (or 2.5 SD) above the mean spelling ability of pupils of his own age. According to Table 3, such an individual is shown to be extremely bright in spelling, since he exceeds 99 per cent of pupils of his own age group in spelling ability. In like manner the Bs for a class shows the brightness in spelling of that class as a whole.

Both Ts and Bs are needed. Ts gives a measure of total spelling ability and incidentally shows how much each pupil or class Ts is above or below the mean Ts of 12-year-olds. A Ts scale is used primarily for the purpose of measuring growth in ability from month to month and year to year.

Of course a 9-year-old pupil or class might have a Ts much below 50 and still be doing exceptionally satisfactory work. There is needed some score which makes allowance for the fact that a pupil or class is younger or older than 12 years, 6 months. The Bs correction automatically makes just this allowance, and the Bs shows pupil or class ability in comparison with pupils or classes of the same age. A young pupil may have a small Ts and a large Bs, and an old pupil may have a large Ts and a small Bs. A pupil or class Ts grows larger from month to month and year to year, whereas the Bs changes little or not at all.

Grade status in spelling (Gs). The number of words any pupil spells correctly or the Ts of any pupil may be expressed in terms of Grade Status in Spelling (Gs). Thus, in Table 2 the Gs corresponding to a score of 18 is given as 3.5. This means that a score of 18 is normal for the third grade at the end of the fifth month of instruction. A Gs of 3.7 means spelling ability normal for the third grade after seven months of instruction, etc.

Classification in spelling (Cs). In order to compare the grade status of one pupil or class taking the test at one time of year, with that of another pupil or class taking the test at another time of year, it is necessary to refer their score to some definite time of year. The Gs that a pupil has or will have at the middle of the year (fifth month) is called his Classification in Spelling (Cs). Thus, if September is the first month of the school year, the fifth month will be January, and it is assumed that if a pupil (see first pupil in Table 6) has a Gs of 3.3 in November, he will have a Gs of 3.5 in January (middle of the year). He is said, therefore, to have a Cs of 3.5. Similarly, if a pupil has a Gs of 6.4 in November (see second pupil in Table 6) his Cs (Gs in January) is 6.6. Assuming the pupil's Gs increases 0.1 each month, as would be expected, his Cs remains 6.6 throughout the year. The normal Cs for Grade 6 is 6.5. This pupil, therefore, is always just 0.1 in Cs, or one month, ahead of the normal ability of the sixth grade. The normal Cs for all sixth-grade pupils is 6.5 as long as they remain in the sixth grade; the norm for all seventh-grade pupils is 7.5 throughout the year, etc.

Table 5 shows the correction to be applied to the Gs of a pupil to find his Cs.

Thus, if a pupil is tested in the first month, add .4 to his Gs to find his Cs; if tested in the second month, add .3; if tested in the sixth month, subtract 0.1; etc.

TABLE 5

| Month . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---------------|------|------|------|------|---|------|------|------|------|------|
| Cs Correction | + .4 | + .3 | + .2 | + .1 | 0 | - .1 | - .2 | - .3 | - .4 | - .5 |

Class standing. To find the Ts, Bs, Gs, and Cs of the class or grade as a whole, find the mean (average) age and mean Ts of the class. From these values find the class Bs, Gs, and Cs in the same manner as would be done in the case of an individual having that age and Ts, as shown in Table 6. Since the pupils whose scores are given in Table 6 are sixth-grade pupils, their grade norm in Cs is 6.5. The first pupil's Cs is only 3.5. This means that his spelling ability is just normal for the third grade. He is, therefore, three full grades below the norm for the sixth grade. The class as a whole is 0.4 Cs or 4 months below normal for sixth grades in general. In this connection it must be remembered that classes differ in age. The mean age of this class is less than the mean age of the ordinary sixth grade, and the class Bs shows that it is practically a normal class for its mean age.

TABLE 6. HYPOTHETICAL SCORES OF LOW-SIXTH-GRADE PUPILS TESTED IN NOVEMBER, SHOWING THE CORRESPONDING VALUES OF TS, BS, GS, AND CS

| NAME | AGE | | WORDS CORRECT | Ts | Bs | Gs | Cs |
|-----------------|------|------|------------------|------|------|-----|-----|
| | Yrs. | Mos. | | | | | |
| A | 13 | 2 | 16 | 36 | 34 | 3.3 | 3.5 |
| B | 12 | 6 | 34 | 50 | 50 | 6.4 | 6.6 |
| C | 10 | 7 | 37 | 53 | 60 | 7.0 | 7.2 |
| D | 11 | 4 | 34 | 50 | 54 | 6.4 | 6.6 |
| E | 13 | 5 | 36 | 52 | 48 | 6.8 | 7.0 |
| Class | 12 | 2 | | 48.2 | 49.2 | 5.9 | 6.1 |

Accuracy of scale scores. All the words in each list of this spelling scale were selected from Ayres' Spelling Scale and Buckingham's Extension of Ayres' Spelling Scale, in such a way as to make all lists equally difficult, and the words were required in addition to appear among the 5000 most commonly used words as reported in Thorndike's Word Book.

To test this equivalence, List 1 was applied to 33,299 pupils, List 2 to 10,542 pupils, and List 3 to 13,490 pupils. These pupils were a random sampling from Grades 2 through 9 in the rural and village schools of New York State. Since the three T scales (not necessarily the individual words) proved to be *almost exactly identical*, we have assumed that all lists are similarly equivalent, since all were constituted in the same way. Also we have combined the data from the three lists so that the final T, B, and C scales are based upon 57,331 pupils.

ACKNOWLEDGMENTS

For aid in the preparation of these scales we gratefully acknowledge our obligation to Leonard P. Ayres, B. R. Buckingham, and Edward L. Thorndike, whose material we have so freely drawn upon. For applying the tests and scoring the papers we take pleasure in expressing our appreciation to the coöperating teachers and superintendents of the New York State rural and village schools.

LIST 1

| | | |
|------------------|--|--------------|
| 1. run | The boy can <i>run</i> | run |
| 2. top | The <i>top</i> will spin..... | top |
| 3. red | My apple is <i>red</i> | red |
| 4. book | I lost my <i>book</i> | book |
| 5. sea | The <i>sea</i> is rough..... | sea |
| 6. play | I will <i>play</i> with you..... | play |
| 7. lay | <i>Lay</i> the book down..... | lay |
| 8. led | He <i>led</i> the horse to the barn..... | led |
| 9. add | <i>Add</i> these figures..... | add |
| 10. alike | These books are <i>alike</i> | alike |
| 11. mine | That bicycle is <i>mine</i> | mine |
| 12. with | Mary will go <i>with</i> you..... | with |
| 13. easy | Our lessons are not <i>easy</i> | easy |
| 14. shut | Please <i>shut</i> the door..... | shut |
| 15. done | Has he <i>done</i> the work?..... | done |
| 16. body | The chest is a part of the <i>body</i> | body |
| 17. anyway | I shall go <i>anyway</i> | anyway |
| 18. omit | Please <i>omit</i> the next verse..... | omit |
| 19. fifth | This is my <i>fifth</i> trip..... | fifth |
| 20. reason | Give a <i>reason</i> for being late..... | reason |
| 21. perfect | This is a <i>perfect</i> day..... | perfect |
| 22. friend | She is my <i>friend</i> | friend |
| 23. getting | I am <i>getting</i> tired..... | getting |
| 24. nearly | <i>Nearly</i> all of the candy is gone..... | nearly |
| 25. desire | I have no <i>desire</i> to go..... | desire |
| 26. arrange | Please <i>arrange</i> a meeting for me..... | arrange |
| 27. written | I have <i>written</i> four letters..... | written |
| 28. search | <i>Search</i> for your book..... | search |
| 29. popular | He is a <i>popular</i> boy..... | popular |
| 30. interest | Show some <i>interest</i> in your work..... | interest |
| 31. pleasant | She is very <i>pleasant</i> | pleasant |
| 32. therefore | <i>Therefore</i> I cannot go..... | therefore |
| 33. folks | My <i>folks</i> have gone away..... | folks |
| 34. celebration | There will be a <i>celebration</i> today..... | celebration |
| 35. minute | Wait a <i>minute</i> | minute |
| 36. divide | <i>Divide</i> this number by ten..... | divide |
| 37. necessary | It is <i>necessary</i> for you to study..... | necessary |
| 38. height | What is your <i>height</i> ?..... | height |
| 39. reference | He made <i>reference</i> to the lesson..... | reference |
| 40. career | The future holds a bright <i>career</i> for you..... | career |
| 41. character | He has a good <i>character</i> | character |
| 42. separate | <i>Separate</i> these papers..... | separate |
| 43. committee | The <i>committee</i> is small..... | committee |
| 44. annual | This is the <i>annual</i> meeting..... | annual |
| 45. principle | The theory is wrong in <i>principle</i> | principle |
| 46. immense | The man is carrying an <i>immense</i> load..... | immense |
| 47. judgment | The teacher's <i>judgment</i> is good..... | judgment |
| 48. acquaintance | He is an <i>acquaintance</i> of mine..... | acquaintance |
| 49. discipline | The army <i>discipline</i> was strict..... | discipline |
| 50. lieutenant | He is a <i>lieutenant</i> in the army..... | lieutenant |

LIST 2

| | | |
|-----------------|---|-------------|
| 1. can | I <i>can</i> go with you..... | can |
| 2. ten | I have <i>ten</i> cents..... | ten |
| 3. old | How <i>old</i> are you?..... | old |
| 4. six | I am <i>six</i> years old..... | six |
| 5. ice | He slipped on the <i>ice</i> | ice |
| 6. child | The <i>child</i> is ill..... | child |
| 7. his | <i>His</i> arm was broken..... | his |
| 8. that | <i>That</i> is my dog..... | that |
| 9. far | How <i>far</i> are you going?..... | far |
| 10. form | <i>Form</i> a circle..... | form |
| 11. glad | I am <i>glad</i> to see you..... | glad |
| 12. same | Her name is the <i>same</i> as mine..... | same |
| 13. night | Owls come out at <i>night</i> | night |
| 14. cent | I haven't a <i>cent</i> | cent |
| 15. within | Keep <i>within</i> the law..... | within |
| 16. point | <i>Point</i> toward the north..... | point |
| 17. money | How much <i>money</i> have you?..... | money |
| 18. picture | Whose <i>picture</i> is this?..... | picture |
| 19. change | Do not <i>change</i> your position..... | change |
| 20. number | <i>Number</i> your papers..... | number |
| 21. struck | He was <i>struck</i> by lightning..... | struck |
| 22. personal | It is a <i>personal</i> matter..... | personal |
| 23. address | Do you know her <i>address</i> ?..... | address |
| 24. several | I have <i>several</i> hats..... | several |
| 25. known | I have <i>known</i> her a week..... | known |
| 26. their | <i>Their</i> homes were flooded..... | their |
| 27. perhaps | <i>Perhaps</i> you are right..... | perhaps |
| 28. popular | Golf is a <i>popular</i> game..... | popular |
| 29. against | He fell <i>against</i> the wall..... | against |
| 30. treasure | The hidden <i>treasure</i> was found..... | treasure |
| 31. investigate | I will <i>investigate</i> for you..... | investigate |
| 32. certain | I am <i>certain</i> of the date..... | certain |
| 33. really | Are you <i>really</i> going?..... | really |
| 34. conference | The teachers had a <i>conference</i> | conference |
| 35. business | His <i>business</i> is important..... | business |
| 36. citizen | Mr. Smith is a good <i>citizen</i> | citizen |
| 37. elaborate | The decorations were <i>elaborate</i> | elaborate |
| 38. association | They formed a large <i>association</i> | association |
| 39. evidence | We have plenty of <i>evidence</i> | evidence |
| 40. secretary | My <i>secretary</i> is accurate..... | secretary |
| 41. character | He has a good <i>character</i> | character |
| 42. cordially | He welcomed us <i>cordially</i> | cordially |
| 43. especially | I am <i>especially</i> happy today..... | especially |
| 44. disappoint | I will not <i>disappoint</i> you..... | disappoint |
| 45. decision | The boy made an excellent <i>decision</i> | decision |
| 46. parliament | We attended <i>Parliament</i> | parliament |
| 47. recommend | Can you <i>recommend</i> that book?..... | recommend |
| 48. endeavor | <i>Endeavor</i> to do your best..... | endeavor |
| 49. privilege | It is your <i>privilege</i> to go..... | privilege |
| 50. villain | The burglar was a <i>villain</i> | villain |

LIST 3

| | | |
|-----------------|--|-------------|
| 1. is | He <i>is</i> here..... | is |
| 2. now | Come <i>now</i> | now |
| 3. little | <i>Little</i> children play..... | little |
| 4. did | <i>Did</i> you go?..... | did |
| 5. hat | Put on your <i>hat</i> | hat |
| 6. hot | The rolls are <i>hot</i> | hot |
| 7. was | She <i>was</i> here yesterday..... | was |
| 8. ran | Bob <i>ran</i> | ran |
| 9. told | She <i>told</i> a story..... | told |
| 10. sold | He <i>sold</i> his top..... | sold |
| 11. hope | I <i>hope</i> to go away..... | hope |
| 12. room | This is your <i>room</i> | room |
| 13. light | The <i>light</i> hurts my eyes..... | light |
| 14. stamp | <i>Stamp</i> the letter..... | stamp |
| 15. push | <i>Push</i> the door open..... | push |
| 16. third | The <i>third</i> problem is easy..... | third |
| 17. few | I have read <i>few</i> books..... | few |
| 18. wire | The basket is made of <i>wire</i> | wire |
| 19. tax | People <i>tax</i> themselves..... | tax |
| 20. there | <i>There</i> goes the postman..... | there |
| 21. raise | <i>Raise</i> the window..... | raise |
| 22. request | Your <i>request</i> will be granted..... | request |
| 23. truly | The money is <i>truly</i> yours..... | truly |
| 24. cities | Many people live in <i>cities</i> | cities |
| 25. sail | Boats <i>sail</i> on water..... | sail |
| 26. whose | <i>Whose</i> apple is this?..... | whose |
| 27. attempt | <i>Attempt</i> to spell correctly..... | attempt |
| 28. search | <i>Search</i> carefully for your book..... | search |
| 29. consider | I will <i>consider</i> your request..... | consider |
| 30. complete | John's work is <i>complete</i> | complete |
| 31. piece | Would you like a <i>piece</i> of cake?..... | piece |
| 32. system | The city has a water <i>system</i> | system |
| 33. national | Our <i>national</i> flag is beautiful..... | national |
| 34. refer | To whom do you <i>refer</i> ?..... | refer |
| 35. absence | Can you explain your <i>absence</i> ?..... | absence |
| 36. majority | We will do what the <i>majority</i> wish..... | majority |
| 37. unfortunate | It was an <i>unfortunate</i> accident..... | unfortunate |
| 38. session | The next <i>session</i> will be important..... | session |
| 39. discussion | We had an interesting <i>discussion</i> | discussion |
| 40. experience | What <i>experience</i> have you had?..... | experience |
| 41. proceed | <i>Proceed</i> with the explanation..... | proceed |
| 42. practical | This is a <i>practical</i> example..... | practical |
| 43. preliminary | This is a <i>preliminary</i> report..... | preliminary |
| 44. receipt | Keep the <i>receipt</i> | receipt |
| 45. possess | What talent do you <i>possess</i> ?..... | possess |
| 46. restaurant | Who owns this <i>restaurant</i> ?..... | restaurant |
| 47. parallel | <i>Parallel</i> lines never meet..... | parallel |
| 48. physician | He is a good <i>physician</i> | physician |
| 49. kerosene | <i>Kerosene</i> is an oil that burns..... | kerosene |
| 50. pneumonia | Heavy colds cause <i>pneumonia</i> | pneumonia |

LIST 4

| | | |
|--------------------|---|----------------|
| 1. she | Is <i>she</i> at home?..... | she |
| 2. man | That <i>man</i> is good..... | man |
| 3. good | Be a <i>good</i> boy..... | good |
| 4. this | <i>This</i> book is mine..... | this |
| 5. over | The ball is <i>over</i> the fence..... | over |
| 6. say | You must <i>say</i> your prayers..... | say |
| 7. belong | Does this pen <i>belong</i> to you?..... | belong |
| 8. stand | Please <i>stand</i> up..... | stand |
| 9. sick | The doctor is <i>sick</i> | sick |
| 10. foot | I hurt my <i>foot</i> | foot |
| 11. sister | My <i>sister</i> is here..... | sister |
| 12. inside | Come <i>inside</i> the tent..... | inside |
| 13. mail | Please <i>mail</i> my letter..... | mail |
| 14. two | I have <i>two</i> apples..... | two |
| 15. began | I <i>began</i> work last week..... | began |
| 16. watch | <i>Watch</i> that man..... | watch |
| 17. happen | It does not <i>happen</i> often..... | happen |
| 18. sight | I lost <i>sight</i> of the bird..... | sight |
| 19. bridge | The <i>bridge</i> is large..... | bridge |
| 20. front | The <i>front</i> of the car is smashed..... | front |
| 21. elect | I hope they <i>elect</i> my choice..... | elect |
| 22. refuse | I <i>refuse</i> to go..... | refuse |
| 23. pleasure | It was a great <i>pleasure</i> | pleasure |
| 24. vacation | I had two months' <i>vacation</i> | vacation |
| 25. repair | I must <i>repair</i> my wheel..... | repair |
| 26. surprise | It will be a <i>surprise</i> | surprise |
| 27. select | Please <i>select</i> your gifts..... | select |
| 28. weigh | How much do you <i>weigh</i> ?..... | weigh |
| 29. publication | It was a good <i>publication</i> | publication |
| 30. adopt | He will <i>adopt</i> the child..... | adopt |
| 31. century | That happened a <i>century</i> ago..... | century |
| 32. assist | Will you <i>assist</i> me?..... | assist |
| 33. summon | Please <i>summon</i> help..... | summon |
| 34. invitation | I accept the <i>invitation</i> | invitation |
| 35. automobile | I have a new <i>automobile</i> | automobile |
| 36. colonies | The <i>colonies</i> will govern themselves..... | colonies |
| 37. foreign | She is of <i>foreign</i> birth..... | foreign |
| 38. arrangement | I like the <i>arrangement</i> | arrangement |
| 39. campaign | The <i>campaign</i> started today..... | campaign |
| 40. imagine | Can you <i>imagine</i> such a thing?..... | imagine |
| 41. extreme | His tastes are <i>extreme</i> | extreme |
| 42. organization | It is a large <i>organization</i> | organization |
| 43. immediate | I had an <i>immediate</i> reply..... | immediate |
| 44. employees | The <i>employees</i> had a raise in pay..... | employees |
| 45. accommodate | I will gladly <i>accommodate</i> you..... | accommodate |
| 46. superintendent | He is the <i>superintendent</i> | superintendent |
| 47. allege | I <i>allege</i> he is not guilty..... | allege |
| 48. stationery | He gave me a box of <i>stationery</i> | stationery |
| 49. vaguely | His impression was <i>vaguely</i> remembered..... | vaguely |
| 50. sovereign | The <i>sovereign</i> prince is ill..... | sovereign |

LIST 5

| | | |
|-----------------|--|-------------|
| 1. is | The apple <i>is</i> red. | is |
| 2. now | <i>Now</i> is the time for play. | now |
| 3. you | <i>You</i> must be quiet. | you |
| 4. all | <i>All</i> the boys are here. | all |
| 5. must | <i>You must</i> recite today. | must |
| 6. come | <i>Come</i> with me. | come |
| 7. door | Close the <i>door</i> . | door |
| 8. yard | This stick is a <i>yard</i> long. | yard |
| 9. got | I <i>got</i> a new hat yesterday. | got |
| 10. blow | <i>Blow</i> out the light. | blow |
| 11. cast | <i>Cast</i> aside your worries. | cast |
| 12. blue | Her eyes are <i>blue</i> . | blue |
| 13. eye | My <i>eye</i> hurts. | eye |
| 14. they | <i>They</i> will be waiting. | they |
| 15. able | He is <i>able</i> to be out. | able |
| 16. dash | He made a <i>dash</i> for the door. | dash |
| 17. begun | Have you <i>begun</i> your work? | begun |
| 18. stood | He <i>stood</i> erect. | stood |
| 19. offer | I made them a good <i>offer</i> . | offer |
| 20. rule | What <i>rule</i> did you use? | rule |
| 21. aboard | He is now <i>aboard</i> the ship. | aboard |
| 22. district | It happened in your <i>district</i> . | district |
| 23. navy | I want to join the <i>navy</i> . | navy |
| 24. beautiful | What a <i>beautiful</i> tree! | beautiful |
| 25. trouble | Keep out of <i>trouble</i> . | trouble |
| 26. period | Every <i>period</i> is filled. | period |
| 27. connection | There is no <i>connection</i> here. | connection |
| 28. wear | <i>Wear</i> your new uniforms. | wear |
| 29. machine | The <i>machine</i> is broken. | machine |
| 30. secure | The fastenings are <i>secure</i> . | secure |
| 31. total | What is the <i>total</i> score? | total |
| 32. difference | There is little <i>difference</i> . | difference |
| 33. official | He is the best <i>official</i> we have. | official |
| 34. accept | I will <i>accept</i> your offer. | accept |
| 35. various | I have <i>various</i> kinds of candy. | various |
| 36. assure | I will <i>assure</i> him of his safety. | assure |
| 37. expense | You have been an <i>expense</i> to me. | expense |
| 38. testimony | His <i>testimony</i> could not be shaken. | testimony |
| 39. coarse | This material is <i>coarse</i> . | coarse |
| 40. independent | He is <i>independent</i> . | independent |
| 41. athletic | She is <i>athletic</i> . | athletic |
| 42. bicycle | I have a new <i>bicycle</i> . | bicycle |
| 43. convenient | It will be <i>convenient</i> for me. | convenient |
| 44. exquisite | The trimmings are <i>exquisite</i> . | exquisite |
| 45. orchestra | The <i>orchestra</i> played several times. | orchestra |
| 46. thoroughly | I am <i>thoroughly</i> displeased. | thoroughly |
| 47. cemetery | Let's go to the <i>cemetery</i> . | cemetery |
| 48. tortoise | The <i>tortoise</i> lives on land. | tortoise |
| 49. appropriate | Congress will <i>appropriate</i> large sums. | appropriate |
| 50. proficiency | His <i>proficiency</i> was remarkable. | proficiency |

LIST 6

| | | |
|-------------------|---|---------------|
| 1. it | <i>It</i> is time to go. | it |
| 2. the | <i>The</i> snow is falling. | the |
| 3. will | <i>Will</i> you go with me? | will |
| 4. your | <i>Your</i> paper is soiled. | your |
| 5. make | <i>Make</i> up your mind now. | make |
| 6. hand | Give me your <i>hand</i> . | hand |
| 7. yes | <i>Yes</i> , I will go. | yes |
| 8. bring | <i>Bring</i> me another book. | bring |
| 9. north | I expect to go up <i>north</i> . | north |
| 10. block | We live on the same <i>block</i> . | block |
| 11. card | Did you leave your <i>card</i> ? | card |
| 12. post | The <i>post</i> has fallen. | post |
| 13. glass | Do not break that <i>glass</i> . | glass |
| 14. would | <i>Would</i> you like some cake? | would |
| 15. gone | They have been <i>gone</i> an hour. | gone |
| 16. fell | He <i>fell</i> and hurt himself. | fell |
| 17. collect | Please <i>collect</i> the papers. | collect |
| 18. fix | The men will <i>fix</i> the chair. | fix |
| 19. suffer | She did not <i>suffer</i> any. | suffer |
| 20. carry | <i>Carry</i> this package for me. | carry |
| 21. jail | He is in <i>jail</i> . | jail |
| 22. restrain | He could not <i>restrain</i> his anger. | restrain |
| 23. fourth | This is the <i>fourth</i> period. | fourth |
| 24. flight | The birds' <i>flight</i> was rapid. | flight |
| 25. entrance | The <i>entrance</i> is closed. | entrance |
| 26. addition | The <i>addition</i> is correct. | addition |
| 27. firm | The <i>firm</i> is bankrupt. | firm |
| 28. entertain | I will <i>entertain</i> your mother. | entertain |
| 29. toward | We went <i>toward</i> the north. | toward |
| 30. honor | Have you no <i>honor</i> ? | honor |
| 31. mention | Do not <i>mention</i> my name. | mention |
| 32. examination | The <i>examination</i> was difficult. | examination |
| 33. victim | He is a <i>victim</i> of circumstances. | victim |
| 34. impossible | It is <i>impossible</i> to hear. | impossible |
| 35. decide | <i>Decide</i> for yourself. | decide |
| 36. relief | My <i>relief</i> was sincere. | relief |
| 37. responsible | Who is <i>responsible</i> for this? | responsible |
| 38. principal | He is <i>principal</i> of the school. | principal |
| 39. columns | How many <i>columns</i> have you? | columns |
| 40. individual | Who is this <i>individual</i> ? | individual |
| 41. sincerely | He spoke <i>sincerely</i> . | sincerely |
| 42. calendar | Where is the <i>calendar</i> ? | calendar |
| 43. artificial | Those flowers are <i>artificial</i> . | artificial |
| 44. familiar | Those sounds are <i>familiar</i> . | familiar |
| 45. perceived | I <i>perceived</i> the answer. | perceived |
| 46. surgeon | He is a great <i>surgeon</i> . | surgeon |
| 47. enthusiasm | This <i>enthusiasm</i> is wonderful. | enthusiasm |
| 48. extraordinary | He is an <i>extraordinary</i> person. | extraordinary |
| 49. immediately | I left <i>immediately</i> after you. | immediately |
| 50. lieutenant | He is first <i>lieutenant</i> . | lieutenant |

LIST 7

| | |
|-----------------|---|
| 1. and | You <i>and</i> I will go.....and |
| 2. last | I went the <i>last</i> time.....last |
| 3. we | <i>We</i> are tired.....we |
| 4. out | Come <i>out</i> of the dark.....out |
| 5. make | <i>Make</i> him come in.....make |
| 6. ring | <i>Ring</i> the bell.....ring |
| 7. low | The ceilings are <i>low</i>low |
| 8. tell | <i>Tell</i> the truth.....tell |
| 9. white | Her teeth are very <i>white</i>white |
| 10. spring | The cat will <i>spring</i> at you.....spring |
| 11. south | The birds have gone <i>south</i>south |
| 12. town | What <i>town</i> is this?.....town |
| 13. party | We had a fine <i>party</i>party |
| 14. any | Have you <i>any</i> money?.....any |
| 15. suit | Is that <i>suit</i> new?.....suit |
| 16. fight | Wild animals <i>fight</i>fight |
| 17. file | <i>File</i> these letters.....file |
| 18. born | You were <i>born</i> in 1910.....born |
| 19. built | He <i>built</i> a canoe.....built |
| 20. chain | Make a daisy <i>chain</i>chain |
| 21. shed | The horse is in the <i>shed</i>shed |
| 22. royal | The <i>royal</i> palace was destroyed.....royal |
| 23. population | What is the <i>population</i> of Boston?.....population |
| 24. travel | I shall <i>travel</i> a great deal.....travel |
| 25. importance | The work is of great <i>importance</i>importance |
| 26. employ | We <i>employ</i> two girls.....employ |
| 27. region | What <i>region</i> are you in?.....region |
| 28. salary | What is your <i>salary</i> ?.....salary |
| 29. success | Her <i>success</i> is wonderful.....success |
| 30. promise | <i>Promise</i> to keep quiet.....promise |
| 31. arrive | When does the train <i>arrive</i> ?.....arrive |
| 32. particular | I am not <i>particular</i>particular |
| 33. estimate | Can you <i>estimate</i> the amount?.....estimate |
| 34. concern | He is a member of our <i>concern</i>concern |
| 35. entitle | It will <i>entitle</i> you to a prize.....entitle |
| 36. occupy | Do not <i>occupy</i> all the space.....occupy |
| 37. beginning | This is the <i>beginning</i> of a new chapter.....beginning |
| 38. apparent | His delight was <i>apparent</i>apparent |
| 39. desirable | This location is <i>desirable</i>desirable |
| 40. innocent | Are you <i>innocent</i> of this deed?.....innocent |
| 41. appreciate | I <i>appreciate</i> your kindness.....appreciate |
| 42. disease | This <i>disease</i> is incurable.....disease |
| 43. associates | They are business <i>associates</i>associates |
| 44. finances | The <i>finances</i> were well handled.....finances |
| 45. recommended | You are well <i>recommended</i>recommended |
| 46. precipice | She fell over the <i>precipice</i>precipice |
| 47. physician | He is my <i>physician</i>physician |
| 48. mortgage | The <i>mortgage</i> is due tomorrow.....mortgage |
| 49. dispensary | There is a new <i>dispensary</i> in our town.....dispensary |
| 50. guarantee | I will <i>guarantee</i> his work.....guarantee |

LIST 8

| | |
|-----------------|---|
| 1. go | You may <i>go</i> home.....go |
| 2. up | Put <i>up</i> the window.....up |
| 3. my | <i>My</i> head aches.....my |
| 4. time | What <i>time</i> is it?.....time |
| 5. street | What <i>street</i> is this?.....street |
| 6. live | Where do you <i>live</i> ?.....live |
| 7. soft | The ice cream is <i>soft</i>soft |
| 8. five | I have <i>five</i> cents.....five |
| 9. spent | I <i>spent</i> all my money.....spent |
| 10. river | This <i>river</i> is small.....river |
| 11. deep | The river is <i>deep</i>deep |
| 12. stay | <i>Stay</i> in the house.....stay |
| 13. upon | The Indians were <i>upon</i> them.....upon |
| 14. could | <i>Could</i> you mend the toy?.....could |
| 15. track | The <i>track</i> is six miles long.....track |
| 16. buy | Please <i>buy</i> me some candy.....buy |
| 17. provide | I will <i>provide</i> for the future.....provide |
| 18. goes | He <i>goes</i> away today.....goes |
| 19. center | Point to the <i>center</i> of the circle.....center |
| 20. death | His <i>death</i> was very sad.....death |
| 21. retire | It is time to <i>retire</i>retire |
| 22. objection | Have you any <i>objection</i> ?.....objection |
| 23. proper | Is this the <i>proper</i> heading?.....proper |
| 24. rapid | His work was <i>rapid</i>rapid |
| 25. carried | I <i>carried</i> the banner.....carried |
| 26. property | The <i>property</i> is mine.....property |
| 27. convict | The <i>convict</i> has escaped.....convict |
| 28. visitor | We have a <i>visitor</i>visitor |
| 29. drown | Do not <i>drown</i> the kittens.....drown |
| 30. wreck | There was a sad <i>wreck</i> today.....wreck |
| 31. supply | The <i>supply</i> is exhausted.....supply |
| 32. affair | It was a gala <i>affair</i>affair |
| 33. accident | It was an <i>accident</i>accident |
| 34. associate | I will not <i>associate</i> with them.....associate |
| 35. political | There is a <i>political</i> meeting tonight.....political |
| 36. probably | <i>Probably</i> we shall be late.....probably |
| 37. application | You must file your <i>application</i>application |
| 38. ascending | I was <i>ascending</i> the stairs.....ascending |
| 39. extremely | We are <i>extremely</i> thankful to you.....extremely |
| 40. leisure | We spent our <i>leisure</i> time fishing.....leisure |
| 41. emergency | I reached for the <i>emergency</i> brake.....emergency |
| 42. foreigners | They are all <i>foreigners</i>foreigners |
| 43. development | The <i>development</i> was perfect.....development |
| 44. intelligent | She is an <i>intelligent</i> child.....intelligent |
| 45. seized | The man <i>seized</i> the falling child.....seized |
| 46. orchestra | The <i>orchestra</i> played well.....orchestra |
| 47. syllables | Pronounce the <i>syllables</i> distinctly.....syllables |
| 48. mortgage | The <i>mortgage</i> is due.....mortgage |
| 49. persistence | Her <i>persistence</i> was amazing.....persistence |
| 50. incessant | The talking was <i>incessant</i>incessant |

NAME _____ GRADE _____ SEX _____
 Last First Middle Boy or Girl
 SCHOOL _____ DATE OF TEST _____
 Year Month Day
 AGE _____ DATE OF BIRTH _____
 Years Months Year Month Day

33

| SCORE | |
|--------|-------|
| TEST 1 | _____ |
| 2 | _____ |
| 3 | _____ |
| 4 | _____ |
| TOTAL | _____ |
| CA | _____ |
| DIQ | _____ |

THE LORGE-THORNDIKE



INTELLIGENCE TESTS

CONSUMABLE EDITION

DIRECTIONS. This booklet contains four short tests which will give you a chance to show what you know and how well you think. You are to mark your answers to all the questions in this booklet in the column of dotted answer spaces at the right-hand side of each page. The questions are followed by five choices, only one of which is the right answer. Look at the first sample question below. It is correctly marked. Study it carefully to see for yourself just how you are to mark your answers.

Choose the word which has the same meaning, or most nearly the same meaning, as the word marked type at the beginning of the line.

dog A afraid B song C animal D large E fly

A B C D E
 : : : : :
 : : : : :
 : : : : :
 : : : : :
 : : : : :

Now look at the next two samples. Choose the right answer and then make a heavy black pencil mark in the dotted answer space that has the same letter as the answer you picked.

In the group of choices lettered F to K, find the word that will make the best, the truest, and most sensible complete sentence.

The sun always rises in the _____.

F east G wind H night J rain K water

F G H J K
 : : : : :
 : : : : :
 : : : : :
 : : : : :
 : : : : :

Choose the right answer to this problem and mark the answer space.

A boy bought a pencil for 10 cents and some paper for 10 cents. How much did he spend?

L 5 cents M 10 cents N 15 cents P 20 cents Q none of these

L M N P Q
 : : : : :
 : : : : :
 : : : : :
 : : : : :
 : : : : :

If you wish to change an answer, erase your mark completely, and then make another mark in the right answer space.

You may find some of the questions very easy and some of them rather hard. Try to answer every question, but do not spend too much time on those that you find very hard. Do those that you can, and then, if you still have time left, go back and do those that you skipped. You are not expected to be able to answer all the questions correctly. Always do your very best.

At the beginning of each short test there are directions that tell you what to do. Wait until you are old to begin before turning the page.



One word has been left out of each sentence on these two pages. Choose the word that will make the best, the truest, and the most sensible complete sentence. Look at sample sentence 0.

0. Hot weather comes in the _____.

A fall B night C summer D winter E snow

| A | B | C | D |
|---|---|---|---|
| ⋮ | ⋮ | ⋮ | ⋮ |

The best answer is **summer**. The letter before **summer** is **C**, so you should make a heavy black pencil mark in the **C** answer space for sentence 0.

Now look at sentence 00.

00. _____ bark at cats.

F Cows G Mice H Cats J Hens K Dogs

| F | G | H | J |
|---|---|---|---|
| ⋮ | ⋮ | ⋮ | ⋮ |

The best answer is **Dogs**, so you should make a heavy black pencil mark in the **K** answer space for sentence 00.

Do all the sentences on these two pages in the same way. Try every sentence.

1. Boys will become _____.

A infants B little C intelligent D stupid E men

| A | B | C | D |
|---|---|---|---|
| ⋮ | ⋮ | ⋮ | ⋮ |

2. We see _____ only at night.

F children G plants H stars J houses K trees

| F | G | H | J |
|---|---|---|---|
| ⋮ | ⋮ | ⋮ | ⋮ |

3. Fred was six years old. There were six _____ on his birthday cake.

L candles M boys N girls P parties Q children

| L | M | N | P |
|---|---|---|---|
| ⋮ | ⋮ | ⋮ | ⋮ |

4. Not every cloud gives _____.

R weather S shade T sky U climate V rain

| R | S | T | U |
|---|---|---|---|
| ⋮ | ⋮ | ⋮ | ⋮ |

5. Coal is _____; snow is white.

A blue B white C red D green E black

| A | B | C | D |
|---|---|---|---|
| ⋮ | ⋮ | ⋮ | ⋮ |

6. In the spring the buds form on the branches of the _____.

F trees G rivers H bugs J leaves K animals

| F | G | H | J |
|---|---|---|---|
| ⋮ | ⋮ | ⋮ | ⋮ |

7. The _____ must bend when the wind blows upon it.

L ground M house N path P grass Q sky

| L | M | N | P |
|---|---|---|---|
| ⋮ | ⋮ | ⋮ | ⋮ |

8. There is an old _____, "An apple a day keeps the doctor away."

R talk S saying T reader U book V man

| R | S | T | U |
|---|---|---|---|
| ⋮ | ⋮ | ⋮ | ⋮ |

9. Nothing out of its place is good and nothing in its place is _____.

A there B bad C right D shelved E simple

| A | B | C | D |
|---|---|---|---|
| ⋮ | ⋮ | ⋮ | ⋮ |

10. The ragged _____ may prove a good horse.

F puppy G child H calf J lamb K colt

| F | G | H | J |
|---|---|---|---|
| ⋮ | ⋮ | ⋮ | ⋮ |



11. I know of no way of judging the — but by the past.
L former M future N priority P morn Q decline
12. Caterpillars spin — for themselves in the fall.
R webs S around T moths U cocoons V butterflies
13. How far the little — throws its beams!
A candle B cake C sky D puppy E night
14. When a dove begins to associate with crows, its feathers remain — but its heart grows black.
F black G white H dirty J spread K good
15. Good company on a journey makes the — seem shorter.
L feast M way N joy P work Q care
6. How the — roses flush up in the cheeks!
R white S pretty T small U yellow V red
7. The important thing is not so much that every child should be taught, as that every child should be given the wish to —.
A learn B play C hope D reject E teach
8. The person who — another must make good the damages.
F reforms G improves H instructs J injures K delights
9. It must be — : I've done it from my youth.
L right M wrong N factual P rude Q kind
1. Cause and effect, means and ends, seed and — cannot be severed.
R caution S thought T fruit U science V philosophy
- . No matter how harsh advice may be, it — no one.
A injures B helps C pays D delights E respects
- . The only stable state is the one in which all men are — before the law.
F just G right H equal J guiltless K natural
- It is — to be generous with other people's property.
L desirable M necessary N good P important Q easy
- Reason is founded on the — of our senses.
R love S confusions T abuse U evidences V brutality
- Think long when you may — only once.
A abstain B live C die D decide E eat



Look at sample question 0.

0. rose daisy violet

A red B garden C sweet D grow E lily

A B C D
: : : :
: : : :
: : : :
: : : :

The words in dark type in question 0 are the names of flowers. On the next line only **lily** is the name of a flower. The letter before **lily** is **E**, so you should make a heavy black pencil mark in the **E** answer space for question 0.

Now look at question 00. Think in what way the words in dark type go together. Then find the word on the line below that belongs with them.

00. go run walk move

F think G dream H march J sing K seem

F G H J
: : : :
: : : :
: : : :
: : : :

The right answer is **march**. You should make a heavy black pencil mark in the **H** answer space for question 00.

Do all the questions on these two pages in the same way. Try every question.

1. horse cow lamb

A farm B forest C canary D pig E beast

A B C D
: : : :
: : : :
: : : :
: : : :

2. Ed Dick Pete

F Benjamin G Ted H Harold J Melvin K Arthur

F G H J
: : : :
: : : :
: : : :
: : : :

3. dish cup glass

L fork M food N plate P drink Q meal

L M N P
: : : :
: : : :
: : : :
: : : :

4. bean carrot spinach

R orange S pea T seed U vegetable V lunch

R S T U
: : : :
: : : :
: : : :
: : : :

5. Sarah Clara Joan

A Ben B Freddy C Louise D Sam E Ronald

A B C D
: : : :
: : : :
: : : :
: : : :

6. violet rose poppy

F cherry G apple H garden J tulip K hemlock

F G H J
: : : :
: : : :
: : : :
: : : :

7. pencil chalk crayon

L paper M letter N easel P pen Q paint

L M N P
: : : :
: : : :
: : : :
: : : :

8. hand chin eye toe

R glove S shoe T hair U touch V forehead

R S T U
: : : :
: : : :
: : : :
: : : :

9. pot kettle broiler skillet

A sink B stove C tumbler D tray E pan

A B C D
: : : :
: : : :
: : : :
: : : :

10. corn rye wheat barley

F rice G carrots H cucumber J bean K tomato

F G H J
: : : :
: : : :
: : : :
: : : :

| | | | | | | | | | | | | | | | |
|----------------|-------------------|----------------|-----------------|----------------|---------|---|---|---|---|---|--|--|--|--|--|
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 1. bird | kite | airplane | butterfly | | | L | M | N | P | Q | | | | | |
| L insect | | M bat | N animal | P ship | Q train | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 2. book | magazine | letter | | | | R | S | T | U | V | | | | | |
| R newspaper | | S movie | T radio | U lecture | V read | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 3. chess | checkers | dominoes | lotto | | | A | B | C | D | E | | | | | |
| A pool | B lacrosse | C bingo | D croquet | E cricket | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 4. star | moon | planet | | | | F | G | H | J | K | | | | | |
| F sky | G solar | H planetarium | J telescope | K sun | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 5. intelligent | keen | acute | sharp | | | L | M | N | P | Q | | | | | |
| L prudent | M poised | N rational | P sophisticated | Q bright | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 6. pumps | sneakers | Oxfords | sandals | | | R | S | T | U | V | | | | | |
| R skis | S hose | T gloves | U moccasins | V skates | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 7. volunteer | neophyte | inexperienced | beginner | | | A | B | C | D | E | | | | | |
| A contract | B amateur | C unimportant | D common | E profession | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 8. trousers | breeches | knickers | pants | | | F | G | H | J | K | | | | | |
| F shorts | G skirts | H kilts | J coats | K mackinaws | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 9. ignition | motor | generator | clutch | | | L | M | N | P | Q | | | | | |
| L gasoline | M sedan | N garage | P chauffeur | Q brake | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 10. pepper | clove | cinnamon | nutmeg | | | R | S | T | U | V | | | | | |
| R onion | S salt | T beet | U relish | V soup | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 11. brush | mop | vacuum cleaner | carpet sweeper | | | A | B | C | D | E | | | | | |
| A rag | B washing machine | C towel | D broom | E cleaner | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 12. crest | insignia | escutcheon | shield | | | F | G | H | J | K | | | | | |
| F favor | G genealogy | H uniform | J steed | K coat of arms | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 13. cloak | mantle | greatcoat | ulster | | | L | M | N | P | Q | | | | | |
| L jersey | M dress | N shawl | P overcoat | Q gabardine | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 14. captain | general | major | lieutenant | | | R | S | T | U | V | | | | | |
| R ensign | S admiral | T colonel | U sergeant | V corporal | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 15. Jupiter | Juno | Minerva | Venus | | | A | B | C | D | E | | | | | |
| A Diana | B Thor | C Odin | D Balder | E Satyr | | | | | | | | | | | |



Look at sample problem 0.

0. If candy costs a cent a piece, how much will nine pieces cost?
- A 1¢ B 7¢ C 8¢ D 9¢ E none of these

| | | | |
|---|---|---|---|
| A | B | C | D |
| ⋮ | ⋮ | ⋮ | ⋮ |

The right answer is 9¢. The letter before it is D, so you should make a heavy black pencil mark in the D answer space for problem 0.

Now look at problem 00.

00. Mrs. Jones bought a pound of potatoes for 10¢ and a pound of spinach for 15¢. How much did she spend?
- F 5¢ G 10¢ H 15¢ J 20¢ K none of these

| | | | |
|---|---|---|---|
| F | G | H | J |
| ⋮ | ⋮ | ⋮ | ⋮ |

The right answer is 25¢. The answers at F, G, H, and J are wrong. You should make a heavy black pencil mark in the K answer space because "none of these" is the best answer for problem 00.

Do all the problems on these two pages in the same way. Try every problem.

1. Jim bought a candy bar for 5 cents and a piece of gum for 2 cents. How much did he pay for both?

A 3¢ B 7¢ C 10¢ D 52¢ E none of these

| | | | |
|---|---|---|---|
| A | B | C | D |
| ⋮ | ⋮ | ⋮ | ⋮ |

2. Helen bought a pad for 5 cents, some candy for 12 cents, and a pen for 6 cents. How much did she spend altogether?

F 21¢ G 22¢ H 23¢ J 33¢ K none of these

| | | | |
|---|---|---|---|
| F | G | H | J |
| ⋮ | ⋮ | ⋮ | ⋮ |

3. A pad costs 5 cents. How much will 4 pads cost?

L 9¢ M 16¢ N 18¢ P 25¢ Q none of these

| | | | |
|---|---|---|---|
| L | M | N | P |
| ⋮ | ⋮ | ⋮ | ⋮ |

4. John bought some peanuts for 10 cents. He gave the man 25 cents. How much change should he get back?

R 35¢ S 25¢ T 20¢ U 15¢ V none of these

| | | | |
|---|---|---|---|
| R | S | T | U |
| ⋮ | ⋮ | ⋮ | ⋮ |

5. Dick wants to buy some 5¢ pencils. How many can he buy for 25 cents?

A 5 B 20 C 25 D 30 E none of these

| | | | |
|---|---|---|---|
| A | B | C | D |
| ⋮ | ⋮ | ⋮ | ⋮ |

6. Jane had 36 cookies. She gave away 21 of them. How many did she have left?

F 14 G 15 H 17 J 57 K none of these

| | | | |
|---|---|---|---|
| F | G | H | J |
| ⋮ | ⋮ | ⋮ | ⋮ |

7. A classroom has 5 rows of seats with 7 seats in each row. How many children can be seated in the room?

L 2 M 12 N 35 P 57 Q none of these

| | | |
|---|---|---|
| L | M | N |
| ⋮ | ⋮ | ⋮ |



| | | | | |
|---|---|---|---|---|
| R | S | T | U | V |
| ⋮ | ⋮ | ⋮ | ⋮ | ⋮ |

8. Mary bought a comic book for 10 cents, some gum for 5 cents and a candy bar for 5 cents. How many cents did she spend in all?
 R 15¢ S 20¢ T 25¢ U 50¢ V none of these

| | | | | |
|---|---|---|---|---|
| A | B | C | D | E |
| ⋮ | ⋮ | ⋮ | ⋮ | ⋮ |

9. There are 20 children in a class. Each gives the teacher 10 cents for milk. How much does the teacher get in all?
 A 10¢ B 30¢ C \$1.00 D \$2.00 E none of these

| | | | | |
|---|---|---|---|---|
| F | G | H | J | K |
| ⋮ | ⋮ | ⋮ | ⋮ | ⋮ |

10. It takes Mary 20 minutes to walk to school. Sue can walk to school in half the time it takes Mary. How many minutes does it take Sue to walk to school?
 F 10 G 20 H 30 J 40 K none of these

| | | | | |
|---|---|---|---|---|
| L | M | N | P | Q |
| ⋮ | ⋮ | ⋮ | ⋮ | ⋮ |

1. A hostess needs enough ice cream to serve 30 persons. How many quarts should she order if one quart will serve 6 persons?
 L 6 M 24 N 36 P 180 Q none of these

| | | | | |
|---|---|---|---|---|
| R | S | T | U | V |
| ⋮ | ⋮ | ⋮ | ⋮ | ⋮ |

2. Every time Mr. Dwyer draws a check, his bank charges him 5¢. How much does the bank charge him during one month for 23 checks?
 R \$.25 S \$.28 T \$1.05 U \$1.15 V none of these

| | | | | |
|---|---|---|---|---|
| A | B | C | D | E |
| ⋮ | ⋮ | ⋮ | ⋮ | ⋮ |

3. There are 321 children in a school. One day 104 went on a trip. How many children were left in school?
 A 425 B 227 C 217 D 207 E none of these

| | | | | |
|---|---|---|---|---|
| F | G | H | J | K |
| ⋮ | ⋮ | ⋮ | ⋮ | ⋮ |

Mr. Ronald told Peggy that he would give her \$1200 to pay for her first year at college. If he gave her \$480 to start with and the rest in eight monthly payments, how much was she to receive each month?
 F \$80 G \$90 H \$133 $\frac{1}{3}$ J \$720 K none of these

| | | | | |
|---|---|---|---|---|
| L | M | N | P | Q |
| ⋮ | ⋮ | ⋮ | ⋮ | ⋮ |

Sam gets 20% of the price for each magazine subscription that he sells. He wants to earn \$50 during the summer. What is the value of the subscriptions he will have to sell?
 L \$10 M \$40 N \$50 P \$200 Q none of these

NAME _____ GRADE _____ SEX _____
Last First Middle Boy or Girl

DATE OF TEST _____
Year Month Day

AGE _____ DATE OF BIRTH _____
Years Months Year Month Day

| SCORE | |
|--------|-------|
| TEST 1 | _____ |
| 2 | _____ |
| 3 | _____ |
| TOTAL | _____ |
| CA | _____ |
| DIQ | _____ |

THE LORGE-THORNDIKE

↑

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INTELLIGENCE TESTS

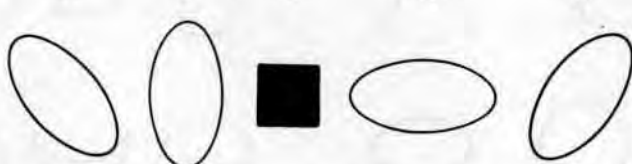

4-6

CONSUMABLE EDITION

DIRECTIONS: This booklet contains three short tests which will give you a chance to show what you know and how well you think. You are to mark your answers to all the questions in this booklet in the column of dotted answer spaces at the right-hand side of each page. The questions are followed by four or five choices, only one of which is the right answer. Look at the first sample question below. It is correctly marked. Study it carefully to see for yourself just how you are to mark your answers.

The first three drawings in the row below are alike in a certain way. Find the drawing at the right that goes with the first three.

A B C D E



A B C D E

.....

.....

.....

.....

.....

.....

.....

C answer space has been marked because the only black square at the right is at **C**. Now look at the next sample. Choose the right answer and then make a heavy black pencil mark in the dotted answer space that has the same letter as the answer you picked.

The first four numbers in the row below are in a certain order. In the group of choices lettered **K**, find the number that should come next.

1 2 3 4 →

F 5 G 6 H 7 J 8 K 9

.....

.....

.....

.....

.....

.....

.....

.....

.....

number that should come next after 1 2 3 4 is 5. Make a heavy black pencil mark in answer space for sample question 2. You will be given more chances for practice before naming each of the tests that follow.

If you wish to change an answer, erase your mark completely, and then make another mark in right answer space.

You may find some of the questions very easy and some of them rather hard. Try to answer every question, but do not spend too much time on those that you find very hard. Do those that are easy, and then, if you still have time left, go back and do those that you skipped. You are not expected to be able to answer all the questions correctly. Always do your very best.

At the beginning of each short test there are directions that tell you what to do. Wait until you are told to begin before turning the page.

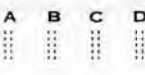
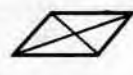
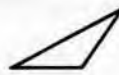
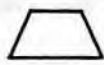
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3AN



Look at sample question 0. The first three drawings in the row are alike in a certain way. Find the drawing at the right that goes with the first three.

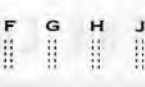
0.



The first three drawings are alike in that each has four sides and no lines inside it. The drawing at the right that goes with them is at **D**. It has four sides and no lines inside it. Make a heavy black pencil mark in the **D** answer space for question 0.

Now look at question 00. Find the drawing at the right that goes with the first three.

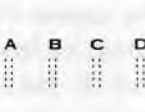
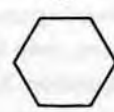
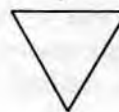
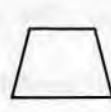
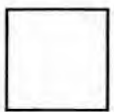
00.



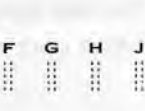
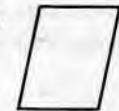
The first three drawings are alike in that they have three sides and are getting wider. At the right, the only one that is still wider is at **H**. Make a heavy black pencil mark in the **H** answer space for question 00.

Do the others below and on the next two pages in the same way. Try every row.

1.



2.



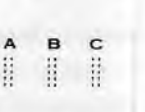
3.



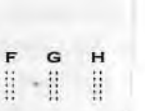
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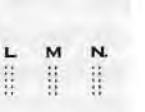
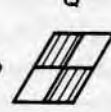
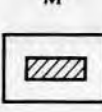
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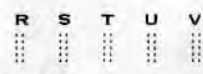
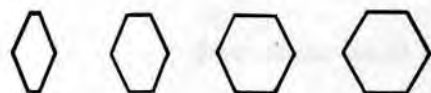
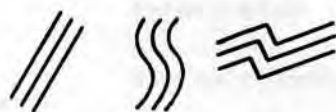
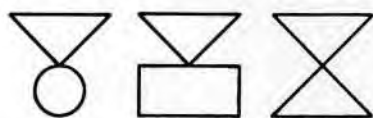
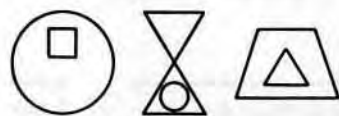
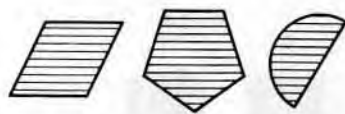
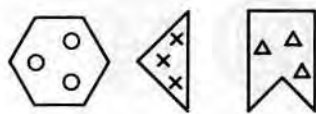


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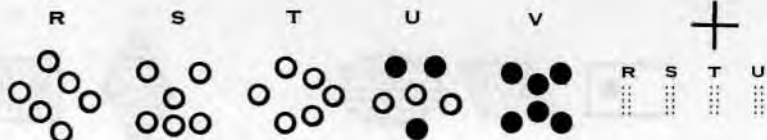
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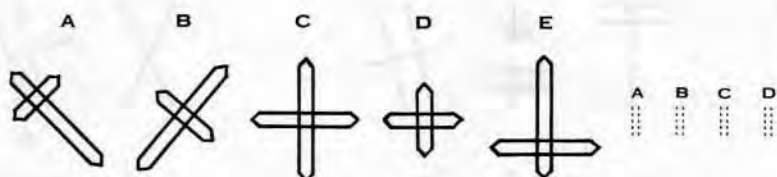
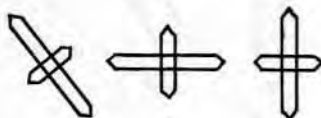
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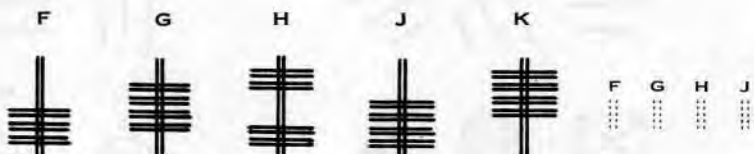
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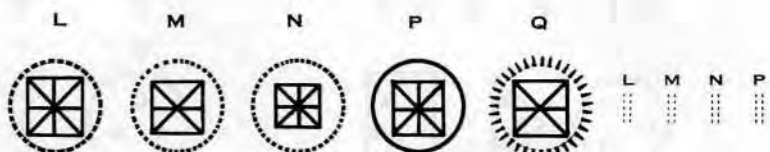
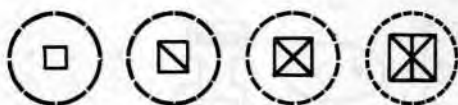
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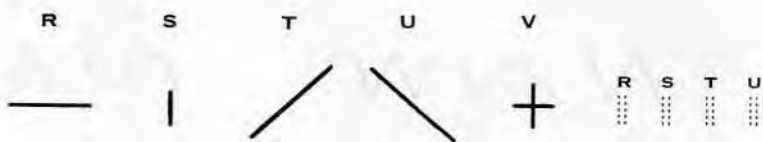
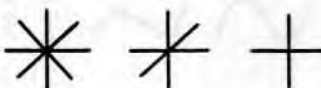
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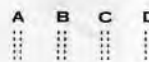
Stop! Wait until you are told to go ahead to Test 2.

Score



Look at sample question 0. The numbers at the left are in a certain order. Find the number at the right that should come next.

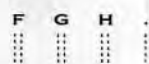
0. 1 2 3 4 5 → A 5 B 6 C 7 D 8 E 9



The number that should come next after 1 2 3 4 5 is 6. Make a heavy black pencil mark in the **B** answer space for question 0.

Now look at question 00. Find the number at the right that should come next.

00. 5 5 4 4 3 → F 1 G 2 H 3 J 4 K 5

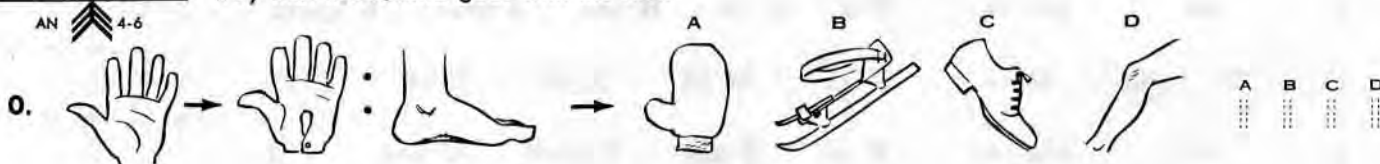


The next number should be 3, so you should make a heavy black pencil mark in the **H** answer space for question 00.

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Look at sample question 0. The first two drawings go together in a certain way. Find the drawing at the right that goes with the third drawing in the same way that the second goes with the first.



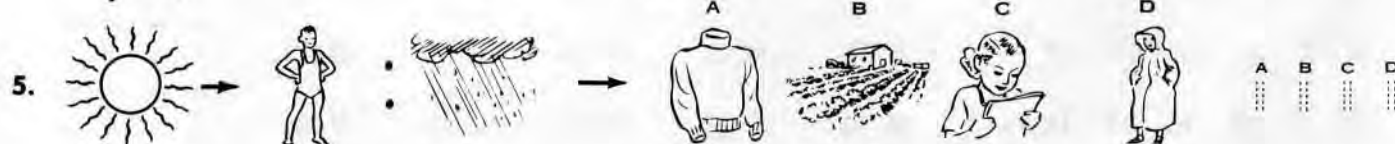
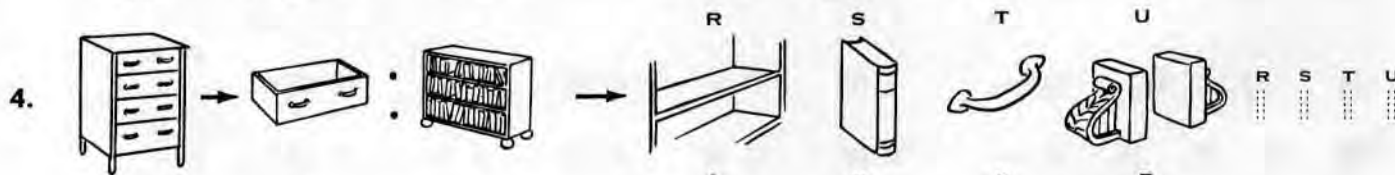
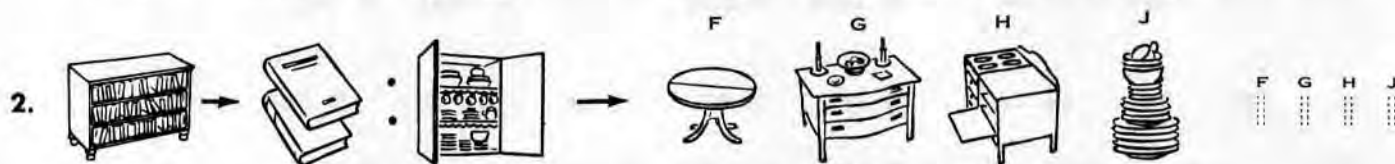
The right answer is the shoe at **C**, because the shoe at **C** goes with the foot just as the glove goes with the hand. Make a heavy black pencil mark in the **C** answer space for question 0.

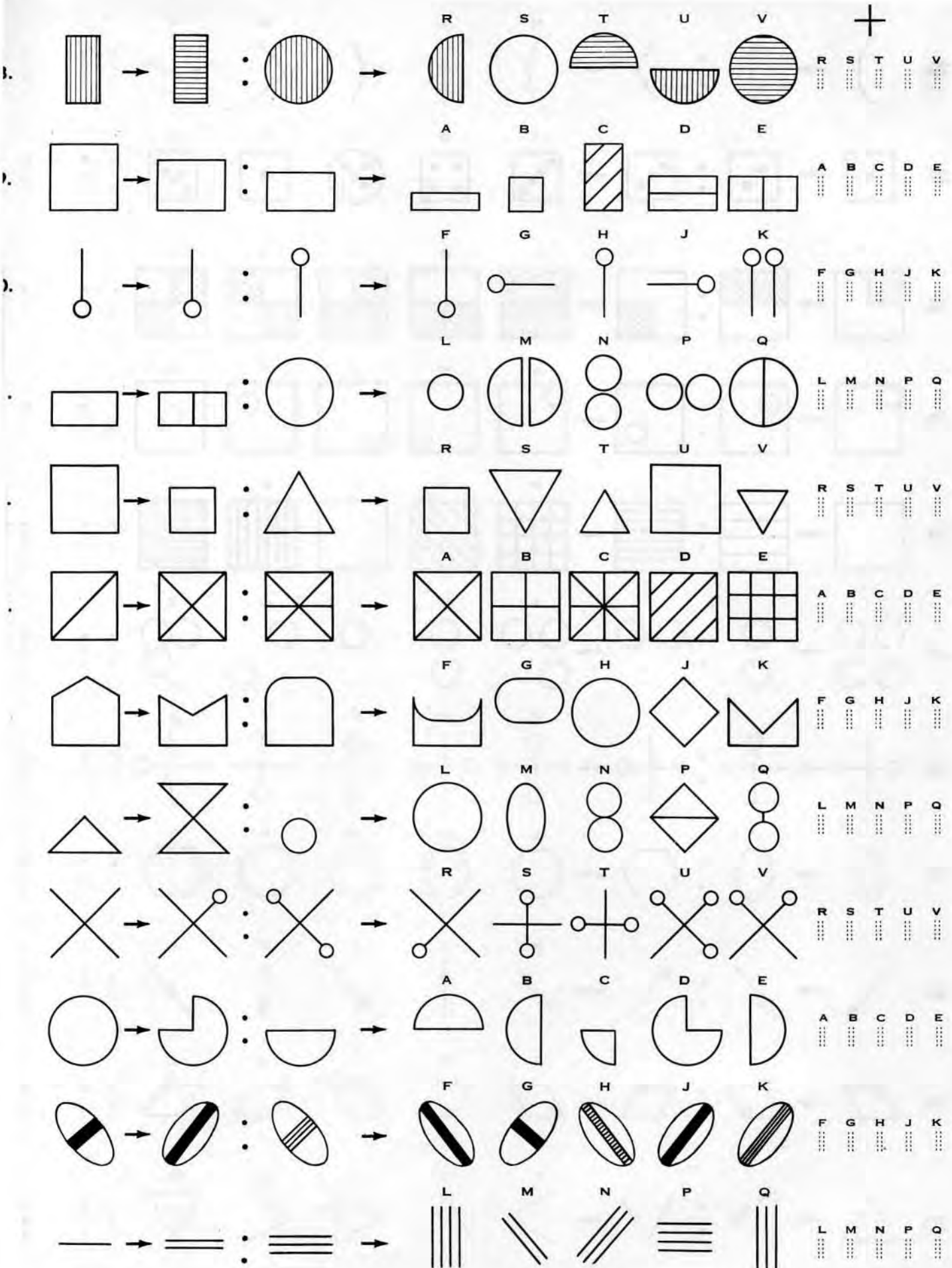
Now look at question 00. Find the drawing at the right that goes with the third drawing as the second goes with the first.



The right answer is **K**, because the little circle at **K** goes with the little square just as the big circle goes with the big square. Make a heavy black pencil mark in the **K** answer space for question 00.

Do the others below and on the next two pages in the same way. Try every row.





- 20.
- 21.
- 22.
- 23.
- 24.
- 25.
- 26.
- 27.
- 28.
- 29.
- 30.

APPENDIX B

Materials Used in the Individualized Program

Three Ways of Adding -ing

Sort these words into the correct pattern.

read, reading

let, letting

choose, choosing

break, breaking

drop, dropping

swim, swimming

think, thinking

brag, bragging

marry, marrying

drive, driving

dream, dreaming

arrive, arriving

(1)

(2)

(3)

Speak, speaking

change, changing

run, running

happen, happening

bite, biting

hit, hitting

doi:10.1017/S0022292412001609

What statements can you make about these patterns?

1. _____

2. _____

3. _____

LIST A

37

| | | | | |
|---------|--------|-------|--------|--------|
| after | by | fish | her | mail |
| all | cake | for | here | make |
| am | can | found | hill | man |
| an | cat | from | him | many |
| and | chair | fun | his | me |
| any | come | gave | home | meat |
| are | cow | get | house | men |
| as | cut | girl | how | milk |
| at | daddy | give | I | more |
| ate | day | go | if | mother |
| away | dear | goes | in | much |
| baby | did | going | is | must |
| ball | dinner | good | it | my |
| be | dog | got | just | name |
| bed | doll | grade | keep | no |
| been | done | grass | kept | not |
| big | down | green | kitten | now |
| black | dress | gun | know | of |
| blue | eat | had | letter | on |
| boat | fall | happy | like | one |
| book | father | has | little | other |
| boy | fed | hat | long | our |
| bring | feed | have | look | out |
| brother | fell | he | love | over |
| but | find | hen | made | pig |

LIST A (page 2)

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|--------|--------|-------|-------|-------|
| play | say | sun | top | when |
| pretty | school | take | toy | where |
| put | see | tell | train | white |
| rain | she | that | tree | who |
| ran | show | the | two | will |
| rat | sing | them | up | wish |
| read | sister | then | us | with |
| red | sit | there | very | work |
| ride | sled | they | want | would |
| rode | sleep | thing | was | yes |
| room | snow | this | water | you |
| run | so | those | we | your |
| said | some | time | went | |
| sat | soon | to | were | |
| saw | story | today | what | |

LIST B

| | | | | |
|-----------|----------|-------|---------|----------|
| about | almost | apple | barn | bell |
| across | alone | ask | basket | best |
| afraid | along | aunt | bear | better |
| afternoon | also | back | because | bird |
| again | always | bad | before | birthday |
| ago | another | bank | begin | bite |
| air | anything | bark | behind | both |

LIST B (page 2)

| | | | | |
|----------|---------|--------|-------------|--------|
| box | color | fair | garden | I'm |
| bread | could | far | glad | inside |
| break | cross | farm | grandfather | into |
| bright | dance | fast | grandmother | isn't |
| brought | dark | fat | gray | it's |
| brown | die | feel | great | I've |
| buy | dish | feet | ground | jump |
| call | do | felt | grow | kill |
| candy | does | few | hair | kind |
| can't | doesn't | fight | hand | kite |
| car | don't | fine | hard | knew |
| care | door | fire | hay | lake |
| carries | drank | first | head | large |
| carry | draw | five | hear | last |
| catch | drink | flag | held | late |
| chicken | drunk | flew | help | laugh |
| children | dry | floor | hidden | leave |
| cities | duck | flower | hide | left |
| city | each | food | high | leg |
| class | early | foot | hit | let |
| clay | egg | forgot | hold | light |
| clean | end | four | hope | line |
| close | ever | full | horse | live |
| coal | every | funny | hurt | lose |
| cost | eye | fur | ice | lost |
| cold | face | game | I'll | lot |

LIST B (page 3)

| | | | | |
|---------|---------|--------|-----------|---------|
| lunch | nut | ponies | shoot | sure |
| meet | o'clock | pony | shot | swim |
| net | off | poor | sick | swing |
| nice | often | pull | side | table |
| night | oh | rabbit | six | teacher |
| mine | old | rest | skate | ten |
| Miss | once | right | smell | than |
| money | only | ring | soap | thank |
| moon | or | river | sold | that's |
| morning | orange | road | something | their |
| most | outside | robin | song | there's |
| mouse | own | roll | spell | these |
| mouth | paint | rope | spend | think |
| move | pair | round | stand | third |
| Mr. | paper | same | star | three |
| Mrs. | park | sand | start | through |
| near | part | sang | stood | throw |
| need | parties | seat | stick | tie |
| nest | party | second | still | till |
| never | pass | seed | step | told |
| new | pen | sell | store | tonight |
| next | pencil | send | street | tooth |
| nice | pick | sent | studies | town |
| night | pie | set | study | trick |
| nine | place | seven | summer | tries |
| nothing | please | shoe | supper | trip |

LIST B (page 4)

| | | | | |
|-------|-------|--------|---------|-----------|
| try | wait | wear | winter | yard |
| turn | walk | week | won't | year |
| under | warm | well | word | yellow |
| upon | wash | while | write | yesterday |
| use | watch | why | written | yet |
| visit | way | window | wrote | |

LIST C

| | | | | |
|------------|-----------|-----------|-----------|----------|
| able | army | bottle | camp | clear |
| absent | August | bottom | careful | climb |
| act | autumn | bought | careless | cloth |
| ahead | beach | branch | carried | cloudy |
| airplane | beat | brave | carrying | clown |
| alive | beautiful | breakfast | case | club |
| among | become | breath | cattle | coast |
| animal | beef | broken | center | coffee |
| answer | begun | broom | chain | comb |
| anybody | belt | brush | chance | company |
| anyone | between | build | change | corner |
| anyway | bigger | building | cheese | cotton |
| anywhere | blame | busy | choose | couldn't |
| April | blew | button | Christmas | country |
| apron | board | calf | church | cousin |
| arithmetic | body | came | circus | covers |

LIST C (page 2)

| | | | | |
|----------|------------|-----------|--------------|----------|
| crawl | easy | fixed | golden | hotel |
| crop | either | flood | gone | hour |
| cutting | eleven | follow | good-by | hundred |
| danger | engine | fond | grain | hungry |
| dare | enough | football | grown | hunt |
| daughter | enter | forest | guard | hurry |
| December | everybody | forgive | guess | inch |
| deep | everyone | forgot | half | Indians |
| didn't | everything | form | handkerchief | instead |
| dig | excuse | forty | handle | invite |
| dirt | fact | fought | happen | iron |
| dirty | fail | fourth | hardly | itself |
| doctor | family | free | hate | January |
| dozen | farmer | freeze | haven't | job |
| Dr. | farther | Friday | healthy | jolly |
| dragged | fasten | friend | heard | juice |
| dream | fear | front | heart | July |
| drew | feather | frost | heat | June |
| driving | February | gas | heavy | kindness |
| dropping | fifteen | gather | hello | knee |
| drove | fifty | gentle | herself | knife |
| drum | fills | geography | higher | knock |
| earn | finish | getting | honest | lace |
| earth | finished | given | honey | laid |
| east | fit | giving | horn | lamb |

LIST C (page 3)

| | | | | |
|---------|----------|---------|----------|----------|
| larger | match | obey | plus | railroad |
| later | matter | ocean | pocket | rainy |
| laughed | May | October | poem | raise |
| law | maybe | office | point | rang |
| lay | mend | opened | porch | rather |
| lazy | merry | order | potato | reach |
| lead | middle | ought | potatoes | ready |
| learn | mind | oven | pound | reason |
| leather | Monday | paid | pray | report |
| less | monkey | pain | present | ribbon |
| lesson | month | parents | price | riding |
| list | mountain | passed | print | rise |
| listen | nail | past | prize | rubber |
| living | nearly | people | program | rule |
| load | neat | person | proud | running |
| lord | needed | piano | prove | safe |
| loud | news | picnic | pump | sail |
| lovely | nobody | picture | pure | sale |
| luck | noise | piece | quart | salt |
| lucky | none | pillow | queen | Saturday |
| maid | north | pipe | question | save |
| making | note | plain | quick | says |
| March | November | plan | quit | scare |
| market | number | plant | race | sea |
| master | nurse | plenty | radio | seems |

LIST C (page 4)

| | | | | |
|-----------|--------|--------------|---------------|-----------|
| September | south | tear | turkey | without |
| sew | spent | tenth | twelve | woman |
| shade | spoke | test | twenty | women |
| shall | spot | thankful | uncle | won |
| shape | spread | Thanksgiving | understand | wonder |
| sheet | stairs | thirty | United States | |
| ship | state | thought | unless | wonderful |
| shirt | stay | thousand | vacation | wool |
| silver | steal | thread | valentine | world |
| since | steam | threw | voice | worn |
| sink | stone | Thursday | vote | worth |
| sir | storm | ticket | wagon | wouldn't |
| sitting | stream | tired | war | writing |
| sixth | strike | together | weak | wrong |
| size | strong | tomorrow | weather | young |
| sleepy | such | tore | Wednesday | yourself |
| slip | suit | track | west | |
| smart | sum | trade | wheat | |
| smell | Sunday | tried | which | |
| smile | sweep | truck | whole | |
| soil | swept | true | whose | |
| somebody | taken | truly | wing | |
| sometimes | taking | trunk | wire | |
| somewhere | talked | truth | wise | |
| sorry | team | Tuesday | wishes | |

LIST D

| | | | | |
|-----------|------------|----------|----------|-----------|
| account | ashes | bodies | certain | creep |
| ache | attend | borrow | changing | crowd |
| acre | automobile | bound | charge | cruel |
| address | awful | brain | cheap | daily |
| against | awfully | branches | check | dangerous |
| agree | awhile | breathe | cheer | darling |
| aim | bacon | bridge | chest | deal |
| alarm | banana | built | chief | dearest |
| allow | barrel | bundle | chimney | death |
| all right | basement | burst | chose | delay |
| already | battle | bushel | chosen | deliver |
| although | bay | business | claim | dentist |
| America | beast | butcher | clerk | digging |
| American | beggar | buying | clothes | dining |
| amount | begged | cabbage | clothing | distance |
| amuse | believe | cabin | coach | ditch |
| angry | beneath | calm | collar | divide |
| answered | berry | camel | common | division |
| apart | besides | canal | correct | dodge |
| appear | Bible | cance | cottage | double |
| area | bid | capture | cough | dries |
| aren't | biggest | carpet | county | drill |
| armies | birth | cash | couple | driven |
| arrest | blanket | cast | course | drown |
| ashamed | bloom | cellar | crazy | drowned |

LIST D (page 2)

| | | | | |
|----------|------------|-----------|-------------|----------|
| drug | file | greatest | hurried | lettuce |
| during | film | grief | husband | level |
| eager | flash | grocery | important | library |
| eighty | flight | group | improve | limb |
| elect | following | guide | indeed | linen |
| electric | force | guilty | inform | lonesome |
| elephant | forehead | habit | insect | loose |
| else | fort | hadn't | inspect | lower |
| enclose | forth | Halloween | intend | lumber |
| English | forward | harm | interested | machine |
| enjoy | fourteen | harvest | interesting | manage |
| errand | frame | hasn't | invited | manner |
| escape | fright | haul | island | marble |
| example | frighten | health | jail | marine |
| except | frozen | heaven | join | married |
| exchange | furnace | helpful | jolly | marry |
| exercise | furniture | hero | kindly | mate |
| expect | frozen | highest | knit | meant |
| explain | gain | hire | knot | medicine |
| explore | gallon | history | lack | member |
| extend | garage | hollow | ladies | mighty |
| factory | golf | homesick | language | minute |
| fever | good night | hose | lately | moment |
| fierce | gown | hospital | learned | motor |
| figure | grave | however | lemon | muddy |

LIST D (page 3)

| | | | | |
|-----------|-----------|-----------|------------|----------|
| myself | outfit | pour | ranch | safety |
| nation | owe | power | range | sailor |
| nature | own | praise | receive | saving |
| navy | owner | preach | received | scold |
| neighbor | package | president | recess | score |
| neither | palace | press | recite | scout |
| nephew | parade | pride | record | scratch |
| net | parlor | prison | recover | scream |
| newspaper | partly | prisoner | refuse | screen |
| nicely | passenger | problem | remain | scrub |
| niece | pasture | product | remark | secret |
| nineteen | paying | promise | remember | selfish |
| ninety | perfect | proof | remembered | sentence |
| ninth | perhaps | protect | remove | serve |
| nor | pitch | public | rent | settle |
| notice | pitcher | pumpkin | repeat | seventh |
| odd | pity | punish | respect | several |
| offer | plane | pupil | result | share |
| officer | planned | purple | return | shopping |
| onion | pleasure | purse | rifle | shoulder |
| opening | post | quarrel | roar | shout |
| orchard | police | quarter | roast | shower |
| ordered | policeman | queer | rough | shown |
| organ | polite | quiet | rush | sign |
| ourselves | postal | railway | saddle | silent |

LIST D (page 4)

| | | | | |
|----------|------------|------------|-----------|--------|
| simple | struck | tile | value | worse |
| single | studying | tomato | valuable | wrap |
| sixteen | subject | ton | vegetable | wreck |
| sixty | sudden | tongue | village | writer |
| skirt | suffer | touch | visited | you'll |
| sleeve | supply | tough | visitor | zero |
| slept | suppose | toward | voyage | |
| soldier | surely | towels | waist | |
| solid | surprise | trace | waste | |
| sort | sweater | trail | watching | |
| sound | swell | travel | wealth | |
| soup | tablet | treat | wedding | |
| space | taste | trouble | weigh | |
| speak | taught | trust | weight | |
| speed | tease | ugly | welcome | |
| sport | telephone | umbrella | western | |
| square | tender | unable | whatever | |
| squirrel | term | understood | whenever | |
| stable | themselves | union | whether | |
| stage | thief | upper | whisper | |
| steady | thirteen | useful | whistle | |
| steel | though | useless | whom | |
| stocks | throat | using | wife | |
| straight | thus | usual | witch | |
| strange | tiger | valley | worm | |

LIST E

| | | | | |
|-----------|------------|-----------|-------------|-----------|
| aboard | article | blood | certainly | complete |
| absence | artist | blossom | chalk | concert |
| accept | athletic | bond | chapter | condition |
| accident | athletics | bonfire | charming | conduct |
| action | attack | bonnet | chest | conquer |
| active | attempt | border | chocolate | consider |
| addressed | attention | born | choice | contain |
| adopt | auditorium | boundary | Christian | contest |
| advance | author | bowl | citizen | continue |
| adventure | avenue | breast | climate | contract |
| advice | average | breeze | closely | control |
| afford | baggage | brief | cloud | copies |
| afterward | balance | brook | coarse | countries |
| agent | balloon | bruise | cocoa | courage |
| agreed | bargain | bury | collect | court |
| airport | bath | calendar | collection | creek |
| allowed | bathe | camera | college | crept |
| anxious | became | capital | colony | crew |
| anyhow | began | carefully | column | cried |
| apply | berries | carpenter | comfortable | cripple |
| appoint | beyond | carriage | command | crown |
| arise | bicycle | cave | commence | crumb |
| around | biscuit | celebrate | companion | cure |
| arrow | bleeding | central | compare | curious |
| art | bless | century | complain | current |

LIST E (page 2)

| | | | | |
|--------------|-----------|-------------|------------|-----------|
| custom | disease | enemies | fertile | generally |
| dairy | display | enemy | field | gentlemen |
| damage | distant | entertain | finally | giant |
| debt | district | entire | finger | gloomy |
| decided | disturb | entrance | files | governor |
| decorate | dollars | envelope | folks | grant |
| defeat | doubt | eraser | foolish | gravy |
| defend | drawer | evening | forenoon | grease |
| delight | drawn | event | forever | greatly |
| delightful | dried | exactly | forgotten | grew |
| delivery | drift | examination | former | grieve |
| depend | due | excellent | fortune | growl |
| deposit | duties | excite | foundation | growth |
| describe | dying | exciting | freedom | guest |
| desert | earlier | exit | freight | hammer |
| deserve | earliest | expense | friendly | harbor |
| design | easier | failure | fuel | headache |
| desire | easily | faint | fully | height |
| destroy | eastern | faithful | fund | herd |
| diamond | education | false | funeral | hesitate |
| dictionary | effort | famous | furnish | hoping |
| difference | eighth | fancy | future | horrible |
| difficult | election | fashion | garment | huge |
| direction | empty | favor | gasoline | human |
| disappointed | encourage | ferry | general | humor |

LIST E (page 3)

| | | | | |
|-------------|-------------|--------------|------------|----------------|
| hymn | liberty | mistake | omitted | possible |
| idea | lightning | model | opposite | possibly |
| illness | likely | modern | outline | postage |
| imagine | loaf | motion | overalls | post office |
| import | loan | mule | oyster | |
| important | locate | musical | palm | prayer |
| impossible | lonely | napkin | paragraph | prefer |
| increase | loss | narrow | parcel | prepare |
| industry | lovingly | national | path | prevent |
| information | lying | natural | patience | principal |
| intention | magazine | naughty | pavement | private |
| item | manager | necessary | peace | produce |
| justice | manufacture | necktie | pearl | progress |
| keen | map | neglect | pepper | promote |
| kettle | material | Negro | perfume | prompt |
| kitchen | mayor | neighborhood | period | proper |
| knowledge | mention | northern | permission | property |
| known | merchant | noticed | pigeon | provide |
| lantern | message | notion | platform | purpose |
| letter | metal | oatmeal | pledged | putting |
| lawn | method | object | poetry | puzzle |
| leader | midnight | oblige | poison | quite |
| league | mileage | obtain | pool | radish |
| led | million | occupy | population | rapidly |
| letting | minister | offered | position | rate |

LIST E (page 4)

| | | | | |
|-----------|------------|----------|-------------|---------|
| receipt | scarce | slipped | suggest | umpire |
| receiving | scene | slippery | supplies | unusual |
| recent | scenery | smooth | support | vacant |
| reduce | screw | social | surface | vain |
| regret | search | soda | system | victory |
| regular | secretary | someone | tax | violin |
| relation | section | sorrow | telegram | volume |
| relative | sense | source | telegraph | wasn't |
| relief | separate | southern | temperature | weary |
| remainder | service | special | tennis | weave |
| remind | settlement | speech | terrible | wheel |
| repair | seventeen | spite | theater | would |
| replied | severely | splendid | therefore | wound |
| request | shadow | spoil | thirsty | wrapped |
| require | shelf | squeeze | thorough | zone |
| reserve | shelter | standard | thrown | |
| reward | shipment | steer | thunder | |
| risk | shipped | stomach | title | |
| rock | shock | strength | total | |
| route | shore | strict | trailer | |
| salary | sidewalk | student | treasure | |
| sandwich | signed | studied | trial | |
| satisfied | sincerely | style | trimmed | |
| satisfy | sliding | succeed | troop | |
| savage | slight | success | type | |

LIST F

| | | | |
|------------|-----------|-----------|--------------|
| ability | ankle | blizzard | chemistry |
| abolish | apply | border | chipmunk |
| abundant | approach | bore | choir |
| academy | argument | borrow | civilization |
| adept | article | bough | civilize |
| accompany | assure | bridle | claws |
| accomplish | astonish | buckle | coconut |
| accurate | aviation | buffalo | collect |
| ache | aviator | bullet | collision |
| action | awful | bundle | colonel |
| active | backward | burglar | column |
| activity | bacon | burro | combination |
| actual | baggage | cadet | combine |
| admit | balance | calm | comical |
| advance | ballot | camera | command |
| advise | banjo | canal | comment |
| affect | banquet | cancel | commit |
| afterward | bass | cance | companion |
| aisle | battery | canyon | compare |
| alfalfa | belief | carbon | compel |
| alto | beneath | career | compose |
| amphibian | benefit | cargo | composition |
| anchor | betray | carpenter | concern |
| ancient | beyond | catalogue | concert |
| angle | biography | chapter | conclude |

LIST F (page 2)

| | | | |
|--------------|-------------|-------------|-------------|
| conclusion | courage | desert | distinction |
| concrete | crazy | deserve | district |
| condense | criminal | design | domestic |
| condition | cripple | desire | domino |
| confer | cultivate | dessert | doubt |
| congratulate | curious | destroy | dreadful |
| connection | custom | destruction | dreary |
| conquer | customer | determine | due |
| consent | dainty | diagram | dying |
| consider | debate | digest | echo |
| consist | decent | digestion | effect |
| constant | declaration | dinosaur | electrical |
| construction | declare | disappear | embargo |
| consume | defeat | disaster | empire |
| content | defense | discount | employ |
| continue | delicate | discover | enclose |
| contract | deliver | discuss | endurance |
| convention | demand | discussion | enforce |
| conversation | democracy | disgust | engage |
| convince | dentist | dismal | engineer |
| cooperation | deposit | dismiss | enjoyable |
| copyright | depression | disposition | entire |
| costume | descent | dispute | entrance |
| cottage | describe | distant | envy |
| council | description | distinct | erase |

LIST F (page 3)

| | | | |
|------------|------------|-------------|--------------|
| errand | foggy | hobo | innocent |
| establish | foreign | horizon | inquire |
| estate | fortunate | horrible | inquiry |
| estimate | foundation | human | instance |
| evil | freedom | humorous | instruction |
| example | freight | husband | insurance |
| excellent | furnace | iceberg | intention |
| except | furnish | ideal | interfere |
| exchange | future | identify | internal |
| exclaim | gentlemen | idol | interrupt |
| expedition | geyser | ignorant | interview |
| expel | giraffe | illness | invade |
| experience | gloomy | imagination | invalid |
| explain | glorious | immediate | invention |
| express | governor | immigration | inventor |
| expression | graceful | impatient | investigate |
| extend | graduate | importance | issue |
| extreme | grateful | impossible | jealous |
| faithful | greedy | impression | judge |
| familiar | guest | incident | justice |
| farewell | guide | incorrect | justify |
| fashion | gutter | increase | kindergarten |
| favorable | handsome | influence | kingdom |
| ferry | hearty | information | knight |
| fever | herewith | inhabit | knit |

LIST F (page 4)

| | | | |
|-----------|-------------|--------------|-------------|
| knob | mercy | operate | permanent |
| knowledge | microscope | operation | personality |
| lantern | midnight | opinion | photograph |
| lawyer | minister | opportunity | physical |
| legal | mirror | ordinary | pier |
| levy | modify | organization | pilot |
| limit | mosquito | organize | planet |
| liquid | motto | original | plateau |
| local | mountainous | orphan | platform |
| location | movement | otherwise | platinum |
| lodge | murder | paddle | poison |
| macaroni | mystery | padlock | policy |
| major | native | pageant | popular |
| majority | natural | pajamas | porcupine |
| malaria | nervous | palm | portion |
| manager | noble | pantry | position |
| mansion | notify | paragraph | positive |
| mantle | numerous | particular | practical |
| margin | oblige | partner | prefer |
| mayor | obtain | patrol | presence |
| meanwhile | occupation | payment | primary |
| medium | occupy | peaceful | private |
| mental | occur | peculiar | problem |
| mention | official | pension | proceed |
| merchant | omit | period | produce |

LIST F (page 5)

| | | | |
|-------------|------------|-----------|--------------|
| professor | reins | scheme | soul |
| progress | relative | scramble | source |
| property | release | scratch | sow |
| publish | religion | secret | species |
| puddle | remark | seldom | spinach |
| pueblo | remedy | senate | spirit |
| punish | remit | senator | stalk |
| puppet | repeat | sergeant | steady |
| purchase | repel | series | stenographer |
| purpose | represent | serious | stingy |
| pyramid | require | servant | stranger |
| quality | resent | service | streetcar |
| quantity | reserve | severe | struggle |
| quote | resign | shipment | student |
| realize | respectful | sigh | stumble |
| rebel | respond | silence | submit |
| receipt | result | similar | subscription |
| recent | retire | single | substance |
| recipe | reveal | situation | substitute |
| recognition | romantic | skeleton | subway |
| recognize | salary | smuggle | successful |
| recover | salesman | society | suffer |
| refer | salmon | solo | suggest |
| refuse | saucer | solution | suitable |
| regret | scatter | soprano | support |

LIST F (page 6)

| | | |
|-------------|-------------|-----------|
| surface | traitor | volcano |
| sword | transfer | volunteer |
| system | transmit | waist |
| tackle | treasure | warehouse |
| tariff | treaty | weapon |
| tavern | triangle | weary |
| taxicab | tropic | witness |
| telegram | tunnel | wreath |
| telescope | umpire | wreck |
| tennis | unfortunate | wrestle |
| terrific | unimportant | yield |
| testify | unite | yolk |
| theory | unnecessary | youth |
| thermometer | unusual | |
| thorough | unwrap | |
| throughout | upset | |
| tickle | valuable | |
| timid | vanish | |
| toboggan | variety | |
| tomato | varnish | |
| tongue | vein | |
| total | velvet | |
| tough | veto | |
| tourist | victory | |
| traffic | visible | |