

Individualized Spelling

Students study only those patterns
they need to learn.

by

Don McCabe

These **diagnostic-prescriptive** spelling tests were first constructed and developed as part of a specialized program to teach spelling and reading to a **learning disabled dyslexic adult** at the AVKO Educational Research Foundation's Reading Clinic.

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Dedication

This work is dedicated to the memory of **John E. Webb**, my grandfather,
without whose help and training in my early childhood,
I myself may never have learned to read
and to the memory of my first and most important teacher

Betty June Szilagy

I would also like to express my indebtedness to the work of the following:

Robert J. Fitzimmons
Harry A. Greene
Bradley M. Loomer

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Working with Individual Students

Giving the Initial Quick Survey to an Individual Student

As you read these directions, please refer to the Quick Survey which is on the next page. When an adult comes to the AVKO Reading Clinic for tutoring, I give him this quick test. If he misspells the first word, *candy*, I just say, “Okay, we’ll just start somewhere in the first 25 lessons.” Only in the most severe cases do I really start from the beginning. Usually, I tell my student that I think we can skip the first five lessons because he probably knows all those words anyway.

If he spells *candy* correctly but misses on the word *again*, I stop the test right there and say, “Okay, we can skip Level A which has twenty-five lessons and go directly to Level B which starts with lesson 26 and goes through lesson 75.

I know that there will be many words in the first twenty-five lessons that he doesn’t know at this particular time. But I also know that during the course of the following lessons, he will learn all of those words we are theoretically skipping. For example, he may not be able to spell the word *camp* which is in lesson 11. However, if he doesn’t pick up the “-*amp*” rime¹ incidentally during the lessons in which the short a is stressed (e.g., *-at*, *-and*, and *-ap*) or related *-mp* words such as *limp* and *lump*, he will encounter it later on in Lesson 61 and will learn *camp* along with *scamp* and *ramp* and *tramp* while ostensibly just learning the word *lamps*!

Determining the Correct Level for an Individual Student

There is no magic formula. Generally, if a student is a complete illiterate, I start with lesson one. If, however, there is some indication that he can spell some little words, I will start with lesson five. The fact that I am “skipping” some lessons tends to make the student feel that although he may be a “terrible” speller, there must be people who are worse spellers than he is. After all, he didn’t have to start at the very beginning. Some students who couldn’t even spell the first word (*candy*) I might start as high as lesson 15. A lot depends upon how badly the misspelled the *candy*. Here are some actual misspellings of the word *candy* and where I happened to choose to start them.

Misspellings of the word <i>candy</i>	Lesson that I chose to start the student
dyn	1
cenyd	2
cnde	5
kandie	10
cande	12

¹No, this is not a misspelling of the word *rhyme*. It is the latest educational jargon for the ending spelling pattern of a word, i.e., what we used to call a word family in the good old days.

The AVKO Quick Initial Survey

Stop giving the test the moment the student makes a mistake.

Word	Degree of Difficulty ¹	Suggested Level to Start at	Sentence Using the Word
candy	2.75	A	1. I enjoy eating a good candy bar.
again	4.75	B	2. I would like to do this again some time.
whale	6.75	C	3. Pinocchio was swallowed up by a giant whale.
crept	8.75	D	4. The soldier crept behind enemy lines.
views	10.75	E	5. They have opposing views on this subject.
bored	12.75	F	6. I get bored watching TV soap operas.
basis	14.75	G	7. Just what was the basis for your decision?
reign	16.75	H	8. When was the reign of King Arthur?
aisle	18.75	I	9. I almost tripped walking down the aisle.

Begin on the level of the first word missed.

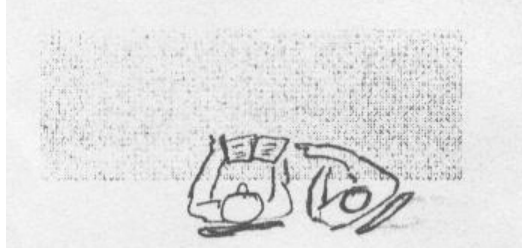
The following percentage figures are those of the adults who can be expected to spell the words in that level.

			PAGES
LEVEL A	93%-99%	LESSONS 1-25	15-39
LEVEL B	89%-92%	LESSONS 26-75	40-89
LEVEL C	75%-88%	LESSONS 76-125	90-138
LEVEL D	71%-74%	LESSONS 126-153	139-166
LEVEL E	65%-70%	LESSONS 154-177	167-174
LEVEL F	59%-71%	LESSONS 178-201	175-182
LEVEL G	50%-58%	LESSONS 202-225	183-190
LEVEL H	33%-49%	LESSONS 226-249	191-198
LEVEL I	05%-32%	LESSONS 250-265	199-204

¹This level is based upon data from *The New Iowa Spelling Scale* by Harry Greene, in which the percentages of correct spellings are given. We have converted the percentage data to a rank ordering using gradations of .05 from 1.00 (the easiest) to 21.00 (the most difficult).

Giving the Regular Survey of Spelling Words
Levels A & B, Lessons 1-75
to Individual Students

Tutoring Positions: Traditional

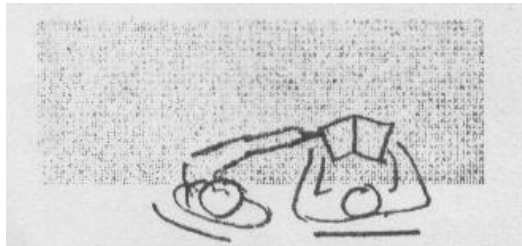


Student

Right-handed tutor

The traditional position is either to the right or the left of the student depending upon which hand you use to write.

If you are right-handed, sit to the right of your student. This way, when you write on or touch your student's paper, you will be able to do so without bumping him.



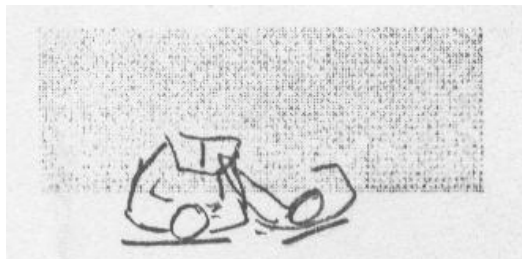
Left-handed Tutor

Student

If you are left-handed, sit to the left of your student.

This way, when you write on or touch your student's paper, you will be able to do so without bumping him.

Incorrect Tutoring Positions



Student

Left-handed Tutor

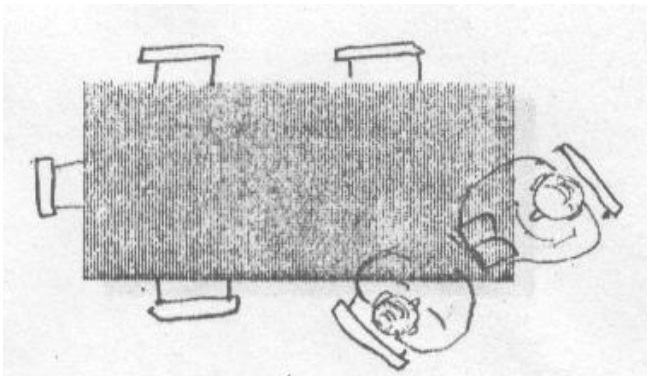
Notice how the tutor cannot touch the pages of a book or write on his student's paper without bumping him.



Right-handed Tutor

Student

Tutoring Positions: The AVKO Preferred Method



We at AVKO have gotten into the habit of doing our tutoring across the corner of a table from the student. The two biggest advantages of this are: 1. You can see the expressions on your student's face as he reads and as he writes. 2. You are not invading his space. Do you like to have people leaning over your shoulder to read? I don't. But this is what happens in the standard tutoring positions. And another thing you don't have to worry

about is being on the wrong side of your student.

To do this well, does necessitate learning to read and write upside down. This, we have found to be very, very useful as far as helping tutors understand for themselves the real problems of learning to read and write. The best discussion that I know of regarding the usefulness to tutors in learning to read and write upside down is in an article in the Great Idea Reprint Series.¹

The tutor should read the word for spelling and then the sentence that it is used in. The student should read along with the tutor. Some adults may be hesitant. Some adults may have had such disastrous experiences previously that they will refuse to read along. Don't force it. They can hear you. They can mentally hear their inner voice as they read silently along with you. Using the AVKO method of tutoring, you can have an opaque word-covering strip (See illustration on the next page) that you can peek under. If you are using the standard approach where you are sitting beside your student, you really can't do this without constantly bumping your student. You will have to have a photocopy of the page for him or he will have to have his own copy of the book. In either case, he should have his opaque word-covering strip over the column of words.

After you read the word and the sentence, the student writes the word. Before you go on to the next sentence, you have the student slide his word-covering slide down just enough so that he can see the correct spelling. If he gets it right, you praise him. A simple, "Good!" is usually quite sufficient. If he gets it wrong, you simply say, "Well, there's one we'll have to add to your list of words that you are going to learn."

Stop the moment your student has missed FIVE words.

¹McCabe, Don. "Learn about the learning to read process by teaching yourself to read and write upside down," *The AVKO "Great Idea" Reprint Series*, Clio, MI: AVKO Foundation, 1996.

Using the Survey Level Tests to Help Individual Adults Improve Their Reading by Improving Their Spelling

Survey of Spelling Words, Level A-Lesson 5

Target Page in
Word The Patterns of
English Spelling

cars 501

1. We have three _____ in our family for seven people.
2. The _____ at the place isn't worth eating.
3. They _____ a hard time learning to tat (make _____ lace.
4. When you're _____, you're _____.
5. You can _____ my hair with a wash cloth.
6. Who knocked in the winning _____?
7. If it's all the _____ to you, I'll go home.
8. _____ was never like this when I was a kid.
9. _____ me the way to go home. I'm tired and I want to go to bed.
10. Next _____ we'll talk about something else.
11. That's a _____, and that's no bull.
12. It takes _____ persons to make a basketball team.
13. _____ me a break, will you?
14. I _____ rhythm. Who could ask for anything more.
15. She told _____ where he could go.
16. Who sang, "Come on a my _____"?
17. One thing for sure, Richard isn't _____.
18. _____ of us enjoy a good joke now and then.
19. Don't burn the midnight _____.
20. I hope you remember you _____ home.

1st Step: Discuss with your student the difference between testing for grades and diagnostic testing for learning. Compare these tests with a doctor's blood tests, urine tests, etc.

2nd Step: Give your student either his own personal copy of this book or a photo-copied sheet of the lesson with an opaque strip of index stock covering the column of words. A paper clip works well holding the slide in place.

3rd Step: Explain what level you are starting your student on and why. Reassure him that if the words are too easy he can skip more lessons. If they are too difficult, he can always go back a few lessons or even a level or two..

Assuming you start your student at LEVEL A, Lesson 5 –

4th Step: Give sentence #1: Cars. We have three cars in our family for seven people. Student writes the word.

5th Step: Tell your student to slide the answer cover down until the correct spelling cars appears. See illustration.

6th Step: If a misspelling is made (doubtful), have your student correct it and then circle the number in the column which in this case is 501.

STOP THE MOMENT YOUR STUDENT HAS MISSED FIVE WORDS.

If your student gets the first five correct in a row without any struggle, praise him and then jump ahead two or three lessons and repeat the process.

Anytime your student gets five in a row in a lesson correct—he probably knows most of the words in that lesson.

Making Learning Assignments Based on Words Missed

CAVEAT: There is no one perfect way to treat all individuals. What follows are merely suggestions that you might want to try.

Supposing on Level A, Lesson 5, your student missed the following words: *cars, part, cold, show, and cow*.

1. Have the student write the word **once** in **cursive** on a card.
2. Have the student write the word **once** in **manuscript** on the back of the same card.
3. Have the student put the word in his box of words that he is learning to spell.
4. Analyze problem area.

Words	Sample Misspelling	Problem Area—Instructional Tasks
a. cars	car	Left off -s ending. No lesson necessary. Working with plurals will be part and parcel of this program.
b. part	pot	Possible dialect problem in which case pot and part may be pronounced identically. Treat as homophones especially in New England or wherever the “ <i>r</i> ” is frequently dropped in speech. Possible problem with “ -art ” family in which case work with other -art words such as cart, tart, start, chart , etc. is indicated.
c. cold	kcold	Incorrect choice of letters for beginning blend. Slight confusion between cognitive concept of sounds and visual memory of letters. Note that all the correct letters are there, but the sequencing is wrong. Student should be praised for picking letters that produce the correct sound and which are in the word, but he must learn the proper order. The simple sound “ OH-ld ” is commonly spelled -old . He will eventually learn that the “ k ” sound may be spelled “ c ” as in cat , k as in Kate , ck at ends of words such as pick , ch in “FANCY” words such as technical , q as in queen , and qu as in liquor , but never, ever kc .
d. show	shew	Incorrect usage of -ew pattern. Although the word “ sew ” ends -ew , it is the exception that proves the rule. The ending “ OH ” sound can be spelled -o as in go , -oe as in toe , -ow as in low , and -eau as in bureau . It is recommended that the student work first with the -ow words on p. 310 of <i>The Patterns of English Spelling</i> or p. 310 in <i>Word Families in Sentence Context</i> .
e. cow	cau	Incorrect usage of the -au pattern. The ending -ow sound can only be spelled -ow as in plow or -ough as in plough . It is recommended that the student work with the -ow words on p. 318 in either <i>The Patterns of English Spelling</i> or <i>Word Families in Sentence Context</i> . We also recommend Language Experience Activities in which you give the word and your student makes it into a sentence. You write the sentence complete except for the word. He then fills in the word and reads the sentence back to you.

5. Have the student look up the other words that follow the same pattern as the one he missed. For example, the very first time I gave this test to a 23-year-old learning disabled dyslexic, he missed the following words which I entered on a 3x5 card as follows:

23-year-old dyslexic I. M. Anonymous		
Word Missed	Page in <i>Patterns of English Spelling & Word Families in Sentence Context</i>	Misspelling
cars	501	car
part	510	pot
cold	241	kcodl
show	310	shew
cow	318	cau

I asked him which word would he like to learn first. Quite naturally, he said it didn't matter to him. So, I picked cold for study and the others for re-testing and study if necessary. The following is what can be found on page 241 in *The Patterns of English Spelling* for cold.

OH'I-d	OH'I-dz	OH'I did	OH'I ding	OH'I dee	OH'I dur
old				oldie	older
bold					bolder
cold	colds				colder
hold	holds	held**	holding		holder
scold	scolds	scolded	scolding		
fold	folds	folded	folding		folder
gold				Goldie	
sold					
told					

Power Vocabulary

unfold	unfolds	unfolded	unfolding		
blindfold	blindfolds	blindfolded	blindfolding		
scaffold	scaffolds	scaffolding			
uphold	upholds	upheld**	upholding		
withhold	withholds	withheld**	withholding		
behold	beholds	beheld**	beholding		beholder
mold	molds	molded	molding	moldy	molder

**** Irregular past tense. See p. 240**

Related Power Vocabulary

bifold	manifold	trifold	billfold	twofold	centerfold
fourfold	marigold	ahold	handhold	stranglehold	leasehold
household	toehold	stronghold	threshold	foothold	Reynold
Harold	resold	unsold	twicetold	retold	untold

More Related Power Vocabulary

holdout	holdover	holdup	golden	coldest	boldest
---------	----------	--------	--------	---------	---------

Using a piece of opaque index stock, I covered the beginning sounds (“onsets”) in the first column so that my 23-year-old could see only the last three letters in the column which now looked like:

	old
_____	old
	old
	old
	old
	old
	old
	old
	old

Notice how covering up all but the target sound helps to focus the learning disabled student’s mind on the problem— and how it alerts his computer brain to how useful this three letter combination can be. Notice also the relationship of this technique to the concept of Task Analysis in which a task is broken down into components small enough to be mastered by anyone.

We can practice making words by adding the initial sounds (“onsets”) as we slide the cover downward one word at a time.

	old
	bold
	cold
	hold
_____	scold
	old
	old
	old

Some scholars call this technique “vertical word processing.” We just call it learning patterns. Notice how many times the student encounters the pattern -old. If he were to write each word just once, he would be writing -old at least 21 times! And it would be in a phonic context!

Or we can practice reading the -old pattern on p. 241 of *The New Word Families in Sentence Context*. Notice how the pattern -old is in the same position in the first column. This helps the learning disabled discover for themselves the pattern and the distinctive, repetitious -s, -ed, -ing, endings. The following is the exact print size as in the book. We omitted a number of sentences so as to fit onto this page.

old (OH’l-d)	
old	Never ask a woman how old she is, unless she’s over 100.
bold	A bowler who is bold may have bowled a perfect game.
cold	Why is it that I have to catch at least one cold every winter?
colds	Maybe if I washed my hands, I wouldn’t catch so many colds.
colder	It’s a lot colder in Michigan than it is in Florida.
holder	Not many smokers use a cigarette holder anymore.
hold	Just hold your horses, mister.
holds	In this fight, there will be no holds barred.
holding	Were Jack and Jill holding hands as they climbed the hill?
sold	They sold their house for almost as much as they paid for it.
scold	You shouldn’t scold a child for catching a cold.
scolds	The lady across the hall scolds us all the time for making noise.
scolded	It’s no fun being scolded by a police officer.
scolding	I hate to hear a mother scolding her child for just being a child.
folding	Do you have any extra folding chairs I can borrow for my party?

Practice in Composition

We strongly recommend practice in composition immediately. However, you may or may not be able to practice it quite the way we do at the AVKO Foundation's Reading Clinic. What we do is to have the student give his tutor a sentence. The tutor then writes it. Occasionally, the tutor will spruce up the sentence a little. For example, when given the word *bold* to make into a sentence, the student might say: "I am not bold." The tutor might spruce it up to, "Most of the time, I'm not very bold." The tutor would then write the sentence, and the student would read it back. This technique is often labeled by the experts in the field of reading as a variation on the Language Experience Activity (LEA) method of teaching reading. The method you select will largely depend upon your particular situation and the needs and desires of your students.

You might, for example, ask your student (for homework, perhaps) to pick any ten -old words and put them into sentences. We recommend that you take away any pressure about misspelling the other words he may choose to use in the sentence. A method we have found to be quite successful is having the student put quotation marks around words whose correct spelling he is unsure of. The words he doesn't have any idea how they are spelled, he can still use them in his writing by attempting the probably first couple of letters and then just dashes. For example, supposing your student wants to write the following sentence using the -old word, told: "I told my boss he ought to see a psychiatrist." It might look like this: "I told my "bose" he "awda" see a "si-----.

You could then on a separate paper re-write (or type) or put into a computer his sentences with the corrections made. Now, you will have some of his writing for practice reading which might look something like this.

Student X	
Original Dictated or Homework Corrected Sentences	
1. old	I don't like to think about growing old
2. cold	I hate to catch a cold.
3. colds	There are a lot of colds going around.
4. scold	I once had a teacher who just loved to scold me.
5. fold	My wife likes me to help her fold the laundry.
6. told	I told my boss he ought to see a psychiatrist.
7. gold	I have a gold wedding ring.

Although the object is to master the spelling of the word cold, a lot of different things can happen along the way of learning cold. Other words such as bold and scold and fold may be learned without any apparent effort. And even strange big words such as laundry may suddenly become part of the student's reading vocabulary just because he initiated the word and it was correctly spelled out for him by his volunteer tutor. See sentence number five in the illustration above.

We don't do this for all words. It would take too long. But we are constantly doing it for a few words so that the student begins to discover patterns for himself.

For adult students with severe learning disabilities, there is one thing that we do for all the words that are missed on the survey test. That is, we test and re-test and re-test out of the blue. We feel that if a student can correctly spell a word on five separate and consecutive occasions, he probably knows the word. Notice that on the chart on the following page, we never score a word as missed. Instead, we use a "NEED TO REVIEW DOT" (.) rather than a bloody red check mark. We tell the adult student that he knows the word, even if he missed it. And, really, that's usually the case. Is there anyone who hasn't had the experience of forgetting somebody's name that they know they know? What's the difference between that and forgetting the spelling of a word that you really know how to spell? The following is from an actual chart that we made for a bright young man who had severe learning disabilities and had been labeled a "dysphonic dyslexic" by an independent psychologist.

Words I am learning

| = correct

. = need to review

! = correct, but needs review anyway because it wasn't automatic.

Word	Days	Weeks	Started	Learned	Mastered
cars			2-11	2-15	3-18
part		.!.	2-11	2-15	4-22
cold	!	!.	2-11	2-15	4-8
show	!		2-11	2-16	3-18
cow	.	.	2-11	2-16	4-15
get	2-11	2-21	6-3

The word “*get*” does seem to be very difficult for some dyslexics. I believe it largely comes from the fact that they quite often hear *get* as a rhyming word with *fit*, *bit*, *sit*, etc., and consequently follow the wrong pattern. I don't try to change their pronunciation—I just try to make them aware of the fact that *get* can rhyme with *bet* and definitely must be spelled as an *-et* word even though comic strip writers and novelists often use the misspelling “*git*” for such literary effects as showing that the speaker is poorly educated.

The number of words I have a student working on at any one time depends upon my personal assessment of how many he can handle without being overloaded. Usually, if the student has been diagnosed as a learning disabled dyslexic, I will have six words as the maximum as in the case above. As we progress, I then may start to slowly increase the number from six to seven to eight to nine to ten words which he is learning. Note: Among the words he is learning are whole families of words such as *fold*, *gold*, *uphold*, etc., that are related to *cold*.

Advancing the student

As a student progresses through the tests and the assignments, he may find that on one of the diagnostic tests, he spells five words in a row correctly. In that case, he probably will be able to spell all the other words in that lesson. So, you can have him skip the rest of that lesson and maybe even all of the next. You don't have to worry about the student missing out on learning an essential word. Since almost all words belong to word families but individually are of differing degrees of difficulty, the student will be tripped up later on if (and only if) he doesn't know the principles involved. If he knows the principles and patterns, he will know the words.

Alternate Forms of the Quick Survey Test of Levels

Six-letter words

Word	Degree of Difficulty ¹	Suggested Level to Start at	Sentence Using the Word
around	2.75	A	1. I'll see you _____ .
monkey	4.75	B	2. I need a new _____ wrench.
caught	6.75	C	3. I _____ a cold last week.
insist	8.75	D	4. I _____ that you let me pay for it.
secret	10.75	E	5. I have a _____ .
notify	12.75	F	6. Did you _____ your boss?
fierce	14.75	G	7. The wind is blowing something _____ .
occurs	16.75	H	8. An eclipse _____ rather infrequently.
aisles	18.75	I	9. That store must have at least 20 _____

Seven-letter words

Word	Degree of Difficulty ¹	Suggested Level to Start at	Sentence Using the Word
walking	2.75	A	1. I enjoy _____ to the store.
content	4.75	B	2. I am perfectly _____ to watch you work.
catches	6.75	C	3. My brother always _____ a cold in March.
knocked	8.75	D	4. The soldier _____ the sailor down.
nickels	10.75	E	5. We just play for _____ and dimes.
quarrel	12.75	F	6. I have no _____ with you.
sheriff	14.75	G	7. I think we had better send for the _____ .
voucher	16.75	H	8. I wonder what happened to my pay _____.
counsel	18.75	I	9. I had to _____ my son.

Begin on level of the first word missed.

¹This level is based upon data from *The New Iowa Spelling Scale* by Harry Greene, in which the percentages of correct spellings are given. We have converted the percentage data to a rank ordering using gradations of .05 from 1.00 (the easiest) to 21.00 (the most difficult).

Survey of Spelling Words, Level A

Lesson 1

Target Word	Page in <i>The Patterns Of English Spelling</i> ¹	
I — is	---	1. _____ hope this test _____ easy.
a — in	123	2. _____ stitch _____ time saves nine.
you	317	3. Do _____ like apple pie?
he	304	4. _____ likes his apple pie with ice cream.
the — out	431	5. Did you let _____ the cat _____ ?
good	404	6. I think I will do pretty _____ on this test.
it	133	7. Do you know what time _____ is?
me	304	8. I think learning to spell will really help _____ .
old	241	9. Do you know how _____ our president is?
one	340	10. Let's learn to spell our words _____ at a time.
see	305	11. Did you _____ Jack go up a hill with Jill?
she	304	12. I don't think _____ really likes Jack.
time	333	13. Do you know what _____ it is?
ten	122	14. It took _____ men to push Norman's truck.
up	130	15. I think it's time to get _____ .
book	409	16. I think I can learn to read almost any _____ .
come	334	17. Will you please _____ here?
get	132	18. It's not nice to tell someone to _____ lost.
go	309	19. It isn't time to _____ yet.
love	326	20. I just _____ apple pie. How about you?
we	304	21. I think _____ can do it.
car	501	22. Did you see Norma's new _____ ?
day	301	23. Do you know what _____ it is?

Homophones: we/wee see/sea you/ewe he/hee me/mi one/won

¹Words with similar patterns can be found on the pages mentioned in *The Patterns of English Spelling* or in sentences in *The New Word Families in Sentence Context* which are available from the AVKO Educational Research Foundation, 3084 W. Willard Road, Suite 712, Clio MI, 48420. Note well, the first digit of the page number refers to the volume number. There are 10 Volumes. They can be purchased separately or together. Thus, page 123 is in Volume 1 while page 317 is in Volume 3. See the descriptions on pages 10-11.

Survey of Spelling Words, Level G

Lesson 208

Target Word **Page in**
The Patterns of English Spelling

impulse	264
companies	718
poverty	757
confirm	515
crediting	689
notified	712
commerce	512
surrounded	231
constantly	752
decorations	852
established	210
vary	720
fairies	722
Halloween	420
catalogs	114
catalogues	922
expensive	892
considerable	617
districts	225
exceptions	862
effects	224
affects	224
influence	262
practical	818
omitted	133

Homophones: vary/very
catalogs/catalogues

Look-Alikes:
effects/affects

Lesson 209

Target Word **Page in**
The Patterns of English Spelling

1. urge	521
2. sincere	524
3. possibly	746
4. activity	737
5. purchase	343
6. parcel	624
7. reality	732
8. issues	315
9. icy	709
10. reindeer	531
11. occupation	851
12. described	320
13. marriage	327
14. unusual	829
15. complains	419
16. doubtful	631
17. horror	677
18. decent	255
19. tonsils	628
20. hearty	757
21. you're	523
22. cutest	359
23. your	532
24. frequent	256
25. assignment	882

Homophones: your/you're

Lesson 210

Target Word **Page in**
The Patterns of English Spelling

1. electrical	818	1.
2. concerns	512	2.
3. curious	887	3.
4. colleges	366	4.
5. excitement	881	5.
6. league	922	6.
7. equipment	882	7.
8. probable	613	8.
9. scenes	336	9.
10. hasten	877	10.
11. servant	254	11.
12. mother's	646	12.
13. attain	419	13.
14. organized	361	14.
15. memories	727	15.
16. reckon	835	16.
17. entitled	612	17.
18. Latin	879	18.
19. political	818	19.
20. received	441	20.
21. awfully	749	21.
22. eternal	824	22.
23. formerly	751	23.
24. formally	749	24.
25. refers	511	25.

Homophones:
mothers/mother's/mothers'
formerly/formally

Survey of Spelling Words, Level H

Lesson 235

Target Word **Page in**
The Patterns of English Spelling

mourn	534
succeeded	402
deem	418
duplicate (v.)	347
comparison	837
duplicate (n.)	354
convey	302
certificate	354
ignorant	254
Christians	868
assume	334
applications	845
fortunate	354
brilliant	254
assistants	254
officials	819
assistance	259
challenge	213
references	261
benefit	689
burst*	522
heartily*	715
desertion*	863
assertive*	897
courtship*	128

Homophones:

assistants/assistance

Heteronyms: duplicate (v. DOO pluh KAY'T) / n. or adj. DOO pluh kit)

Lesson 236

Target Word **Page in**
The Patterns of English Spelling

1. worthwhile*	330
2. carve*	509
3. harvesting*	234
4. treasurer*	666
5. treasuries*	728
6. raisins*	879
7. phrasing*	360
8. easiest*	728
9. measles*	612
10. seasonings*	836
11. geese*	432
12. valise*	345
13. rosy*	728
14. loser*	365
15. loosen*	876
16. bruise *	435
17. cruisers*	435
18. user*	666
19. refusal*	826
20. perishable*	614
21. husk*	271
22. husky*	746
23. huskers*	647
24. vespers*	649
25. whisper*	273

Homophones:

bruise/brews

Lesson 237

Target Word **Page in**
The Patterns of English Spelling

1. gospels*	626	1.
2. prosper*	649	2.
3. prosperity*	736	3.
4. sentiment	882	4.
5. announcement	880	5.
6. eventually	749	6.
7. flu	314	7.
8. institute	359	8.
9. character	649	9.
10. grammar	674	10.
11. passion	839	11.
12. descriptive	897	12.
13. persuade	321	13.
14. communities	736	14.
15. appreciate	349	15.
16. inferior	676	16.
17. substitute	359	17.
18. positively	748	18.
19. preference	261	19.
20. spiritual	829	20.
21. appearance	258	21.
22. assurance	258	22.
23. insurance	258	23.
24. decision	841	24.
25. compliance	258	25.

Homophones: flu/flew