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ABSTRACT

Intended to help students overcome their reading and spelling difficulties, this booklet describes teaching reading and spelling using the notion of five types of English words and presents extensive word lists to teach each type of word. The five types of words discussed in the booklet are "simple" (words that follow regular phonic patterns), "fancy" (words that follow phonic patterns frequently from foreign languages), "insane" (words that follow no phonic patterns), "tricky" (words that can "trick" a reader or speller), and "scrunched up" (words deliberately misspelled). The booklet begins with a discussion of teaching these words using the "word family" approach, language experience charts, "fancy" flash cards, and teaching the higher level insane words. The booklet next presents suggested order for diagnosis and remediation (word lists) for each of the five types of words, survey tests, and advice on administering the survey tests. The booklet also includes survey tests for each of the five types of words. The booklet concludes with a brief description of preliminary findings, research hypotheses, and research design for studies on the validity of these tests. Definitions of each type of words are attached. (RS)

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English Spelling:

The Simple, the **FANCY**, the **INsane**
the **TRICKY**, and the ***Scrunched Up***

by

Don McCabe

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English Spelling: The "Simple,"
the "Fancy,"
the "Insane,"
the "Tricky,"
and the "Scrunched Up"

by

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Questions Commonly Asked Concerning AVKO

What is AVKO?

AVKO is a non-profit tax-exempt membership organization.

What does AVKO stand for?

The name AVKO was coined from the four major ways our minds receive the information it processes:

A for **A**udio — We learn from what we hear.
V for **V**isual — we learn from what we see
K for **K**inesthetic — we learn as we involve our body's muscles
O for **O**ral — we learn as we speak and talk.

How long has AVKO been around?

AVKO was founded in 1974.

Where does AVKO receive its money to operate?

AVKO is subsidized by donations and grants.

Is AVKO a membership organization?

AVKO is open to membership to anyone interested in helping others learn to read and write.

Who runs AVKO?

AVKO is run by members from as far away as Hawaii and Quebec.

AVKO's daily operations are handled by volunteers.

What does AVKO plan to do with the money it makes from its publications?

AVKO plans to build and operate a model reading research center in a **YEAR-AROUND camp** setting that would economically and efficiently service the needs of dyslexics of all ages.

What does AVKO do that can benefit me professionally?

AVKO provides newsletters and economical opportunities to pursue individual research projects and to take part in large scale cooperative research projects that have immediate practical applications.

What are some of AVKO's goals?

AVKO hopes to spread the concept that parent and spouse tutoring in spelling/reading skills can be successfully taught in adult community education classes and that members of a problem reader's support group can greatly assist the efforts of any volunteer tutor working in the literacy movement.

How is AVKO trying to accomplish these goals?

AVKO is attempting to accomplish these goals primarily through the profits generated by the inservices, workshops and the sale of materials developed for the special needs of students, parents, and adults.

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English Spelling:
The "SIMPLE," the "FANCY,"
the "INSANE," the "TRICKY,"
and the "SCRUNCHED UP"

In helping students overcome either reading or spelling problems I have found that it helps to classify words as "SIMPLE," "FANCY," or "INSANE." Learning to read and spell would be an easier task if all the words in our language followed the simple patterns that are in words such as:

for, little, cat, feet,
bike, all, us, miss, boat.

Unfortunately, we have words of the "FANCY" variety such as:

unique, precious, special,
bureau, chef, fatigue, religious

that do not follow the simple patterns normally taught in the first few grades.

I prefer to begin the teaching (or remediation) of reading and spelling with the simple regular words that follow consistent patterns. From these I select a word I want to teach. Let's suppose it's the Dolch word *train*.

Rather than just teach the word *train* in isolation by sight methods or by sounding it out in single letter phoneme-grapheme correspondences, I teach *train* in conjunction with as many *-ain* words as are in their vocabulary -- or should be.

(See chart of *-ain* words below)

rain	rains	rained	raining	rainy
brain	brains	brained	braining	brainy
train	trains	trained	training	trainer
strain	strains	strained	straining	strainer
restrain	restrains	restrained	restraining	restraint
sprain	sprains	sprained	spraining	
grain	grains			
drain	drains			
gain	gains			
regain	regains	regained	regaining	
lain				
plain	plains			plainly
explain	explains	explained	explaining	

(These were selected from the *-ain* family on page 419 in *The Basic Patterns of English Spelling* [Birch Run, Mich.: AVKO Educational Research Foundation], 1988.)

By teaching the "SIMPLE" words via a word family approach, other aspects of spelling and reading are being learned by my students without their being formally taught. For example, without realizing it, they are being drilled on initial consonants, consonant blends, consonant digraphs, vowel digraphs, prefixes, suffixes, as well as context and structural changes that affect meaning.

Again, using the word *train* as an example, I demonstrate to my students how the meaning of a word changes according to both context and structure as in the following word family in sentence context drill:

1. See the *train*.
2. See the bride's *train*.
3. See the bride *train* the groom.
4. I hope this little puppy has been *trained*.
5. How long has Mary been in *training* for the Olympics?

LANGUAGE EXPERIENCE CHARTS can also be used in conjunction with teaching words via the word family approach. For example, I give a word such as *brain* (Note: the word *brain* is NOT on the Dolch list, but it is in everybody's speaking vocabulary) and ask for a sentence from the class.

Little Tommy Schmartaec in the back of the room says, "If you had a brain, you'd be dangerous."

We laugh, and then everyone attempts to write the sentence. My policy is that each student must at least attempt to spell each word even if it's only the initial letter followed by squiggles. (See sample below.)

After the students have written their individual versions of the sentence, I write the correct spelling on the chalkboard while they correct their own errors.

SAMPLE STUDENT MISSPELLING: *If you has bra you be dan*

SAMPLE STUDENT CORRECTED SPELLING:

If you had a brain, you would be dangerous.

Note: In normal speech the word *would* is "SCRUNCHED UP" into "YOOD BE" which could be written as "*you'd bè*." However, I don't teach contractions until the students know automatically what it is that they are "SCRUNCHING UP."

While I am teaching the "SIMPLE" words, expediency dictates that I teach the more commonly used "INSANE" words. But, I don't try to teach them all at one time. Instead, I slip them in, one at a time. In addition to the normal sight word methods of teaching a word like *does*, I use special flash cards that can be used by students working in pairs. One tests the other by lifting his card so that only he can read what is on his side.

For example, Tommy looks at his card and sees "duzz" while Mary sees on the other side of the card the word "does."

1. Mary must read the word *does*.

2. Tommy, because he is learning the "SIMPLE" spellings, knows whether or not she read "duzz" correctly. Now it's his turn to correctly spell the word, whose correct spelling Mary has in front of her.

The rationale for giving a "fun NET tick" spelling for the word *does* is basically the same as that which Professor Downing uses to advocate his Initial Teaching Alphabet (ITA).

I believe that using "SIMPLE" "fun NET tick" spellings with quotation marks to indicate that the spellings are incorrect is at least ten shades more practical than using a completely artificial alphabet that is of no use after the initial reading stages are over.

Students who become proficient ("pro FISH unt") at reading the simple phonic patterns can easily handle the deliberate misspellings writers often use to illustrate dialect or just to inject a little humor.

Correct Spelling Side	"fun NET tick" side
does	"duzz"
is	"izz"
one	"wun"

I also apply the same principles to PHRASE CARDS for rashing and for spelling.

Correct Spelling Side

"fun NET tick" side

Was that Jack?	"Wuzz" that Jack?
No, it was Jill.	No, it "wuzz" Jill.
Does Tom know him?	"Duzz" Tom "noh" him?
No, he doesn't.	No, he "duzzint"

As my students progress toward mastery over the "SIMPLE" and the more commonly used "INSANE" words, I begin introducing the concept that "FANCY" adult words have "FANCY" spellings.

This concept occurred to me as a result of working with Alfred N. I suspect that almost every teacher has had at least one student like Alfred. Alfred could spell the "SIMPLE" words. He knew his basic phonics. He could even read at grade level, but his misspellings were simply *atroshus*, *presshuss*, or simply *hill-airy-us* depending upon your point of view.

Alfred always knew which words he had misspelled in sentences such as:

Apples are *delishuss*.
 We used a *speshul teckneek* to wax cars.
Dockturs aren't *haff* as *nosie* as *sikiatrists*.

Alfred also had the "pee-kyool-yur" ability of being able to score high on standardized spelling tests because he could "yoo-zhoo-ully" pick the correct spelling when given a "mull-tuh-pull" choice as in:

- | | | | |
|--------------|-------------|--------------|-------------|
| (a) preicous | (b) precuso | (c) precious | (d) percosi |
| (a) receive | (b) recieve | (c) receeve | (d) resieve |
| (b) specail | (b) special | (c) sprecial | (d) spceial |

For quite a while I thought that the reason why Alfred would pick the correct response was because his personal "fun-net-tick" misspellings were never given as a choice. So, one day, I substituted one of his normal phonetic renditions for one of the incorrect spellings on every one of the test line items.

Would you believe it? Alfred rejected ALL his normal misspellings in favor of the correct spellings. When questioned about it, he said he could always recognize the right spelling when he saw it. It seems that Alfred had the ability to take tests that only demanded recognition recall.

Alfred knew the correct spelling when he saw it, but his power of visualization was too weak to help him when he was writing for himself.

The teacher Alfred had the year before told me that Alfred's problem was that he had had TOO MUCH PHONICS. I couldn't quite accept that premise, even though I have heard hundreds of other teachers and professors make such statements.

Then, it occurred to me that just as people can be bi-lingual, they could just as well be "bi-phonetic."

In fact, good readers are "naturally" bi-phonetic without any special training just as many bi-lingual people are bi-lingual without any special training in one of the languages. For example, most good readers have been trained to respond automatically to the "SIMPLE" phonic patterns taught in most elementary school basal readers. However, these good readers WITHOUT special training have learned by themselves to respond automatically to the "FANCY" phonic patterns through THEIR OWN EXTENSIVE PERSONAL READING.

But not all students can learn without some formal instruction. Alfred was one who learned to read but not to spell these patterns without formal instruction.

eak and eek are examples of a "SIMPLE" pattern.
weak and week are examples of "SIMPLE" spellings.

I could toss in odd combinations of letters in front of *-eek* and *-eak* and Alfred could read the resulting jabberwocky such as:

The *pleak neek* started to *deek a feak*.

Alfred could read these jabberwocky words in or out of context provided they contained only "SIMPLE" patterns. However, he could not read such jabberwocky words as I have actually found in advertising as:

sizzl-icious Jocque Shoppe feminine

He could read words such as *delicious* but not *"sizzl-icious"*. "He could read his friend's name *LaRocque* but not the sign that said *"Jocque Shoppe"*. He could read the word *unique* but not *"feminique"*."

We educators have no problem with the "FANCY" *-ique* pattern in words such as:

unique
technique
pique
antique
oblique
mystique
Angelique
Martenique

Somewhere along the line, we acquired the ability to decode and encode phonic patterns such as *-ique* which had never been formally taught to us. We learned these on our own probably because we were avid readers and probably because we also had parents who could read and could correct us if we happened to read the word *chic* as *"chick"* instead of as *"sheek"*.

These patterns I arbitrarily have labeled as secondary phonic patterns when I write for scholars in their "scholarly" journals and as "FANCY" patterns when I write for people who actively are engaged in teaching real students with real problems.

As Alfred knew only the primary (or "SIMPLE") phonic patterns, I decided that in order to teach him I ought to emulate the bi-lingual teachers and teach him his second language ("FANCY" patterns) through his first ("SIMPLE.")

To help Alfred (and others who shared his problem, to different extents), I began to formulate some very simple rules.

RULE #1. SIMPLE* words have SIMPLE spellings.

RULE #2. FANCY words have FANCY spellings.

RULE #3. When in doubt as to the spelling of a word, try the SIMPLE spelling. If it looks "funny," substitute one or more of the "FANCY" spellings for certain common sounds in the words.

To teach Alfred and my other students these rules and their practical applications, I devised a series of charts that I could refer to. I made no special attempt to get my students to memorize them or to even make them think that they had to learn them for a test.

But learn the rules they did. Mostly by osmosis.

(See following pages for example charts)

* Generally speaking, "Simple" Words are those whose *base* has just one syllable. Examples of "Simple" words are: *ship, shipping, shipper, shipment*. Examples of "Fancy" words: *caution, precautions, special, specialties*.

CHART #1	
SOUND /us/	
SIMPLE SPELLING	FANCY SPELLING
us, uss	ous
EXAMPLES:	EXAMPLES:
us	nervous
bus	generous
Gus	famous
thus	marvelous
plus	tremendous
muss	humorous
fuss	glamorous
Russ	dangerous
cuss	ridiculous
discuss	numerous
	perilous

CHART #2	
SOUND /sh/	
SIMPLE SPELLING	FANCY SPELLINGS
	sh = ci, (and several others)
EXAMPLES:	EXAMPLES:
fish	shus=cious shall=cial shunt=cient
wish	precious official sufficient
dish	delicious racial efficient
swish	luscious special proficient
Trish	vicious commercial deficient
	suspicious crucial inefficient
	gracious social
	spacious artificial

CHART #3	
SOUND /un/	
SIMPLE SPELLING	FANCY SPELLING
un	on
EXAMPLES:	EXAMPLES:
fun	London
bun	button
gun	apron
sun	pardon
run	common
	won
	person
	vixon
	Nixon
	cotton
	mutton
	arson
	parson
	Carson
	Larson
	Orson
	Samson
	carton
	Burton
	Parton
	Hampton
	Carlton

CHART #4	
SOUND /yun/	
SIMPLE SPELLING	FANCY SPELLINGS
"yun"	ion
EXAMPLES:	EXAMPLES:
Not a single word in the English Language has the "yun" sound spelled -yun.	million
	billion
	trillion
	stallion
	onion
	union
	reunion
	companion
	rebellion

As you can guess, I have a drawer chuck full of charts. I use them to teach many words--not just an isolated rule and one isolated example or two. Just as I use my handy dandy *AVKO THE BASIC PATTERNS OF ENGLISH SPELLING* to teach as many of the simple -ain words as possible when I teach the Dolch word *train*, I use this book to find and teach as many fancy words as possible that follow the same particular "FANCY" spelling.

For example, to teach the ge digraph I first demonstrate the "SIMPLE" /j/ as illustrated by:

SIMPLE /j/= j	FANCY /j/ = ge
Jack	George

Then I review the "SIMPLE" *-age, -adge, -edge, -idge, -arge, -urge, and -orge* families which contain the ge digraph even though it didn't have to be taught that way earlier.

Then I quickly review the "FANCY" ways of spelling the /un/ sound and the /us/ sound so that it really makes sense that the "FANCY" sounds of /jus/ and /jun/ are spelled -geous and -geon as in:

SIMPLE /jus/	FANCY /jus/ -geous or-gious
No words in the English Language use jus or juss to spell the sound /jus/.	gorgeous religious courageous contagious advantageous prodigious

SIMPLE /jun/	FANCY /jun/ = geon
No words in the English Language use jun or junn to spell the sound /jun/.	surgeon region dungeon legion pigeon religion sturgeon curmudgeon

SMALL DIGRESSION

There are *many* good techniques for teaching reading and spelling. I would like to think that you know and use most them, just as I do -- from the simple but effective hooking of students on books *a la* Dan Fadar to Ken Goodman's psycholinguistics. So, just because I don't mention your favorite techniques and materials doesn't mean that I don't use them. It's just that I don't want to bore you with what you already know and use.

FANCY FLASHCARDS

I do have my own special set of flash cards on which I have their "FANCY" but correct spelling on one side and the "SIMPLE" but incorrect spelling in quotation marks on the other. Again, just like the cards for the "INSANE" words, one student can be tested for his reading while the other is tested on her spelling.

precious	"presh shus"
----------	--------------

special	"spesh shull"
---------	---------------

TEACHING THE HIGHER LEVEL "INSANE" WORDS

I feel strongly that no student (not even the gifted!) should have to take classes in French just so he can order a quiche ("keesh") -- and even that is no ironclad guarantee. I took two years of college French and although I learned to translate "My aunt's pen is on the desk" I did NOT learn how to read a regular menu with ease.

I also feel that no student should have to take Italian just so he can recognize the word *ciao* ("chow") and *Opici* ("oh peachy"). Nor should he have to take German so he can recognize *auf wiedersehen* ("oh VEE der Zane"), Yiddish to recognize *chutzpah* ("k-h-h-h-huuts puh"), Spanish to know that *Jose* ("HO ZAY") isn't a misspelling of *Josie*, Latin to understand *tempus fugit*, Greek to understand *alpha* ("Al Fuh") and *omega* ("oh MAY guh"), and Russian to know the letters *CCCP* on the jerseys of the Russian athletes represent *SSSR* (or *USSR*) because their alphabet is Cyrillic and not Roman.

So, in my classes I also teach words that come from the REAL ADULT WORLD of reading (newspapers, catalogs, menus, business forms, billboards, advertisements, names, headlines, cartoons, etc.) On the wall above the chalkboard I hang the signs:

Adult vocabulary is not: See Spot run.

Let's learn to read and spell ADULT words.

Once a day I introduce a few, slightly "INSANE" adult words. One day it might be *filet mignon* ("Phil LAY mean Yoan") which would also be taught and reviewed as an example of such "FANCY" patterns as:

"FANCY" Pattern Sample Words

i=LONG E	Mimi, fiance, filet mignon
e=LONG A	fiance, debut, filet mignon
et=LONG A	buffet, valet, filet mignon
g=null	align, impugn, filet mignon

The next day I might introduce any one (AND ONLY ONE) of the following words:

adieu	("uh dYOO")
cache	("cash")
chamois	("shammy")
coup	("coo")
cliche	("klee SHAY")
crepe	("crape")

jai alai
Jesus Garcia
lasagna

("high lie")
("Hey ZEUS Gar SEE yuh")
(luh ZAHN yuh").

I don't spend a great deal of time on each new word. It's NOT the length of time spent on learning a word that counts. It's the number of times. So I give a quick definition and then flash the word several times. Only, I don't use a normal flash card. I use a large card on which I have pasted the page from a newspaper, magazine, catalogue, menu, etc. on which the word occurs in big bold print. The word is then highlighted in yellow so it stands out from the rest of the words but is still in an actual ADULT CONTEXT.

At the end of the hour I always (or almost always) have a quick word identification drill of all the "INSANE" words we have been adding to our list day by day. I choose the end of the hour because my classes are individualized during the bulk of the class hour. I use structured drills for the first five minutes (*AVKO Sequential Spelling*) to help build self confidence in handling "SIMPLE" patterns and to create a structured environment. My students know that they must have their books open and ready to write the moment the bell rings. After that, they have individual assignments as I work individually with students. Then, to prevent chaos ("Kay OSS") when the bell rings with everybody stampeding out of the room with materials scattered hither and yon, I have my students put away their work neatly about five minutes BEFORE the bell. Then, I work on the "INSANE" words.

If any student can correctly call 15 words in succession, I give him an award. One year, as an experiment at the Alternative Junior High in Flint, Michigan, I used quarters from a special incentive fund provided by the AVKO Foundation as awards. The first student who could find the newly assigned "INSANE" word in any adult reading material EXCEPT reference works such as dictionaries, encyclopedias, etc., received a similar award -- in this case, \$1.00.

TEACHING THE "TRICKY" WORDS

The "TRICKY" Words are simply those homonyms that "trick" students such as *bare/bear, see/sea, deer/dear, accept/except*, etc. To teach these words I developed student self-corrected exercises in which I dictated sentences using the words. In the process of developing a list of words to use, I found well over a thousand word groupings that can "TRICK" people. It is this list that became the core for the exercises called oddly enough, The "TRICKY" Words and which is now available from the AVKO Foundation.

TEACHING THE "SCRUNCHED UP" WORDS

Because when we write, we in effect are dictating to ourselves in our normal speech, I try to dictate sentences in the same normal sloppy manner so that my students get good practice in converting the normal "scrunched up" speech into correct spelling. For example:

(See Chart on following page)

We say:

hafta
 sposta
 should of
 Jeet jet
 Node Jew
 Whudja git
 usta

But we should spell:

have to
 supposed to
 should have
 Did you eat yet?
 No, did you?
 What did you get?
 used to

I used quick one or two sentences dictated daily in which the students thought they were being tested on specific words, such as the "TRICKY" accept/except; but because they had to correct their spellings, the students soon learned to insert automatically the "SCRUNCHED UP" words as in: "*Thair never gonna axsept ol' Tom.*" should be written: *They're never going to accept old Tom.*

The direct result of using this five pronged approach to reading and spelling at the Flint Alternative Junior High School (a school for students with severe behavioral problems) resulted in spectacular gains for almost all the students. The average gain in one semester was 2.0 grade levels.

It is doubtful whether or not it can be scientifically established that the causative agent for the gains was any *one* of the many types of materials or any one of the techniques as so many different materials and techniques were being used during the course of any one hour of reading instruction.

I believe that I am able to get such good results because I use the "SIMPLE, FANCY, INSANE, TRICKY, and SCRUNCHED UP" approach in much the same way as nutritionists use vitamin supplements and farmers use fertilizer. I use the approach to supplement--not to supplant normal procedures.

SUGGESTED ORDER
FOR DIAGNOSIS & REMEDIATION
OF TYPE #1 WORDS:

THE "SIMPLE"

The following lists of "SIMPLE" words, those that follow regular phonic patterns traditionally taught in most basal readers, can be used in many different ways. With younger students they can be used to check their ability at recognizing words. Those words which a student doesn't know can be taught to him through other words having similar patterns.

Some older students may resist this particular technique because the words seem to be so "small" and so "simple." A method we have used successfully with the older students is to teach word recognition through the back door of spelling. In our culture there is a strong stigma attached to being unable to read "little" words--however, since even school superintendents occasionally "boast" about how poor spellers they are, there isn't the stigma.

So, we find one or two words an older student can't spell and teach the spelling of those words AND those words that have similar patterns.

The **page numbers** after the words represent the page numbers in *The Basic Patterns of English Spelling* in which a complete list of words having that pattern can be found.

LEVEL A Group 1	Phonic Pattern	Page	LEVEL A Group 5	Phonic Pattern	Page
scat	at	131	trapped	apped	126
batter	atter	637-8	snapping	apping	126
flattery	attery	723-4	grabbed	abbed	101
rags	ags	111	crabby	abby	701
bragging	agging	111	stabbing	abbing	101
plan	an	121	matches	atches	201
canning	anning	121	scratched	atched	201
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twig	ig	113	unpacking	acking	223
digging	igging	113	slacks	acks	223
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plugged	ugged	115	stuttering	uttering	637
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kidding	idding	108	pitched	itched	203
skinny	inny	704	hitching	itching	203
Danny	anny	704	scrambled	ambled	606
dinner	inner	635	stumbles	umbles	606
spinning	inning	123	mumbling	umbling	606
kissed	issed	158	crutches	utches	205
missing	issing	158	tickled	ickled	606
dope	ope	342	suds	uds	110
groping	oping	342	muddy	uddy	701
LEVEL A Group 4			LEVEL A Group 8		
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mopping	opping	129	saddled	addled	601
slopped	opped	129	classes	asses	156
twice	ice	344	dressed	essed	157
pricing	icing	344+	expressing	essing	157
sliced	iced	344+	struggles	uggles	602
skills	ills	148+	battled	attled	604
stalled	alled	146-7	settle	ettle	603
recalling	alling	146-7	passing	assing	156
spilled	illed	148	giggling	iggling	602

LEVEL B Group 1	Phonic Pattern	Page	LEVEL B Group 5		
stuffed	uffed	145	discussing	ussing	160
bluffing	uffing	145	possessed	essed	157
cliffs	iffs	143	confessing	essing	157
scuffed	uffed	145	hiring	iring	525
bells	ells	149	inspiring	iring	525
jelling	elling	149	retired	ired	525
stopping	opping	129	smoking	oking	329
popped	opped	129	provoked	oked	329
stepping	epping	127	looked	ooked	409
smelled	elled	149	cooking	ooking	409
LEVEL B Group 2			LEVEL B Group 6		
puzzles	uzzles	604	chewed	ewed	316
dazzling	azzling	604	renewed	ewed	316
sizzled	izzled	604	brutes	utes	358
nozzles	ozzles	604	flutes	utes	358
embezzled	ezzled	604	computing	uting	358
stays	ays	301	voting	oting	358
delaying	aying	301	quoted	oted	358
praying	aying	301	throw	ow	310
played	ayed	301	glowing	owing	310
strayed	ayed	301	slower	ower	310
LEVEL B Group 3			LEVEL B Group 7		
cool	ool	414	stretching	etching	202
stools	ools	414	sketched	etched	202
fooling	ooling	414	left	eft	232
wheels	eels	412	drafted	afted	232
Greek	eek	409	drifting	ifting	232
spoons	oons	422	tramps	amps	269
cartoons	oons	422	shrimp	imp	270
supper	upper	636	thumping	umping	270
slippers	ippers	636	pampering	ampering	264
shoppers	oppers	636	rafters	afters	649
LEVEL B Group 4			LEVEL B Group 8		
about	out	431	examples	amples	606
pouting	outing	431	simple	imple	606
gunning	unning	125	crumpled	umpled	606
thunder	under	641-2	tempted	empted	269
fenders	enders	641-2	temple	emple	606
shuffle	uffle	602	saddening	adding	859
mufflers	ufflers	602	paddling	adding	601
raffled	affled	602	buckets	uckets	684
admitted	itted	133	picketing	icketing	684
permit	it	133	pocketed	ocketed	684

LEVEL C Group 1	Phonic Pattern	Page	LEVEL C Group 5		
taxes	axes	265	squinting	inting	251
index	ex	266	splinters	inters	651
mixed	ixed	267	centering	entering	651
coaxing	oaxing	268	shredding	edding	107
upsetting	etting	132	sodded	odded	109
regrets	ets	132	splashing	ashing	209
swimmers	immers	118	crashed	ashed	209
stems	em	117	blushed	ushed	211
calm	alm	119/246	finishing	ishing	210
palmed	almed	119/246	refreshing	eshing	209
LEVEL C Group 2			LEVEL C Group 6		
romping	omping	269	masking	asking	271
accomplish	omp	269/210	baskets	askets	684
branches	anches	206	risky	isky	745
trenches	enches	206	blasting	asting	233
pinches	inches	206	suggesting	esting	234
punching	unching	207	interested	ested	234
launching	aunching	207	consisting	isting	235
demanding	anding	227	pesters	esters	652-3
stranded	anded	227	blisters	isters	652-3
understands	ands	227	plastered	astered	652-3
LEVEL C Group 3			LEVEL C Group 7		
responding	onding	230	plastic	astic	815
brandy	andy	741	rustlers	ustlers	609
kindling	indling	607	whistling	istling	609
bundles	undles	607	fantastic	astic	815
belonged	onged	219	cloth	oth	275
strongly	ongly	219	paths	aths	275
lungs	ungs	219	clever	ever	669
stringing	inging	218	travels	avels	626
dwindled	indled	607	shrivel	ivel	626
handles	andles	607	south	outh	277
LEVEL C Group 4			LEVEL C Group 8		
tangled	angled	605	shoving	oving	325
singled	ingled	604	uncovered	overed	669-70
angry	angry	752	deliveries	iveries	724
cranking	anking	220	buzzer	uzzer	638
ankles	ankles	605	whispering	ispering	649
sprinkling	inkling	605	gasping	asping	273
advances	ances	257	adapted	apted	238
convincing	incing	257	except	ept	238
granted	anted	249	abrupt	upt	239
grunting	unting	249	adopting	opt	239

**LEVEL D
Group 1**

protecting	ecting	224
neglected	ected	224
objecting	ecting	224
plenty	enty	755
stables	ables	610
cables	ables	610
braided	aided	401
unaided	aided	401
suspected	ected	224
infected	ected	224

**LEVEL D
Group 2**

	Phonic Pattern	Page
misleading	earing	402
avoided	oided	403
unloaded	oaded	403
crusading	ading	321
preceding	eding	321
safety	afety	324/729
trifles	ifles	612
wages	ages	327
obliging	iging	366
staging	aging	327

**LEVEL D
Group 3**

pledged	edged	212
smudges	udges	212
cartridges	idges	212
shaking	aking	328
striking	iking	329
mistaken	aken	328/859-60
broken	oken	329/859-60
trailing	ailing	411
inhaling	aling	330
mailed	ailed	411

**LEVEL D
Group 4**

ashamed	amed	332
flaming	aming	332
timing	iming	333
claiming	aiming	417
screaming	eaming	418
strained	ained	419
cleaning	eaning	420
loaning	oaning	421
airplane	ane	335
sprained	ained	419

**LEVEL D
Group 5**

third	ird	514
hurdles	urdles	608
curdled	urdled	608
earlier	earrier	533/749
finally	inally	821
cradle	adle	611
noodles	oodles	611
escaping	aping	341
tapering	apering	665
piping	iping	341

**LEVEL D
Group 6**

staples	aples	612
grappling	appling	602
repaired	aired	530
smearing	earing	531
swearing	earing	530
preparing	aring	523
sharing	aring	523
carrying	arrying	704
carriage	arriage	704
cherries	erries	706

**LEVEL D
Group 7**

	Phonic Pattern	Page
imaginary	ary	720-22
temporary	ary	720-22
necessary	ary	720-22
secretaries	aries	720-22
fairies	airies	722
wallets	allets	684
reducing	ucing	345
erasing	asing	343
supposed to	osed	364
closed up	osed	364

**LEVEL D
Group 8**

flustered	ustered	652-3
defrosting	osting	235
adjusting	usting	652-3
wasting	asting	343
grateful	ateful	347/154
ratings	atings	347
related	ated	347
waiters	aiters	426
baited	aited	426
straight	aight	426

**LEVEL E
Group 1**

proudly	oud	403
applauded	auded	401
howling	owl	415
crawlers	awlers	663
scrawling	awling	416
denying	ying	307
replied	ied	307
denial	ial	825
frowning	owning	421
yawning	awning	423

**LEVEL E
Group 2**

serving	erving	513
observes	erves	513
deserving	erving	513
permitted	itted	133
committing	itting	133
lather	ather	646
chow	ow	318
coward	ard	506-7
crowded	owded	403
powdering	owder	659

**LEVEL E
Group 3**

cheaters	eaters	667
treating	eating	427
weights	eights	426
freighters	eighters	668
brought	ought	430
beneath	eath	278
shaving	aving	324
behaved	aved	324
faith	aith	278
savings	avings	324

**LEVEL E
Group 4**

arriving	iving	325
revival	ival	827
favorite	avorite	357
clover	over	670
appraise	aise	434
noises	oise	436
diseases	eases	435
laziness	aziness	738
poison	oison	833
sauce	auce	433

**Phonic
Pattern****Page****LEVEL E
Group 5**

surrounded	ounded	231
dependable	endable	229/613
reminder	inder	642
thundering	under	641-2
friendly	iendly	229
zeroes	oes	309
bulging	ulging	367
impulse	ulse	264
accounting	ounting	252
haunted	autned	249

**LEVEL E
Group 6**

believes	ieves	406
receiving	ceiving	439
weaving	eaving	439
sleeves	eeves	439
weird	eird	511
belief	ief	406
pierced	ierced	534
niece	iece	432
weighs	eighs	302
thief	ief	406

**LEVEL E
Group 7**

appointment	oint	253/866
complaints	aints	253
bouncing	ouncing	257
blouse	ouse	433
showers	owers	532/671
devour	our	532
grouching	ouching	437
bleached	eached	437
approaching	oaching	437
crouches	ouches	437

**LEVEL E
Group 8**

swallowing	allow	310
shallow	allow	310
scalpel	alpel	246/625
gulp	ulped	246
pulp	ulp	246
involved	olved	380
solving	olving	380
inventing	enting	250
preventing	enting	250
renting	enting	250

LEVEL F Group 1	Phonic Pattern	Page	LEVEL F Group 5	Phonic Pattern	Page
compiling	iling	330	guarding	arding	505
ruling	uling	330	afford	ord	516
consoling	oling	331	horded	orded	516
whining	ining	337	bordering	order	655
design	signs	419	scarf	arf	507
shocked	ocked	216	gargling	argling	608
trucking	ucking	216	charging	arging	508
tricky	icky	215/744	splurged	urged	514
dunking	unking	222	emergency	ergency	739-40
shrinking	inking	221	forgery	orgery	723
LEVEL F Group 2			LEVEL F Group 6		
variety	iety	729	sickening	icken	859/60
anxiety	iety	729	tickling	ick	606
reality	ality	731-33	checkers	eckers	647
stability	ility	733-34	freckles	eckles	604
reliability	ility	735	chuckles	uckles	604
uniformity	ormity	735	snickering	icker	647
utilities	ilities	734	squelching	elching	208
possibilities	ilities	734	bulky	ulky	245
visibility	ility	734	scalding	alding	240
responsible	ible	621-23	unfolding	olding	241
LEVEL F Group 3			LEVEL F Group 7		
happiness	iness	705	remarks	arks	508
charred	arred	501	sparkling	arkling	608
occurring	urring	520	uncorks	orks	517
preferred	erred	511	shirked	irked	514
disturbed	urbed	520	perked	erked	138/512
urban	urban	520/852-6	snarling	arling	508
starched	arched	505	swirling	irling	514
arches	arches	505	remarkable	arkable	508/613
porches	orches	516	pearls	earls	533
churches	urches	520	unfurling	urling	521
LEVEL F Group 4			LEVEL F Group 8		
community	unity	735	filming	ilming	246
vicinity	inity	735	golfer	olfers	243
humanity	anity	735	expels	els	148/624
trousers	ousers	666	dispelled	elled	148/624
applause	ause	436	wealthy	ealthy	280/744
excusing	using	364	filthy	ilthy	280/744
child abuse	use	345	vaults	aults	247
threats	eats	427	stilts	ilts	247
threading	eading	280/402	consulted	ulted	247
heavenly	eavenly	858	sheltered	eltered	247/650

Sample Page from The Basic Patterns of English Spelling

IM HIM ("HIM) /him/ FAMILY

him				himself	
*hymn					hymnal
slim	slims	slimmed	slimming		
rim	rims	rimmed	rimming		
trim	trims	trimmed	trimming		
brims	brims	brimmed	brimming		
grim					
prim					
dim	dims	dimmed	dimming		
swim	swims	swam/swum	swimming		
Tim	Tim's			Timothy	
victim	victims				
Jim	Jim's gym				
gym	gyms			gymnast	gymnastics
shim	shims	shimmed	shimming		
skim	skims	skimmed	skimming		
Kim	Kim's whin				
vim					
whim	whims				
limb	limbs				

See p. 829 for IM PILGRIM Family

Difficulty Levels on scale of 1.00 to 21.00: dim 6.15, swimming 8.45

DOLCH WORD: him

SPELLING DEMONS: swimming victim whim

HOMOPHONES: him/hymn Jim/gym

RELATED FAMILIES:

-AM	SAM	p. 116
-EM	GEM	p. 117
-IM	JIM	p. 118
-OM	TOM	p. 119
-UM	RUM	p. 120

Other Related Families:

-mmer, p. 635	hammer	-emmer	dimmer	-ommer	summer
-mmel, p. 625	Trammel	-enmel	Himmel	Rommel	Hummel
-mmy, p. 704	Tammy	Emmy	Jimmy	Tommy	tummy
-mble, p. 606	scramble	tremble	nimble	-omble	humble

OTHER RELATED WORDS: hymnal gymnasium gymnast gymnastics

SUGGESTED ORDER OF DIAGNOSIS & REMEDIATION OF TYPE #2 WORDS: THE "FANCY"

The following lists of "FANCY" words follow phonic patterns frequently from foreign languages and are rarely, if ever, systematically taught in most basal readers. These lists can be used in many different ways. With younger students they can be used to check their ability at recognizing words. Those words which a student doesn't know can be taught to him through other words having similar patterns.

Some older students may resist this particular technique because the words seem to be so "common" and so "simple." A method we have used successfully with the older students is to teach word recognition through the back door of spelling. In our culture there is a strong stigma attached to being unable to read "common" words--however, since even school superintendents occasionally "boast" about how poor spellers they are, there isn't the stigma.

So, we find one or two words an older student can't spell and teach the spelling of those words AND those words that have similar patterns.

Page Numbers

The page numbers after the words represent the page numbers in *The Basic Patterns of English Spelling* in which a complete list of words having that pattern can be found. The numbers in the first column refer to the latest edition of *The Basic Patterns of English Spelling*. The first digit indicates the Volume the page can be found. For example, page 632 will be found in Volume 6. The second column of numbers represent the pages in the pre-1988 editions. Also, *Word Families in Sentence Context* follows the same page numbering as the old editions. This way it can be used for practice in gaining fluency by reading words of that pattern as they naturally occur in sentences that follow the patterns of speech.

Explanation of Charts that follow Using the 1st Chart as Sample

LEVEL A (AVKO's arbitrary arrangement from A-F)
Group 1

London	on=un	832-33	an=un
apron	on=un	832-33	an=un
pardon	on=un	832-33	an=un
person	on=un	832-33	on=un
opinion	ion=yun	837	ior=yur
onions	ion=yun	837	ior=yur

unions	ion=yun	837ior=yur/ian=yun	Inv Y
--------	---------	--------------------	-------

savior	ior=yur	676	ion=yun
junior	ior=yur	676	ion=yun
civilian	ian=yun	853	ion=yun

Explanation of line beginning *unions*: Major problem area is the pattern *ion* which is pronounced "yun". Additional Words with the same phonic pattern may be found on page 837 (Volume 8 in *The New The Basic Patterns of English Spelling*). Similar patterns are the *ior* (as in junior) that is pronounced "yur" and the *ian* pattern which is pronounced "yun." An additional problem in the word unions is the fact that it has an Invisible Y. The words *youth* and *you* start with a y sound as well as the letter y. Where is the y in *union*? It's there, but it's "invisible." We don't want to pronounce those letters "un" as we do in *unable*, *untrack*, *undo*, etc.

LEVEL A Group 1	Pattern	Page	LEVEL A Group 5	Pattern	Page
London	on=un	832-33	missions	ssi=sh	834
apron	on=un	832-33	permission	on=un	834
pardon	on=un	832-33	transmission	ssion=shun	834
person	on=un	832-33	commissions	ssion=shun	834
opinion	ion=yun	837	sessions	ssion=shun	834
onions	ion=yun	837	possession	ssion=shun	834
unions	ion=yun	837	expression	ssion=shun	834
savior	ior=yur	676	discussion	ssion=shun	834
junior	ior=yur	676	compassion	ssion=shun	834
civilian	ian=yun	853	confession	ssion=shun	834
LEVEL A Group 2			LEVEL A Group 6		
nervous	ous=us	967	personal	al=ul	817-27
humorous	ous=us	967	musical	al=ul	817-27
dangerous	ous=us	967	electrical	al=ul	817-27
generous	ous=us	967	skeptical	al=ul	817-27
famous	ous=us	967	magical	al=ul	817-27
ridiculous	ous=us	967	metrical	al=ul	817-27
marvelous	ous=us	967	geometrical	al=ul	817-27
frivolous	ous=us	967	material	ial=ee ul	817-27
glamorous	ous=us	967	critical	al=ul	817-27
perilous	ous=us	967	political	al=ul	817-27
LEVEL A Group 3			LEVEL A Group 7		
precious	cious=shus	913	racial	ci=sh	912
gracious	cious=shus	913	special	al=ul	912
spacious	cious=shus	913	crucial	cial=shul	912
suspicious	cious=shus	913	social	cial=shul	912
delicious	cious=shus	913	official	cial=shul	912
malicious	cious=shus	913	artificial	cial=shul	912
vicious	cious=shus	913	commercial	cial=shul	912
luscious	cious=shus	913	unofficial	cial=shul	912
ferocious	cious=shus	913	superficial	cial=shul	912
atrocious	cious=shus	913	specialties	cial=shul	912
LEVEL A Group 4			LEVEL A Group 8		
precautions	ti=sh	914	partial	ti=sh	914
cautiously	ous=us	870-1	initial	al=ul	914
ambition	on=on	847	essential	tial=shul	914
ambitious	tious=shus	870-1	confidential	tial=shul	914
nutrition	tion=shun	847	residential	tial=shul	914
nutritious	tious=shus	870-1	presidential	tial=shul	914
fiction	tion=shun	850	potential	tial=shu	914
fictitious	tious=shus	870-1	influential	tial=shul	914
superstition	tion=shun	847	substantial	tial=shul	914
superstitious	tious=shus	870-1	impartial	tial=shul	914

LEVEL B Group 1	Pattern	Page	LEVEL B Group 5	Pattern	Page
George	ge=j	920	creature	t=ch	923
surgeon	on=un	920	adventure	ure=ur	923
pigeon	geon=jun	920	rupture	ture=chur	923
dungeon	geon=jun	920	fractured	ture=chur	923
gorgeous	ge=j	920	spiritual	t=ch	923
courageous	ous=us	920	punctual	al=ul	923
advantageous	geous=jus	920	eventually	tu=choo	923
sergeant	ge=j	920	literature	ture=chur	923
pageant	ant=unt	920	culture	ture=chur	923
outrageous	geous=jus	920	future	ture=chur	923
LEVEL B Group 2			LEVEL B Group 6		
religious	gi=j	920	chute	ch=sh	909
prestigious	ous=us	920	chef	ch=sh	909
sacrilegious	gious=jus	920	cache	ch=sh	909
contagious	gious=jus	920	Chicago	ch=sh	909
prodigious	gious=jus	920	champagne	ch=sh	909
prestige	ige=eezh	919	mustache	ch=sh	909
garage	age=ahzh	919	chevrons	ch=sh	909
collage	age=ahzh	919	charades	ch=sh	909
mirage	age=ahzh	919	charlatan	ch=sh	909
sabotage	age=ahzh	919	creche	ch=sh	909
LEVEL B Group 3			LEVEL B Group 7		
guild	gu=g	921	phonograph	ph=f	957
guise	gu=g	921	photograph	ph=f	957
guitar	gu=g	921	prophet	ph=f	957
fatigue	igue=eeg	921	photography	ph=f	957
intrigue	igue=eeg	921	sphere	ph=f	957
morgue	orgue=org	921	atmosphere	ph=f	957
vogue	ogue=oag	921	phantom	ph=f	957
vaguely	ague=aig	921	nephew	ph=f	957
league	gue=g	921	phases	ph=f	957
plague	gue=g	921	emphatic	ph=f	957
LEVEL B Group 4			LEVEL B Group 8		
butte	INVISIBLE Y	961	assignment	silent g	959
circular	INVISIBLE Y	961	cologne	silent g	959
community	INVISIBLE Y	961	phlegm	silent g	959
curiosity	INVISIBLE Y	961	foreign	silent g	959
Euclid	INVISIBLE Y	961	arraignment	silent g	959
feud	INVISIBLE Y	961	champagne	silent g	959
huge	INVISIBLE Y	961	alignment	silent g	959
immune	INVISIBLE Y	961	maligned	silent g	959
mucous	INVISIBLE Y	961	benign	silent g	959
peculiar	INVISIBLE Y	961	reign	silent g	959

LEVEL B Group 9	Pattern	Page	LEVEL C Group 4	Pattern	Page
lambs	silent b	959	ravioli	i=long e	946
combed	silent b	959	Houdini	i=long e	946
thumbed	silent b	959	confetti	i=long e	946
plumber	silent b	959	pizza	i=long e	946
bombing	silent b	959	fatigue	i=long e	946
dumb	silent b	959	motif	i=long e	946
debts	silent b	959	intrigue	i=long e	946
subtle	silent b	959	alias	i=long e	946
subpoena	silent b	959	period	i=long e	946
tombstone	silent b	959	fiesta	i=long e	946
LEVEL C Group 1			LEVEL C Group 5		
ghosts	Silent h	959	grotesque	qu=k	901
aghast	Silent h	959	plaque	qu=k	901
ghetto	Silent h	959	masquerade	qu=k	901
spaghetti	Silent h	959	Albuquerque	qu=k	901
rheumatism	Silent h	959	physique	qu=k	901
khaki	Silent h	959	antiques	qu=k	901
ghoulish	Silent h	959	mosque	qu=k	901
wharf	Silent h	959	cheques	qu=k	901
yachts	Silent h	959	turquoise	qu=k	901
Ghana	Silent h	959	Basque	qu=k	901
LEVEL C Group 2			LEVEL C Group 6		
crystal	y=short i	953	aches	ch=k	905
symbolism	y=short i	953	Michael	ch=k	905
hypnotist	y=short i	953	technique	ch=k	905
lynching	y=short i	953	technically	ch=k	905
typically	y=short i	953	mechanically	ch=k	905
pyramids	y=short i	953	anchors	ch=k	905
pygmies	y=short i	953	stomach	ch=k	905
symptoms	y=short i	953	Nicholas	ch=k	905
syrup	y=short i	953	chaos	ch=k	905
systematic	y=short i	953	character	ch=k	905
LEVEL C Group 3			LEVEL C Group 7		
cycles	y=long i	956	caprice	ice=eese	432
cyclones	y=long i	956	Bernice	ice=eese	432
analyzing	y=long i	956	policewomen	ice=eese	432
paralyzed	y=long i	956	Felice	ice=eese	432
dynamic	y=long i	956	Nice, France	ice=eese	432
stylishly	y=long i	956	submarines	ine=een	336
pythons	y=long i	956	ravines	ine=een	336
Bryant	y=long i	956	machines	ine=een	336
nylons	y=long i	956	quarantine	ine=een	336
hydrants	y=long i	956	sardines	ine=een	336

LEVEL C	Pattern	Page	LEVEL D	Pattern	Page
Group 8			Group 4		
feminine	ine=in	338	garages	age=ahzh	919
heroine	ine=in	338	mirages	age=ahzh	919
masculine	ine=in	338	camouflaged	age=ahzh	919
genuine	ine=in	338	barrage	age=ahzh	919
determined	ine=in	338	sabotage	age=ahzh	919
imagines	ine=in	338	collage	age=ahzh	919
discipline	ine=in	338	montage	age=ahzh	919
Catherine	ine=in	338	decoupage	age=ahzh	919
illuminates	ine=in	338	entourage	age=ahzh	919
margarine	ine=in	338	persiflage	age=ahzh	919
LEVEL D			LEVEL D		
Group 1			Group 5		
agile	ile=ill	330	cribbage	age=idge	327
fragile	ile=ill	330	garbage	age=idge	327
futile	ile=ill	330	carriage	age=idge	327
fertile	ile=ill	330	wreckage	age=idge	327
facile	ile=ill	330	millage	age=idge	327
sterile	ile=ill	330	scrimmaged	age=idge	327
virile	ile=ill	330	messages	age=idge	327
mobile	ile=eel	330	sausages	age=idge	327
automobile	ile=eel	330	postage	age=idge	327
Castile	ile=eel	330	percentages	age=idge	327
LEVEL D			LEVEL D		
Group 2			Group 6		
palace	ace=iss	343	standards	ard=urd	506
menace	ace=iss	343	frontward	ard=urd	506
solace	ace=iss	343	hazardous	ard=urd	506
furnaces	ace=iss	343	stewards	ard=urd	506
terraces	ace=iss	343	lizards	ard=urd	506
malice	ice=iss	343	fountains	ain=in	419
services	ice=iss	343	chieftain	ain=in	419
cowardice	ice=iss	343	captains	ain=in	419
chalice	ice=iss	343	certainly	ain=in	419
armistice	ice=iss	343	bargaining	ain=in	419
LEVEL D			LEVEL D		
Group 3			Group 7		
definitely	ite=it	357	American	an=un	852
exquisite	ite=it	357	Australian	an=un	853
prerequisite	ite=it	357	Austrian	an=un	853
composite	ite=it	357	Canadian	an=un	853
hypocrites	ite=it	357	physician	cian=shun	854
intricate	ate=it	354	electrician	cian=shun	854
inappropriate	ate=it	354	musician	cian=shun	854
certificates	ate=it	354	dietician	cian=shun	854
illiterate	ate=it	354	politician	cian=shun	854
ultimately	ate=it	354	mathematician	cian=shun	854

LEVEL D	Pattern	Page	LEVEL E	Pattern	Page
Group 8			Group 4		
Ireland	and=und	281	violence	ence=unce	260
Maryland	and=und	281	impudence	ence=unce	260
Newfoundland	and=und	281	coincidence	ence=unce	260
Iceland	and=und	281	experience	ence=unce	260
Greenland	and=und	281	evidence	ence=unce	260
Scotland	and=und	281	obedience	ence=unce	260
New Zealand	and=und	281	negligence	ence=unce	260
Portland	and=und	281	preference	ence=unce	260
Holland	and=und	281	absence	ence=unce	260
England	and=und	281	presence	ence=unce	260
LEVEL E			LEVEL E		
Group 1			Group 5		
elegant	ant=unt	254	Eunice	eu=oo	961
ignorant	ant=unt	254	deuce	eu=oo	961
relevant	ant=unt	254	sleuth	eu=oo	961
significant	ant=unt	254	euchre	eu=oo	961
tolerant	ant=unt	254	Reuther	eu=oo	961
applicant	ant=unt	254	Reuben	eu=oo	961
Protestant	ant=unt	254	neutral	eu=oo	961
occupant	ant=unt	254	Zeus	eu=oo	961
militant	ant=unt	254	leukemia	eu=oo	961
hesitant	ant=unt	254	chartreuse	eu=oo	961
LEVEL E			LEVEL E		
Group 2			Group 6		
ambulance	ance=unce	258	tourists	ou=oo	950
attendance	ance=unce	258	goulash	ou=oo	950
entrances	ance=unce	258	routine	ou=oo	950
appliance	ance=unce	258	rouge	ou=oo	950
tolerance	ance=unce	258	uncouth	ou=oo	950
defiance	ance=unce	258	mousse	ou=oo	950
inheritance	ance=unce	258	cougar	ou=oo	950
ordinance	ance=unce	258	sousaphone	ou=oo	950
temperance	ance=unce	258	Houston	ou=oo	950
vigilance	ance=unce	258	croup	ou=oo	950
LEVEL E			LEVEL E		
Group 3			Group 7		
excellent	ent=unt	255	courage	our=ur	682
different	ent=unt	255	encouraging	our=ur	682
incidents	ent=unt	255	discouraged	our=ur	682
convenient	ent=unt	255	journalist	our=ur	682
prominent	ent=unt	255	journalism	our=ur	682
innocent	ent=unt	255	cigarettes	ette=et	1068
magnificent	ent=unt	255	etiquette	ette=et	1068
confident	ent=unt	255	silhouette	ette=et	1068
residents	ent=unt	255	brunette	ette=et	1068
presents	ent=unt	255	Marquette	ette=et	1068

**LEVEL E
Group 8**

attaché	e=LONG A	939
an 'exposé	e=LONG A	939
a resumé	e=LONG A	939
matinée	e=LONG A	939
fiancée	e=LONG A	939
fiancé	e=LONG A	939
entrée	e=LONG A	939
sauté	e=LONG A	939
cliché	e=LONG A	939
passé	e=LONG A	939

**LEVEL F
Group 1**

valet	et=ay	940
gourmet	et=ay	940
buffet	et=ay	940
ricochet	et=ay	940
filet mignon	et=ay	940
ballet	et=ay	940
crochet	et=ay	940
croquet	et=ay	940
bouquet	et=ay	940
beret	et=ay	940

**LEVEL F
Group 2**

centre	tre=ter	683
acres	cre=kur	683
theatre	tre=ter	683
mediocre	cre=kur	683
miracles	cle=kul	610
circles	cle=kul	611
vehicules	cle=kul	611
obstacles	cle=kul	610
spectacle	cle=kul	610
icicles	cle=kul	611

**LEVEL F
Group 3**

debut	Silent T	959
depot	Silent T	959
escargots	Silent T	959
rapport	Silent T	959
parfait	Silent T	959
potpourri	Silent T	959
apropos	Silent S	959
debris	Silent S	959
corps	Silent S	959
rendezvous	Silent S	959

LEVEL F**LEVEL F
Group 4**

coup d'etat	Silent p	959
pneumonia	Silent p	959
pseudonym	Silent p	959
ptomaine	Silent p	959
psycho	Silent p	959
psychopath	Silent p	959
psychology	Silent p	959
psychic	Silent p	959
psychiatric	Silent p	959
pterodactyl	Silent p	959

**LEVEL F
Group 5**

au gratin	au=LONG O	949
gauche	au=LONG O	949
chauffeur	au=LONG O	949
Gauguin	au=LONG O	949
au revoir	au=LONG O	949
chauvinist	au=LONG O	949
chauvinism	au=LONG O	949
faux pas	au=LONG O	949
Esquimau	au=LONG O	949
mauve	au=LONG O	949

**LEVEL F
Group 6**

bureau	eau=LONG O	949
plateau	eau=LONG O	949
chateau	eau=LONG O	949
beau	eau=LONG O	949
flambeau	eau=LONG O	949
<i>nouveaux riches</i>	"=LONG O	949
trousseau	eau=LONG O	949
chapeau	eau=LONG O	949
beaux-arts	eau=LONG O	949
Jacques Cousteau		949

**LEVEL F
Group 7**

c'est moi	oi=wah	938
mademoiselle	oi=wah	938
mesdemoiselles	oi=wah	938
reservoir	oi=wah	938
boudoir	oi=wah	938
repertoire	oi=wah	938
memoirs	oi=wah	938
voila	oi=wah	938
bon soir	oi=wah	938
au revoir	oi=wah	938

LEVEL F**Pattern****Page**

LEVEL F Group 8	Pattern	Page
encore	en=on	961
ensemble	en=on	961
detente	en=on	961
entree	en=on	961
entre nous	en=on	961
entrepreneur	en=on	961
rendezvous	en=on	961
ennui	en=on	961
en brochette	en=on	961
en route	en=on	961

**LEVEL F
Group 9**

suite	u=w	937
suede	u=w	937
ennui	u=w	937
ouija	u=w	937
guacamole	u=w	937
cuisine	u=w	937
suave	u=w	937
bilingual	u=w	937
linguistic	u=w	937
persuasion	u=w	937

SUGGESTED ORDER OF DIAGNOSIS & REMEDIATION OF TYPE #1 WORDS: THE "INSANE"

The following lists of "INSANE" words, those that many teachers call "OUTLAWS" because the words refuse to follow phonic patterns are arranged by order of frequency, utility, and ease of learning. Only the initial lists of words are taught systematically in most basal readers. These lists can be used in a number of ways. They can be used as a diagnostic-prescriptive tool for individual students or as a curriculum guide to ensure that all students are given an opportunity to learn these words that no one can be expected to learn on their own.

It is not the purpose of this booklet to teach a teacher how to teach these words. As they are "INSANE" words, some of them will be very difficult for many students to learn. The only recommendation we make here is that students are given many, many opportunities to display their knowledge of the reading and spelling of these words. We are not in favor of the unit system in which we move on from one unit to the next regardless of the amount of real mastery that has taken place.

You may notice that some words occur in the "TYPE #2: FANCY WORDS" and/or "TYPE #4 TRICKY WORDS" as well as in the TYPE #3, the "INSANE." As we tell our students, we are not responsible for the spellings of these words. Whoever is no longer here. All we can do is to make the best of the language and its peculiarities. We like to have fun with it just as we prefer to make lemonade with the lemons of our language.

Notes for Teachers:

Level A Group 1 — The American spelling of *color* is given. In the following lessons both the American and British spellings (*colour*) are given. Since Americans read British writers and British English speaking peoples read American writers, it seems logical to present both -- so that when a child first encounters the "other" spelling in print, the child will not assume it is a misspelling.

Level H Group 1 — Please note: Chanukah, Hanukah, and Hanukkah are only three of an almost infinite number of "correct" spellings for this Jewish holiday.

Level I Group 5: — CCCP (Most often seen on jerseys of Russian athletes. Because the Russians use a different alphabet (Cyrillic) the letters are really SSSR for Soyooz (Union) Sovieticheski (Soviet) Socialialicheski (Socialist) Respublik (Republics)

Level I Group 5: — *danke schoen* is German for "Thank you." *Sol* is frequently misspelled as *so*. The musical scale goes: do re me fa *sol* la ti do! 9 out of 10 college graduates will not be able to guess which musical note is spelled with three letters.

**LEVEL A
Group 1**

again	uh G'en
children	chill drun
could	kood
father	fah thur
other	uth thur
should	shood
the	thuh (or thee)
was	wuzz
color	kullur (Amer.)
very	vary (cf. er=air)

**LEVEL A
Group 2**

are	ar
does	duzz
from	frum
pretty	pritty
colour	kullur (Br.)
shouldn't	shoodint
they	thay
want	wahnt
were	wur
would	wood ("Tricky")

**LEVEL A
Group 3**

as	azz
colored	kullurd (Am.)
doesn't	duzzint
have	hav
put	poot (as in foot)
some	sum (TRICKY)
to	too (TRICKY)
wants	wahnts
what	hwut
wouldn't	woodint

**LEVEL A
Group 4**

baby	"bay bee"
come	"kum"
eye	"I"
here	TRICKY "heer" cf.
coloring	"kulluring" (Am.)
hear	"heer"
putting	"pooting" like footing
two	TRICKY "too"
you	"yoo"
wanted	"w-on tid"

**LEVEL A
Group 5**

brother	"bruther"
couldn't	"koodint"
eyes	"I'z"
his	"hizz"
is	"izz"
there	"thair"
unwanted	"un w-on tid"
wasn't	"wuzzint"
colouring	"kulluring" (Br.)
your	"yor"

**LEVEL B
Group 1**

angry	"ang gree"
any	"enny"
beauty	"byoo tee"
cherry	"chair ree"
climb	"klime"
country	"kun tree"
gone	"gawn"
listen	"lissen"
many	"menny"
where	"hwair"

**LEVEL B
Group 2**

anybody	"enny buddy"
beautiful	"byoo tee ful"
answer	"Ann sir"
somebody	"sum buddy"
cherries	"chair reeze"
climbs	"klimes"
four	"for" TRICKY
heard	"hurd" TRICKY
listens	"lissens"
much	"mutch"

**LEVEL B
Group 3**

answers	"Ann Sirs"
anyhow	"enny how"
aunt	"ant" or "awnt"
beautifully	"byoo tuh fully"
Christmas	"Kriss muss"
climbed	"klimed"
fourteen	"for teen"
laugh	"laff"
listened	"lissend"
such	"sutch"

**LEVEL B
Group 4**

one	"wun"
answered	"Ann sird"
anyone	"enny wun"
aunts	"ants" or "awnts"
cannot	"ken not"
coloured	kullurd (Br.)
Christian	"Kriss chun"
fourth	"forth" TRICKY
laughed	"laft"
listening	"liss ning"

**LEVEL B
Group 5**

listeners	"liss nurs"
once	"wunce"
anywhere	"enny hwair"
answering	"Ann sirring"
babies	"Bay bees"
catch	"ketch"
climbing	"klime ming"
countries	"kun trees"
front	"frunt"
laughing	"laffing"

**LEVEL C
Group 1**

coughing	"koffing"
often	"off fun"
picture	"pick chur"
quiet	"kwy it"
seven	"sev vun"
through	"throo"
tough	"tuff"
Tuesday	"tooze dee"
worry	"wurry"
whose	"hooze"

**LEVEL C
Group 2**

although	"all tho"
coughed	"kofft"
people	"peepel"
pony	"Poe nee"
quieter	"kwy it tur"
seventeen	"seven" "teen"
tougher	"tuffer"
uncle	"unkle"
whom	"hoom"
worries	"wurr reeze"

**LEVEL C
Group 3**

picnic	"pick Nick"
quietest	"kwy it ist"
rough	"ruff"
seventy	"sevven tee"
though	"tho"
Tony	"Toe nee"
toughest	"tuff ist"
uncles	"unkles"
woman	"woom mun"
worrying	"wurr ree ing"

**LEVEL C
Group 4**

cough	"koff"
everybody	"ev ree buddy"
picnics	"pick Nick's"
ponies	"Poe neeze"
rougher	"ruffer"
Saturday	"Satter dee"
sorry	"sah ree"
thoroughly	"thur Oh Lee"
Wednesday	"Wenns Dee"
women	"wimmin"

**LEVEL C
Group 5**

coughs	"koffs"
nobody	"no buddy"
pictures	"pick churs"
quietly	"kwy it Lee"
roughest	"ruff fist"
seventh	"sevventh"
sorriest	"sah ree ist"
thorough	"thur Ro"
who	"hoo"
worried	"wurr reed"

**LEVEL D
Group 1**

ache	"ake"
among	"uh mung"
breakfast	"breck fist"
comb	"koam"
company	"kum puh nee"
history	"hiss tree"
honest	"on nist"
minutes	"min nuts"
cousin	"kuzzin"
trouble	"trubble"

LEVEL D
Group 2

ancient	"ain chunt"
aches	"akes"
circle	"sir kull"
companies	"kum puh neeze"
combs	"koams"
a sandy desert	"dezz zurt"
dishonest	"diss on nist"
isn't	"izzint"
minute	"min nut"
troubles	"trubbles"

LEVEL D
Group 3

cousins	"kuzzins"
lamb	"lam"
ached	"aked"
apron	"a prun"
circled	"sir kuld"
combed	"koamd"
daughter	"dawter"
dishonestly	"diss on niss tee"
double	"dubble"
honor	"on nur"

LEVEL D
Group 4

aching	"aking"
limb	"lim"
money	"munny"
because	"be kuzz"
circling	"Sir Kling"
daughters	"daw turs"
combing	"koaming"
dishonor	"diss on nur"
doubled	"dubbed"
honesty	"on nist tee"

LEVEL D
Group 5

dessert	"Dee Zurt"
dishonesty	"diss on ist tee"
dishonorable	"diss on nur uh bul"
doubling	"dubbling"
ghost	"goast"
headache	"hed ake"
honey	"hunny"
limbs	"lims"
palace	"pal liss"
honestly	"on niss lee"

LEVEL E
Group 1

area	"air ree uh"
copying	"kopy ying"
natural	"natch chur ul"
second	"seck kund"
secret	"see krit"
solder	"sodder"
soldier	"soal jur"
solid	"sahl lid"
usual	"yoo zhoo ul"
sew	"so" TRICKY

LEVEL E
Group 2

areas	"air ree uzz"
copier	"kopy ur"
seconds	"seck kunds"
secrets	"see kritz"
sews	"sows" TRICKY
solders	"sodders"
soldiers	soal jurs
unusual	un yoo zhoo ul
solids	sah lids
unnatural	un natch chur ul

LEVEL E
Group 3

copiers	"copy yurs"
usually	"yoo zhoo ul lee"
copy	"kopy"
naturally	"natch chur ul lee"
seconded	"seck kun did"
secretary	"seck ruh tairy"
sewed	"soad" TRICKY
soldiered	"soal jurd"
solidly	"sah lid lee"
soldered	"sodderd"

LEVEL E
Group 4

tongue	"tung"
toward	"tord"
soldering	"soddering"
unnaturally	"un natch chur ul lee"
copies	"kop pees"
unusually	"un yoo zhoo ul lee"
sewer pipe	"Soo wur pipe"
soldiering	"soal jurring"
sewing	"so wing"
secondly	"seck und lee"

**LEVEL E
Group 5**

copied	"kop peed"
nobody	"no buddy"
secretaries	"seck ruh tair reeze"
sewers	"soo wurs" / "so wurs"
statues	"statch chooze"
stomach	"stum mick"
towards	"tords"
tricycle	"try sickle"
vase	"vase" or "vahhz"
tongues	"tungs"

**LEVEL F
Group 1**

adios	"add dee oass"
anchor	"ang kur"
antique	"ant teek"
bass drum	"bace drum"
bouquet	"boo Kay" or "Bo Kay"
buoy	"boy" or "Boo E."
bury	"bair ree"
cameo	"kammy O."
chameleon	"kuh MEAL yun"
island	"I lund"

**LEVEL F
Group 2**

aisle	"I'll" TRICKY
chameleons	"kuh MEAL yuns"
cameos	"kammy O's"
isle	"I'll" TRICKY
anchors	"ang kurs"
antiques	"ant teeks"
biscuit	"bisk kit"
bouquets	"boo Kays" / "Bo Kaze"
buoys	"boys" or "BOO eeze"

**LEVEL F
Group 3**

unique	"yoo neek"
isles	"I'lls" TRICKY
chaos	"Kay Oss"
buried	"Bare Reed"
buoyant	"boy yunt" / "Boo yunt"
brunette	"broo net"
aisles	"i'lls" TRICKY
alphabet	"Al fuh bet"
anchored	"ank kurd"
biscuits	"biss kits"

**LEVEL F
Group 4**

anchored	"ang kurd"
Bar Mitzvah	"bar mitts vuh"
bogue	"boag"
burial	"bairy yul"
burying	"bairy ying"
butte	"byoot" as in toot
canoe	"kuh noo"
chaotic	"Kay Ot tick"
uniquely	"Yoo Neek Lee"
Anchorage	"Ang kur ridge"

**LEVEL F
Group 5**

bologna	"buh lone E"
burials	"bairy yulls"
canoes	"kuh news"
canopy	"canna P."
cello	"chello"
ole	"oh LAY"
anchoring	"ang kur ring"
Beethoven	"BAY Toav vin"
buoyancy	"boy un see"
shoes	"shooze"

**LEVEL G
Group 1**

jury	"jury"
leprechaun	"lep ruh kon"
Mardi Gras	"Mar Dee Grah"
Michael	"My kull"
nephew	"neff fyoo"
physical	"fizz uh kull"
poverty	"pah vur tee"
recollect	"reck kah lect"
salve	"savv"
signing	"sine ning"

**LEVEL G
Group 2**

Sean	"Shawn"
Socrates	"sock ruh tease"
recollection	"reck kuh leck shun"
juries	"jurr reeze"
lymph	"limf"
medicine	"med uh sin"
mortgage	"moar gidge"
nephews	"Neff fyooze"
physically	"fizz uh klee"
prologue	"pro log"

**LEVEL G
Group 3**

epilogues	"ep puh logs"
injury	"in jury"
maestro	"my stro"
medicinal	"muh diss in null"
mortgages	"mor gidges"
obscenity	"ob senn uh tee"
physician	"fizz ish shun"
rhapsody	"rap suh dee"
shalom	"shuh LOAM"
salaam	"suh Lahm"

**LEVEL G
Group 4**

maniac	"May nee yack"
mustache	"muss tash"
obscenities	"ob senna tease"
psalm	"Sahm"
rhapsodies	"rap suh deeze"
sieve	"sivv"
sword	"sord"
salmon	"sam mun"
synagogue	"sin uh gog"
physicians	"fizz zish shuns"

**LEVEL G
Group 5**

injuries	"in jurr reeze"
kayak	"Kie Yack"
maniacal	"muh NIE uh kull"
mediocre	"Me dee O kur"
menace	"menn niss"
mustaches	"muss tash us"
physique	"fizz zeek"
pious	"Pie us"
psalms	"sahmz" (Rhymes with bombs)
spaghetti	"spuh get tea"

**LEVEL H
Group 1**

Chanukah	"Hahn nuh kuh"
chutspah	"h-h-hoots" puh"
conquer	"kahng kur"
conscience	"con shunts"
debt	"det"
deuce	"doose"
diarrhea	"die uh ree yuh"
echo	"eck ko"
feud	"fyood"
frijoles	"free ho lays"

**LEVEL H
Group 2**

choir	"kwire"
compromise	"kom pruh mize"
conquers	"kong kurs"
debts	"dets"
conscientious	"con she EN shus"
dinghy	"ding E."
indebted	"in det tid"
ghetto	"getto"
echoes	"eck koze"
feuds	"fyoods"

**LEVEL H
Group 3**

engine	"in jun"
feuded	"fyoo did"
issue	"ish shoo"
Hanukah	"Hahn nuh kuh" (1)
choirs	"kwires"
compromises	kahm pruh mize zizz
conquered	"kahng kurd"
conscientiously	con she EN shus Lee
cyst	sist
debtor	detter

**LEVEL H
Group 4**

chord	"cord" (1) TRICKY
compromising	"com pruh mize zing"
conquering	"kong kur ring"
cushion	"kush shun"
cystic	"sis tick"
debtors	"det turs"
engines	"in jins"
feuding	"fyoo ding"
halves	"havvz" TRICKY (2)
issues	"ish shooze"

**LEVEL H
Group 5**

Jose	"Ho Zay"
ghoul	"gool"
chords	"cords" TRICKY
compromise	"com pruh mize"
conqueror	"kahng kur rurr"
cystic fibrosis	"sis tick fie bro sis"
engineers	"in jin neers"
fatigue	"fuh TEEG"
feudal	"fyoo dull"
Hanukkah	"Hahn nuh kuh"

**LEVEL I
Group 1**

align	"uh line"
attache	"at uh shay"
chapeau	"shuh Poe"
Basque	"bask"
beaux	"Bo" or "b ize"
bleu cheese	"bloo"
boutique	"boo teek"
c'est la vie	"say la vee"
champagne	"sham pain"
charades	"sha raids"

**LEVEL I
Group 2**

an expose of	"ex po ZAY"
au gratin	"aw grah tin"
Babylon	"Babba Lon"
bayou	"by yoo"
coups	"kooze"
bon jour	"bone zhoor"
cafe	"kaff Fay"
chablis	"shuh blee"
chandelier	"shan duh leer"
chassis	"shassy" or "chassy"

**LEVEL I
Group 3**

anxiety	"ang zi it tee"
au revoir	"oh ruh vwahr"
Bach	"bock"
beaucoup	"Bo Koo"
beret	"burr Ray"
bon soir	"bone swahr"
cache	"kash" TRICKY
chagrin	"shuh grin"
chanson	"shan Sawn"
chateau	"shuh TOE"

**LEVEL I
Group 4**

alias	"A lee us"
asinine	"ass sin nine"
audacity	"aw dass sitty"
baroque	"bah roke"
coup	"koo"
blasé	"blah zay"
boudoir	"boo dwahr"
c'est la guerre	"Say la Gair"
chamois	"shammy"
chaperone	"shap per roan"

**LEVEL I
Group 5**

adieu	"uh dyoo"
apropos	"ap pruh POE"
audacious	"aw day shus"
bade	"bad" TRICKY
beau	"BO" TRICKY
blackguard	"blag gurd"
Bordeaux	"Bor doe"
aye	"I" TRICKY
chalet	"shal Lay"
CCCP	SSSR (See p. 32)

**LEVEL J
Group 1**

acetylene	"uh settle lin"
bon voyage	"bone voy ahzh"
cafe	"caff fay"
charivari	"shiv vuh ree"
chivalry	"shiv vull ree"
depot	"dee Poe"
encore	"on core"
fiance	"fee on Say" (male)
fiancee	"fee on Say" (female)
hors d'oeuvres	"or durves"

**LEVEL J
Group 2**

infamous	"in fuh muss"
lingerie	"Lon zhur ray"
masque	"mask"
oui	"wee"
pneumonia	"noo moan yuh"
psych	"sike"
quiche	"keesh"
Sioux	"Soo"
suave	"swahv"
subtle	"suttle"

**LEVEL J
Group 3**

infamy	"in fuh me"
rose wine	"roe Zay"
savoir faire	"sav vwah fair"
trousseau	"troo so"
ouija	"wee gee"
yacht	"yot"
au revoir	"Oh rev vwahr"
buffet	"buff fay"
bon appetit	"bone ah pet teet"
psyche	"sike" or "sigh key"

LEVEL J
Group 4

psycho	"sigh Ko"
passe	"pass say"
blase	"blah zay"
deja vu	"day zhuh voo"
psychic	"sigh kick"
vinyl	"vigh nill"
vague	"vaig"
touche	"too shay"
tincture	"tink shur"
plaque	"plack"

LEVEL J
Group 5

psychotic	"sigh cot tick"
boatswain	"bo sun"
brochure	"bro shur"
camaraderie	"kah muh rah duh ree"
draught	"draft"
eau	"O"
epitome	"uh pit tuh me"
escargots	"S car go"
filet mignon	"fill lay mean yoan"
chic	"sheek" TRICKY

LEVEL K
Group 1

faux pas	"Foe paw"
gourmet	"goor may"
impugn	"im pyoon"
Jacques	"Zhock"
lasagna	"luh zahn yuh"
<i>merci beaucoup</i>	"Mair See bo koo"
Ms.	"Mizz"
Oedipus	"Edda puss"
papier mache	"paper muh shay"
pistachio	"pizz stahsh she O"

LEVEL K
Group 2

psychiatrist	"sigh Kigh uh trist"
psychiatric	"sigh kee at trick"
ribald	"rib buld"
rouge	"roozh"
sleight	"slite"
neglige	"neg luh zhay"
souffle	"soo flay"
suite	"sweet" TRICKY
subpena	"suh pee nuh"
subpoena	"suh pee nuh"

LEVEL K
Group 3

superfluous	"soo PUERR floo us"
technique	"teck neek"
tenace	"tennis" TRICKY
victuals	"vittles"
vineyard	"vin yurd"
yarmulka	"yah mull kah"
beau geste	"BO zhest"
beaucoup	"BO koo"
beaux arts	"boze ar"
machete	"muh shetty"

LEVEL K
Group 4

brusque	"brusk"
burlesque	"burr lesk"
canapes	"canna pays"
ciauffeur	"show fur"
cheque	"check"
cologne	"kuh loan"
debut	"day byoo"
elite	"E leet"
finale	"fin nal Lee"
fjord	"fee yord"

LEVEL K
Group 5

cabaret	"cab buh ray"
chauvinist	"show vin ist"
grotesque	"grow tesk"
Iroquois	"Ear ruh koy"
khaki	"kack key"
lymph	"limf"
nouveau riche	"noo vo reesh"
<i>nouveaux riches</i>	"noo vo reesh"
danke schoen	"dahn ka shane"
sol	"sole" or "so"

LEVEL L
Group 1

bisque	"bisk"
cachet	"cash shay"
chef	"shef"
fillet	"fill lay"
indicted	"in die tid"
nonchalant	"non shuh laht"
quay	"key"
ricochet	"Rick O'Shay"
subtlety	"suttle tee"
tete a tete	"tait uh tait"

LEVEL L
Group 2

brogue	"broag"
connoisseur	"kon nuh soor"
eau de cologne	"oh duh kuh loan"
gaol	"jail"
impious	"im pee us"
nonchalance	"non shuh Lahnts"
query	"queer E"
risque	"riss Kay"
Tao	"Dow"
valet	"val lay"

LEVEL L
Group 3

carte blanche	"cart blawnsh"
croutons	"kroo tahns"
eau de vie	"oh duh vee"
gaoler	"jailer"
impotent	"im puh tunt"
panache	"pun naish"
queue	"Q" "Tricky" (cf.
cue)	
Roquefort	"Roak furt"
Taoism	"Dowism"
voila	"vwah lah"

LEVEL L
Group 4

Chianti	"key ahn tee"
chanteuse	"shan toose"
duce	"doo chay"
eclair	"ay clair"
jai alai	"high lie"
mademoiselle	"Mad duh mwah"
zell"	
panacea	"pan nuh see uh"
reservoir	"rezz zur vwahr"
roulette	"roo let"
vogue	"voag"

LEVEL L
Group 5

vous	"voo"
Eau Clair	"Oh Clair"
euchre	"yoo kurr"
lough	"lock" cf. loch
Monsieur	"moan zoor"
renege	"ree neg"
rhetoric	"ret tur rick"
Rousseau	"roo so"
Sault Ste. Marie	"Soo Saint Muh ree"
wont	"wahnt"

**Suggested Order of
Diagnosis & Remediation
of Type #4 Words**

The "Tricky"

What words are "Tricky"? Any word that can "trick" a reader or a speller) belongs in this category. On the this and the next page I list the types and give a brief explanation of each. I have reserved this special category for these words for the simple reason that these words are never systematically and completely taught in any reading series or reading/spelling curriculum. It is true that in all reading series and reading or spelling curriculum the concepts of homonyms and homographs and heteronyms are taught. However, each series selects different words as illustrations and makes no attempt to do a complete job of sequencing.

Although we have attempted to include all possible "TRICKY" words and although this is, to the best of our knowledge, by far the most complete listing available anywhere, we know we will find more. In fact, we hope that you will write us and tell us of the "TRICKY" words we somehow have missed.

The proper order of diagnosis & remediation will depend upon your own particular use for these lists. Therefore, besides supplying our starter list, we have alphabetized the words for you. We expect that you can cross out those words that don't apply to your situation and rearrange them according to your purposes which may be (as ours is) a mixture of presenting words in order of frequency, utility, student interest, and ease of learning. For example, a college instructor may use *abjure* and *adjure* but not bother with *ant* and *aunt*. On the other hand, an elementary teacher would be out of her *mind* (not *mined!*) to teach *abjure* and *adjure*.

And please -- have fun teaching those you want to teach.

TYPES OF TRICKY WORDS:

1. Homonyms, such as: be, bee, Bea, B.
2. Dialect dependent homonyms, such as: *ant*, *aunt*. (In dialects in which *aunt* rhymes with *haunt*, *aunt* and *ant* technically aren't homonyms.
3. Heteronyms, such as *lead* and *lead* as in "You can *lead* a horse to water, but you can't turn *lead* into gold."
4. Typography dependent homographs such as *resume* and *resumé*. The fact that most typewriters do not have the capability to produce grave e's (é), cedillas (ç), umlauts ("), circumflexes (^), etc., adds to the problem.
5. Similarity of configuration words such as: *solder*, *soldier*, *solider*.
6. Similarity (even identity) of letters in words whose only significant difference is in the transpositions such as in: *expect* and *except*.

7. Look-alike letters: n/u n/r n/c e/a being the only difference as in: *change* and *charge*, *superstitions* and *superstitious*, *ancient*, *accent*, and *accident*.
8. Words of almost identical meanings but whose pronunciation is ACCENT-DEPENDENT upon the part of speech as in: RECOrd & feCORD.
9. Words that have two or more acceptable spellings such as: *Channukah*, *Hanukah*.
10. Malaprop-prone words such as to *circumcise* instead of *circumscribe*.
11. Words easily distinguishable in their base form that can cause problems in other forms such as *hop* and *hope* can be misspelled in the *-ed* and *-ing* forms.

We are sure you may find a different number of categories into which you may wish to place these words.

DESIGNING A DIAGNOSTIC TEST:

1. Choose from the 1000+ list the number of words you feel is optimum for your particular situation.
2. Divide the words into five groups ranging from what you consider to be the easiest to the most difficult.
3. Choose a word from each group that you believe best epitomizes the group. In other words, choose that particular word that you believe is one that if known will most likely indicate that the other words in the group will also be known.
4. Construct a test similar to that on page 67 (*Survey Tests for Types #1, #2, #3, #4, & #5 The "SIMPLE," The "FANCY," the "INSANE," the "TRICKY," and the "SCRUNCHED UP."*)

"TRICKY" WORD GROUPING	Level	Sentence the word is to be used in.
knew/new/gnu	A	We knew that the news had to be bad.
root/route/rout	B	What's the best route to get there?
desert/desert/dessert	C	That house looks as if it's deserted.
aisle/isle/I'll	D	The soup is located on the next aisle.
praise/prays/preys	E	The wolf often preys on smaller animals.
intents/intense	F	This test is over for all intents and purposes.
cache/cash	G	The detective found a cache of stolen items.

TEACHING THE "TRICKY" WORDS BY LEVELS

If your diagnostic test operates according to plan, a student who misses the very first word would start at the first level. A student who misses the second word would start

at the second level, etc. Although, a student may not need to study all the "TRICKY" words in a level assigned, if the exercises are properly designed, the student will learn something from each exercise as well as being constantly made aware of the differences between similar *sounding* and similar *appearing* words.

We feel each LEVEL should have a pre- & post survey test. Such a test could look something like the one we use in LEVEL A "TRICKY WORDS." Note: there are TRICKY WORDS in the sentences that the students are not being tested on. They occur in other levels.

1. I **heard** that **Aunt Bea** is coming **here**.
2. I **would be** careful if I were **you**.
3. It **beats** me how both my **aunts** can eat **so** many carrots and **beets**.
4. It's awfully hard to **hear** anything in **here**.
5. It sounds like there's a **herd** of elephants in **here**.
6. I wish I had my own personal **maid**.
7. I just **knew** that my sister **made** up the story about the tooth **fairy losing** his teeth.
8. I don't **know** whether **their** car is **new** or **not**.
9. Everybody **knows** that Pinocchio has a **nose made** out of **wood**.
10. How **would** you like to be stung by a **bee** or bit by tiny little **red ants**?

Depending upon the age, type, and experience of the students, the test can be given as a group test with the teacher reading the sentences with the students filling in the blanks. For example, the student test paper could start with:

1. I _____ that _____ is coming _____
2. I _____ careful if I were you.

The teacher-constructed test can be recorded so that students can take it individually.

We believe that the same test be given again about a month (or more) *after* the student or students have stopped working on the "TRICKY" words. The reason for the delay is that immediate testing after a unit is over gives a false sense of student gain. Since education should be for life, so too, should the teaching of spelling be for life -- not just for a grade on a unit. Rather than giving a bad grade for misses, we believe the student should just go back and review until the words that were missed are now mastered.

TEACHING THE "TRICKY" WORDS

We believe that teacher- and student-made exercises should be superior to those few that can be found on the market. AVKO has provided The "TRICKY" Words: Levels A, B, & C for teachers who lack the time to create their own or who wish to have a model upon which to improve by having the sentences more directly relate to their particular students.

GENERAL DIRECTIONS FOR CREATING EXERCISES

- 1. **PREVIEW "TRICKY"** words in the exercises. For example, in AVKO's LEVEL A, "tough" words such as *your/you're* & *their/there/they're* which are in later levels are found in sentences used to teach the easier words such as *aunt/ant* and *be/bee/Bea*.

❑ **2. REVIEW "TRICKY" words** in later exercises. Keep slipping in words that have been studied in earlier exercises into the new exercises. The difference between previewing and reviewing the words is that in the previewing the words are all correctly written out and no particular attention is called to them while in reviewing the words, the spelling is omitted and the student is expected to correctly spell the words.

❑ **3. STUDENT SELF-CORRECTION.** The exercises should be designed so that the students themselves correct their own exercises. One reason is to save teacher time, but that is not the real reason. Studies have repeatedly shown that students learn faster and retain longer if they correct their own mistakes.

❑ **4. IMMEDIATE CORRECTION OR INSTANT FEEDBACK.** Traditional exercises allow a student to make mistakes all the way through the exercise with no learning taking place--only evaluation at the end. Teachers can provide the same instant feedback that teaching machines provide by using the method advocated in AVKO's exercises. That is, to have the teacher read each sentence with the class doing the exercises simultaneously. After each sentence, the teacher gives the correct spellings and each student corrects his/her own answer. The process is repeated on the remaining sentences until the exercise is completed. Other methods such as putting the exercises on computers or putting the answers on the backs of cards used in card readers will also work quite well.

❑ **5. STUDENT TEACHING & COMPOSITION.** Older students may enjoy creating exercises that are designed to teach "TRICKY" words. One way of really involving the students is to assign a different set of "TRICKY" words to each student who in turn will become a "MASTER TEACHER" of those words. Each student will have the responsibility of teaching all the other students his own words. He may make his own pre- and post test and as many exercises as he feels necessary to teach his words. Obviously, the teacher is involved directly with the STUDENT-TEACHERS and does not allow a student to begin teaching until he has mastered his particular set. Naturally, this involves the indirect teaching of many composition skills. And students can develop a sense of pride that their 10 sentences are kept in a permanent place in the classroom with their name on it. This way, teachers can develop a collection of exercises far larger and far superior than any commercial box publishing company.

❑ **6. A SAMPLE EXERCISE**

TARGET WORDS: flew, flu, flue

WORDS PREVIEWED: right through time flea it's to too

WORDS REVIEWED: no know you're week weak made

1. We **flew** from New York to L.A. in four hours.
2. It's no fun doing anything when you're down with the **flu**.
3. Last week we **flew** to Hawaii.
4. Do you know that the fly and the flea **flew** through a flaw in the **flue**?
5. When we **flew** to Chicago, we had to buy our tickets two weeks in advance.
6. We **flew** to Alaska, and wouldn't you know, I came down with the **flu**.
7. My doctor made me stay in bed the last time I had the **flu**.
8. A chimney sweep is a person who makes his living cleaning the soot out of chimney **flues**.
9. The week that we were on vacation **flew** by.

10. When I had the **flu** I was too weak to do anything.

The student answer sheet would look the same except that there would be blank lines for the targeted words and the words reviewed. For example,

1. We _____ from New York to L.A. in four hours.

AVKO's own order of presentation of "TRICKY" words in LEVELS A,B,C,D,E,& F (Other levels will follow) that contain only 60 of the 1,000+ possible.

LEVEL A

1 ant aunt
2 be bee Bea
3 beet beat
4 hear here
5 heard herd
6 made maid
7 new knew gnu
8 know no
9 knows nose
10 wood would

LEVEL B

11 wouldn't wooden
12 hair hare
13 sea see si
14 seas sees seize
15 tea tee tease
16 were where
17 week weak
18 your you're
19 you'll yule
20 wheel we'll

LEVEL C

21 bare bear
22 brake break
23 by buy bye
24 deer dear
25 flew flu
26 him hymn
27 Jim gym
28 you ewe
29 sight site
30 write right

LEVEL D

1 fir fur far
2 flour flower
3 winner winter
4 Mrs Miss Ms.
5 missed mist
6 hail hale
7 heel heal
8 world would
9 our are hour
10 led lead lead

LEVEL E

11 pudding putting
12 live live alive
13 gnat Nat
14 gale Gail Gayle
15 oar or ore o'er
16 for four fore
17 forth fourth
18 peal peel
19 pear pare pair
20 son sun

LEVEL F

21 sunny Sonny
22 horse hoarse
23 red read
24 reed read
25 already all
26 ring wring
27 shone shown
28 road rode
29 sue Sioux
30 sew so sow

Tricky Word

Tricky Word

abjure
 about
 abreast
 abridge
 abroad
 absence
 absorb
 ABstract
 abuse (v.)
 abysmal
 accede
 accept
 access
 acclaim
 acclamation
 accord
 accuse
 accustom
 acetic
 acme
 acne
 acquire
 across
 ad
 adapt
 ado
 advent
 adverse
 advice
 affected
 affective
 affirm
 affix
 afford
 affray
 affright
 affront
 Afghan
 afield
 afire
 aflame
 afloat
 afoot
 afoul
 agape
 aged ("AYJd")
 aid
 ail
 air
 airy
 aisle
 alight
 align
 all
 all ready
 all together
 all ways
 alley

adjure
 a bout
 a breast
 a bridge
 a broad
 absents
 adsorb
 abSTRACT
 abuse (n.)
 abyssal
 exceed
 except
 excess
 a claim / exclaim
 acclimation/exclamation
 a cord
 excuse
 a custom
 ascetic
 acne
 acme
 a quire / a choir
 a cross
 add
 adept / adopt
 adieu / adieux
 event
 averse / a verse
 advise
 effected / infect
 effected / infected
 effective / infested
 a firm
 a fix
 a ford
 a fray
 a fright
 a front
 afghan
 a field
 a fire
 a flame
 a float
 a foot
 a foul
 agape (n.)
 aged ("AY jud")
 aide
 ale
 heir/Eire/e'er/ere
 aerie / eerie
 isle / I'll
 a light
 a line
 awl
 already
 altogether
 always
 ally

Tricky Word

Tricky Word

allot
 allude
 allusion
 allusive
 aloft
 aloud
 altar
 alternate (adj.)
 altogether
 always
 amen
 amiss
 amoral
 amuck
 amuse
 anal
 analyst
 ankle
 ant
 ante
 antidote
 apart
 apatite
 appose
 apposition
 appraise
 arc
 aria
 ascent
 assign
 assist
 assurance
 assure
 aster
 astray
 astride
 atlas
 atom
 attach
 attest
 attire
 auger
 aught
 august
 aura
 aural
 auricle
 Australia
 avail
 aversion
 avocation
 aw
 award
 aware
 awash
 away
 axle
 aye
 bad

a lot
 elude
 illusion
 elusive / illusive
 a loft
 allowed/a loud noise
 alter
 alternate (v.)
 all together
 all ways
 amend / emend
 a miss
 a moral / immoral
 amock
 a muse
 annal
 annalist
 angel / angle
 aunt / Aunt
 anti
 anecdote
 a part
 appetite
 oppose
 opposition
 apprise
 ark
 area
 ascent / a scent
 a sign
 a cyst
 insurance
 insure
 asked her
 a stray
 a stride
 Atlas
 Adam
 attaché
 a test
 a tire / a tyre
 augur
 ought
 August
 Ora
 oral
 oracle
 Austria
 a veil / a vale
 a version
 vocation / a vocation
 awe
 a ward
 a ware
 a wash
 a way / aweigh
 ax'll
 eye / I
 bade

Tricky Word	Tricky Word	Tricky Word	Tricky Word
bail	bale	born	borne / bourne
bairn	barn	borough	burro / burrow
bait	bate	bouillon	bullion
ball	bawl	boulder	bolder
ballet	ballot	boy	buoy
baloney	bologna	braid	brayed
ban	band	braise	brays / braze
banned	band	brake	break
banned it	bandit	brazier	brassiere
banned Joe	banjo	breach	breach
banquet	banquette / bouquet	bread	breed
bard	barred	breadth	breath / breathe
bare	bear	brewed	brood
bark	barque	bridal	bridle
baron	barren	Briton	Britain
barrage (dam)	barrage (fire at)	broach	brooch
base	bass	broom	brougham
bask	basque / Basque	brows	browse
baton	batten	bruise	brews
bauble	bubble	bruit	brute
bay	bey	buffet	buff it / buffet ("buff FAY")
bazaar	bizarre	build	billed
be	bee / Bea	burg	burgh
beach	beech	burger	burgher
bear	bare	bus	buss
bearing	baring	bust	bussed
beat	beet	but	butt / butte
beau	bow	buy	by / bye, bi-
beer	bier	buyer	byre
beetle	betel / Beatle	cache	cash
befit	be fit	caddy	caddie
before	be for	callous	calender
befoul	be foul	callus	callus
befriends	be friends	Calvary	cavalry
beggar	bigger	canape	canopy
bell	belle	cancer	Cancer
belong	be long	candid	can did / candied
below	be low	cannon	canon
benign	be nine	cant	can't
berate	be rate	canter	cantor
beriberi	berry berry	canvas	canvass
berry	bury / Barry / Bary	capital	capitol
berth	birth	capper	caper
beside	besides	carat	caret / carrot
bi-weekly	buy weekly / buy weakly	caries	carries
biennial	biannual	carol	carrel
bight	bite / byte	carrion	carry on
bin	been / Ben	carton	cartoon
blackmail	black male	casino	cassino
blase	blaze	cast	caste
blench	blanch	castor	caster
blue	blew / bleu	casual	causal
boarder	border	catholic	Catholic
bogey	bogie / bogey	cay	key / quay / qui
bole	bowl / boll	cay	Kay
bootee	booty / bootie	cayuse	Kayuse
bore	boar / Boer	cede	seed
bored	board	celery	salary

Tricky Word	Tricky Word	Tricky Word	Tricky Word
cell	sell	CONvict	conVICT
cellar	seller	coo	coup
censer	ensor	coolie	coolly/coulee/cooly
cent	scent / sent	coop	coupe / coup
center	sent her	coos	coups
cereal	serial	copse	corpse / corps
certain	curtain	core	corps
cession	session	corespondent	correspondent
chaise	chase / shays	cosine	co-sign
chalice	challis	council	counsel
Chanukah	Hanukkah / Hanukah	course	coarse
chard	shard / charred	cousin	cozen
Chassidim	Hassidim	creak	creek
chaste	chased	crepe	crepe
cheap	cheep	cretin	Cretan
check	cheque / Czech	crevasse	crevice
cherry	sherry / cheri	crewel	cruel
chews	choose	crews	cruise / cruse
chic	sheik / chick	crochet	crotchet
chilly	Chile / chili	croquet	croquette
chin	Qin	cue	queue / Q
China	china	currant	current
chirr	churr	curser	cursor
chitterlings	chitlins / chitlings	sygnet	signet
choir	quire	cymbal	symbol
cholera	collar	czar	tsar
choral	chorale / corral	daily	Daly / dally
chord	cord / cored	dairy	diary
chute	shoot / shute	dam	damn
circumcise	circumscribe	dammed	damned
cite	sight / site	days	daze
clack	claque	dear	deer
clause	claws / Claus	decent	descent / dissent
cleave	cleave	decree	degree
climb	clime	defeat	"de" feet
close	clothes / kloze	defense	defence (BR.) /
coal	kohl		"de" fence
coarse	course	defer	"de" fur
coat	cote	defile	the file
coffin	coughing	define	the fine
coin	quoin	definite	definitive
colon	colonel / kernel	deform	the form
complacent	complaisant	degrade	the grade
complement	compliment	deign	dane / Dane
complementary	complimentary	de jure	the jury
compost	compote	deliberATE	deLIBerate
concert	concerted	delight	the light
conch	conk	delirious	delicious
condor	candor	depart	the part
confident	confidant	depravation	deprivation
conscience	conscious	depreciate	deprecate
consume	consomme	derby	Derby
conTENT	CONtent	derriere	Londonderry Air
conTEST	CONtest		London dairy heir
continents	continence	desert	dessert / desert
conTRACT	CONtract	desperate	disparate
contusion	confusion	devise	device
CONverse	conVERSE	die	dye
CONvert	conVERT	difference	deference

Tricky Word	Tricky Word	Tricky Word	Tricky Word
dike	dyke	farrow	furrow
dine	dyne	farther	further
diner	dinner / dining	fate	fete
dinghy	dingey / dingy	faun	fawn
dire	dyer	fay	fey
disburse	disperse	faze	phase / phrase
disc	disk	feat	feet
discomfit	discomfort	fellah	fellow
discreet	discrete	ferrule	ferule
disgust	discussed	ferry	fairy
divers	diverse / divers	fetal	fatal
do	due / dew	feudal	futile
do	dough / doe / does	fianc�	fianc�e / finance
dollar	dolor	filter	philtre / philter
done	dun	finis	finish / fin
donjon	dungeon	fir	fur / far
dose	does / doze	fisher	fissure / Fischer
douse	dowse	flair	flare
Dow	Tao	flammable	imflammable
droop	drupe	flaunt	flout
dual	duel	flea	flee
dully	duly	floe	flow
dying	dyeing	flower	flour
dyslectic	dyslexic	flue	flew / flue
earn	urn	foal	foul / fowl
eclipse	ellipse	for	fore / four
edition	addition	forego	forgo
eight	ate	foreword	forward
either	ether	formally	formerly
elegy	eulogy	fort	forte
elicit	illicit	forth	fourth
empathy	sympathy	founder	flounder
enervate	energize	fracture	frank
epic	epoch	freeze	frieze
ergo	ergot	friar	fryer
erosive	erotic	furry	fury
err	ere	fussy	fuzzy
eruct	erupt	gaff	gaffe
eruption	eruption	gage	gauge
escargot	escarole / S-cargo	gait	gate
EScort	esCORT	gaiter	gator
essay	assay	gale	Gail / Gayle
ewe	yew / you	gallery	galley
except	expect / accept	gallon	galleon
exercise	exorcise	gamble	ganibol
expectation	expectoration	gang	ganguer
expense	expansive	gate	gait
EXploit	expLOIT	gauche	gouche
extant	extent	gaze	gays
EXtract	exTRACT	gel	jell
eyelet	islet	Gentile	gentle
faction	fraction	genus	genius
factionous	fractious	ghoul	goal
factitious	fictitious	gig	gigue
fail	faillie / file	gild	guild
fain	feign	gilt	guilt
faint	feint	gist	jest
fair	fare	glacier	glazier
faker	fakir	glutenous	glutinous

Tricky Word	Tricky Word
gnat	Nat
gnaw	naw
gneiss	nice
gnu	knew / new
gopher	golfer / go for
gorilla	guerrilla
gradation	graduation
grade	grayed / greyed
granite	for granted
grate	great
graze	grays / greys
grill	grille
grisly	gristly / grizzly
groan	grown
guarantee	guaranty
guessed	guest
guise	guys
gyve	jive
hail	hale
hair	hare
hairy	harry / Harry
hall	haul
halve	have
handsome	hansom
harass	Harris
Harold	herald
harrier	hairier
hart	heart
hay	hey
hays	heys / haze
heal	heel / he'll
hear	here
heath	hearth
hector	Hector
heed	he'd
herd	heard
heroin	heroine / heron
hertz	hurts
hew	hue / Hugh
hi	high / hie
him	hymn
hire	higher
nirsute	her suit
ho	hoe / whore
hoar	whore / hore
hoard	horde / whored
hoarse	horse / house
hoe	ho / whore
hole	whole
holy	wholly / holely
hoop	whoop
hopped	hoped
hopping	hoping
hose	hoses
hostel	hostile
hour	our / are
human	humane
hurdle	hurtle
hussy	husky

Tricky Word	Tricky Word
hypercritical	hypocritical
icy	I see
idol	idyll / idle
ileum	ilium
illusion	allusion / elusion
immanent	imminent
immigrant	emigrant
immigration	emigration
imminent	eminent
immoral	immortal / amoral
IMPact	imPACT
impassable	impassible
imperial	imperious/impervious
impetus	impetuous
impotence	importance/impudence
imprudent	impudent
in	inn
inane	insane
incest	insect
incidents	incidence
incite	insight
incredible	incredulous
increment	excrement
indict	indite
indiscreet	indiscrete
inequity	iniquity
ingenious	ingenuous
insure	assure
intense	in tents
internal	eternal / external
interstate	intestate / intrastate
INtimate	intimATE
INvalid	inVALid
inverse	in verse
inversion	inn version
invidious	insidious
irrigation	irritation
irrupt	erupt / eruct
isle	aisle / I'll
its	it's
jail	gaol
jailer	gaoler / jailor
jealousie	jealousy
jam	jamb
jibe	gibe
judicial	judicious
jurist	juror / jury
kelvin	Calvin
key	cay / quay / qui
kill	kiln
kilt	killed
kith	kiss
knave	nave
knight	night / "nite"
knit	nit
knot	not
knows	noes / nose
kohl	coal / Cole
lac	lack

Tricky Word	Tricky Word	Tricky Word	Tricky Word
know	no	mask	masque
ladies	laddies	massif	massive
lady	laddy	masticate	masturbate
lam	lamb	mate	maté ("mah TAY")
lama	llama	material	materiel
lame	lamé ("lah MAY")	maturation	masturbation/mastication
lane	lain	me	mi
laps	lapse	mead	meed
largest	largess	mean	mien
lay	lei	meat	meet / mete
lazar	laser	medal	meddle / metal
lea	lee / Lee	medial	medic / medical
leach	leech	men's	menses
lead	led / lied	menage	menagerie
leaf	lief	meow	miaow / miaou
leak	leek	mercy	merci
lean	lien	meson	mason / Mason
lessen	lesson / lesion	metal	mettle/meddle/medal
lesser	lessor	mewl	mule
levee	levy	mews	muse
liable	libel	mow ("moh")	mow, a hay mow
liar	lyre	middy	midi
lichen	liken	might	mite /
lie	lye		mate (in Australian)
limb	limn	mil	mill
linage	lineage	miler	milliner
links	lynx	millenary	millinery
literal	littoral	mimesis	nemesis
lo	low	mined	mind
load	lode	miner	minor
loan	lone	minuet	minute /
loch	lough / lock		minute ("my NOOT")
longue	lounge	minx	minks
loop	loupe	miss	Ms. / Mrs. Miss
loot	lute	missal	missile
lose	Lou's / loose	messed	mist
mackinaw	Mackinac Island	misses	Mrs.
mackintosh	McIntosh	mister	Mr. / missed her
madding	maddening	miter	mitre
magnate	magnet	moa	more
magnificent	munificent	moan	mown
maid	made	moat	mote
mail	male	modal	model
main	mane	mode	mowed
maize	maze / May's	Monsieur	Monsignor/Messieurs
mall	maul	moor	Moor / Moore
mandatary	mandatory	morel	moral
manikin	mannequin	mores	more rays
manna	mañana	morn	mourn
manner	manor	morning	mourning
mantel	mantle	mot	mote
manure	mature	motif	motive
mare	mayor	mousse	moose / mouse
marital	martial	mouton	mutton
marshal	martial	muscle	mussel / muzzle
marten	martin / Martian	naivete	nativity
mass	Mass	naught	nought
massed	mast	naughty	haughty
masseur	masseuse	naval	navel

Tricky Word	Tricky Word
mussed	must
mustard	mustered
nay	nee / neigh
neither	nether
nettle	net'll
nicks	nix
niece	Nice
noes	nose / knows
none	nun
nonsked	nonskid
nosey	noisy / nosy
nouveau riche	nouveaux riches
numerous	humorous
oar	o'er / or / ore
OBJECT	OBject
obsess	abscess
obtrude	intrude
ode	owed
offal	awful
official	officious
ogle	ogre
oh	owe
one	won
oracle	auricle
ordinance	ordnance
oriel	oriole
orient	Orient
oscillate	osculâte
oscillation	osculation
ought	aught
overdo	overdue
overdoes	overdose
overseas	oversees
paced	paste
pact	packed
paean	peon
pail	pale
pain	pane
pair	pare / pear
palate	palette / pallet
pali	pawl
palpate	palpitate
paltry	poultry
pan	Pan
panty	pantry
paper	papier-machè
paradox	pair of docks / pair o' docs
parameter	perimeter
parcel	partial / particle
parish	perish
passable	passible
passed	past
pasty	pastry / pasty (pie)
patients	patience
patron	patroon
peace	piece
peak	peek / pique
peal	peel

Tricky Word	Tricky Word
pate	patè ("pah TAY") / patty
pearl	purl
pedal	petal / peddle
peer	pier
peewee	pev'ee
pekoe	piquot
pen	pin
pendant	pendent
perquisite	prerequisite
persecute	prosecute
persecution	prosecution
personal	personnel
personality	personalty
perspective	prospective
petit	petty / petite
petrel	petrol
phase	faze / phrase
pheasant	peasant / pleasant
phonetics	phonemics / phonics
physic	physique / psychic
pi	pie
pica	pica
pidgin	pigeon
pinyon	pinon / pinion
place	placé
plain	plane
plait	plate / plat
plantar	planter
pleural	plural
plow	plough
plum	plumb
pole	poll / Pole
policlinic	polyclinic
polish	Polish
politic	politick
polity	policy
populace	populous
popular	poplar
pore	pour / poor
porpoise	purpose
portend	portent
poser	poseur
posterior	posterity
pox	pocks / pax
praise	prays / preys
pray	prey
precede	proceed
precedent	president
precession	procession
precipitate	precipitous
PREmier	preMIER / premiere
prescribe	proscribe
prescription	proscription
pretext	pretext
preview	prevue
pride	pried
prier	pryer / prior
pries	prize

Tricky Word	Tricky Word	Tricky Word	Tricky Word
presentiment	presentment	resister	resistor
presents	presence	respectfully	respectively
principal	principle	rest	wrest
prodigal	prodigious/prodigy	rhyme	rime
profit	PROphet	ricochet	Rick O'Shay
proJECT	Project	rifle	rifle
prophecy	PROphesy	rigger	rigor
propose	purpose	right	rite / write
pros	prose	ring	wring
prostate	prostrate	road	rode / rowed
psi	sigh / Cy	robed	robbed
public	public	robing	robbing
publican	republican/Republican	roil	royal
pudding	putting	romaine	roman /
pundit	punned it		Roman / roamin'
pupal	pupil	romance	Romance
pussy (cat)	pussy (a lot of puss)	romantic	Romantic
put	putt / putting	rood	rude / rued
pyx	pix / picks	roomer	rumor
quality	quantity	root	route
quarts	quartz	rose	rosé
quit	quiet / quite	Rosh Hashana	Rosh Hashanah
rabbit	rabbit		Rosh Hashonah
rack	wrack	rote	wrote
racket	racquet	rough	ruff
rain	reign / rein	ruin	rune
raise	rays / raze	rye	wry
raisin	raison d'etre / reason	sac	sack
rap	wrap	sachet	sashay
rape	rape ("rah peh")	sail	sale
raped	rapped	sake	sake ("SAH kay")
raping	rapping	salaam	salami / shalom
rapt	rapped / wrapped	Sally	sally
ray	re	salon	saloon
rays	raise / raze	salvage	savage
razor	raiser	salve	slave / solve
ravel	unravel	sanatorium	sanitarium
re-sent	resent	sane	seine
re-sign	resign	savant	servant
read	reed / Reid	savor	savior / saviour /
read	red		savoir-faire
real	reel	scabs	scabies
reality	reality	scalded	scald
reBEL	REBel	scarabaeus	scarab
RECORD	reCORD	scared	scarred
Redding, CA	Reading, England	scaring	scarring
reek	wreak	scene	seen
reFUSE	REFuse	scent	cent / sent
registrar	register	schilling	shilling
renaissance	renascence	scrabble	Scrabble
repassed	repast	scraped	scrapped
repertoire	repertory	scraper	scrapper
residents	residence	scraping	scrapping
resume	resumé	seam	seem
retch	wretch	seaman	semen
review	revue	sear	seer / sere
rheum	room	seas	sees / seize
rheumy	roomy	secret	secrete
rho	row / roe	sects	sex

Tricky Word	Tricky Word
scrip	script
scull	skull
sea	see / si / C
seed	cede
sense	cents / scents
serf	surf
sew	so / (sol) / sow
shanty	chanty
shear	sheer
shoe	shoo
sick	sic
sighed	side
sign	sine
sing	singe
singing	singeing
Sioux	Sue / Sault
slay	sleigh
sleight	slight
slew	slue / slough
sloe	slow
sluff	slough / slough ("sloo")
soar	sore
soave	suave
sol	soul / sole
solder	soldier / solid
solo	so low
some	sum
son	sun
sonny	sunny
sooth	soothe
sow ("soh")	sow (female pig)
sow ("soh")	sew / so / sol
sox	socks
spade	spayed
specie	species
spitting	spiting
spoor	spore
staid	stayed
stair	stare
stake	steak
stanch	staunch
stationary	stationery
steel	steal / Steele
step	steppe
stile	style
stoop	stoup
straight	strait
straighten	straiten
striper	stripper
sturgeon	surgeon
subpoena	subpena
succor	sucker
sumptuary	sumptuous
superstitions	superstitious
surge	serge
surplice	surplus
sward	sword / soared
sweet	sweat / suite

Tricky Word	Tricky Word
suede	swayed
suit	suite / sweet
sumac	sumach
syntax	sin tax
tableau	tableaux / tableaux
taboo	tabu
tacet	tacit
tacks	tax
tail	tale
talesman	talisman
taper	tapir
tare	tear / tear
taro	tarot
taupe	tope
taut	taught
tea	tee / ti
team	teem
teas	tease / tees
tennis	tenace
tepee	teepee
tern	turn
the	thee
their	they're / there
thistle dew	this'll do
though	through / thorough
threw	through
throe	throw
throne	thrown
thyme	time
tide	tied
tier	tear / tear
timber	timbre
to	too / two
toad	towed / toed
tocsin	toxin
toe	tow
toffee	toffy
toil	toile
toilet	toilette
ton	tun
tool	tulle
tortuous	torturous
touch	touché
tough	tuff
tracked	tract
tray	trey
tri	try
troop	troope
trooper	trouper
trough	through
trumpet	strumpet
trusty	trustee
tutor	Tudor
tux	tucks
tyke	tike
undue	undo
unravel	ravel
use ("YOO-ss")	use ("YOO-zz")
used to ("yoozd")	used to ("YOO stuh")

Tricky Word	Tricky Word	Tricky Word	Tricky Word
valance	valence	your	you're
vane	vein / vain	Yule	you'll / Ewell / Yul
vary	very		
veil	vale		
vellum	velum		
venal	venial		
veracious	voracious		
verses	versus / vs.		
vial	vile / viol		
vice	vise		
villain	villein		
virtu	virtue		
viscous	viscus		
vitals	victuals / "vittles"		
vizard	wizard		
vocation	vacation / avocation		
voyager	voyeur		
wade	weighed		
wail	whale / wale		
wain	wane / Wayne		
waist	waste		
wait	weight		
waive	wave		
waiver	waver		
want	wont / won't		
ware	wear / where		
way	weh / weigh		
we	wee / oui		
weak	week		
weakly	weekly		
weal	we'll / wheel / wheal		
wean	ween		
weather	wether / whether		
weave	we've		
weed	we'd		
weft	left		
weir	weird / we're		
Welch	welsh / Welsh		
were	we're / weir		
wet	whet		
which	witch		
while	wile		
whine	wine		
whirled	world		
whit	wit		
whither	wither		
wholly	holy / holly		
whose	who's		
wind, the	wind up		
winner	winter		
winsome	win some		
woman	women		
wouldn't	wooden		
wonted	wanted		
wood	would		
worst	wurst		
wreath	wreathe		
yawl	you all		
yoke	yolk		

**Suggested Order of Diagnosis & Remediation of Type #5 Words,
The "Scrunched UP."**

Wudja beleev dat de title uv en ardikul inna reel skolurly jurnle wuz:

"You all gonna hafta listen"

en dis was ritten by a reel eddycated laidy frum Hahvurd Yoonuverscity.

Being able to read words that have been deliberately misspelled by writers is something that we good readers take "for granite." What we good readers in the field of education tend to forget is that not all people are as bright as we are. Not everybody learns to pronounce misspelled words correctly, especially if they haven't been taught basic phonics.

The question is: Do writers deliberately misspell words often enough to warrant the teaching of the most common misspellings.

AVKO answer: Yes. Newspapers (especially comic strips) are filled with what might be termed dialect renditions. Because there are only about two hundred twenty (shades of Dolch) common deliberate misspellings, and because these shouldn't be taught at least until the students in question have mastered the first four types sufficiently to handle this phenomenon of language, we don't believe a strict level by level remediation is necessary. Just a quick testing.

We suggest that the testing be conducted something like the following hypothetical teacher explanation:

Your attention please. For the next few days I am going to be giving you some fast diagnostic tests over a type of spelling that has never been taught to you. That is, how to deliberately misspell to achieve a literary effect. I will not grade these tests. They are only to help me find which of these "misspellings" I need to teach you. Now, what I want you to do is to do is take out a sheet of paper and fold it lengthwise so you have two nice long columns. At the top of column one I want you to write: "Incorrect spellings writers sometimes use to achieve an effect." At the top of the second column I want you to write: Correct spellings in formal usage.

*The first few will be entire short sentences:
(See following page)*

INCORRECT Spellings
WRITERS sometimes use
to achieve an effect.

Whatcha gonna do?

Yeah, sez hoo?

Wur gonna hafta go.

Yor sposta no dat.

Thair kinda nice.

CORRECT spellings in
FORMAL usage

What are you going to do?

Yes, says who?

We're going to have to go.

You're supposed to know that.

They're kind of nice.

This brief test will let you know the extent of the problem your students have. Every school and every grade tends to be different. AVKO believes that the teachers themselves are in the best position to find out what students need to learn and then to teach them.

You may decide to make the unit a month long but only ten minutes per session with only two sessions per week with a great deal of student participation especially in the "finding" of the "SCRUNCHED UP" words in advertising, headlines, magazine articles, etc. AVKO believes that all students should be able to see the humor in the situation where someone says to another, "You aint gots no smarts."

The following lists of words were culled from newspapers, magazines and books. AVKO would appreciate teachers sending in additions to our list. By the way, only the right hand, the proper spellings, are in alphabetical order.

Notes to Teachers: Tsk tsk is NOT pronounced tisk tisk. There is no vowel in that word because it has NO vowel sound. The proper sound of this word is made by placing the tongue tight against the back of the front teeth and then quickly releasing the pressure and rapidly repeating four or five times. The sound closely resembles a ticking/hissing sound and it shows disapproval. Another example of a word that has no vowel sound is "psst" which sounds like air coming out of a tire. It is used to get somebody's attention without shouting.

For Effect

'bout
 a-quainted
 actin'
 aftah
 agin
 a-a-h-h-h-h-h
 ahhhhhh
 Ahhhhhs,

All-Righta
 A-men
 'n
 'nother
 enythang
 air
 ain't

argy
 az
 ax
 et
 tenshun
 Bak'd
 'cause
 becuz
 cauz
 cuz
 becum
 bin
 bein'
 betcha

bettah
 'tween
 bilin'
 borin'
 borry
 bothah
 buttah
 callin'
 ken
 kir.
 can't
 cān't
 catchin'
 @*#@!!

chile
 chawklit
 kwarr
 scar
 clevah

Correct

about
 acquainted
 acting
 after
 again
 ah
 ah
 Land of Ahs
 (Pun on Oz)
 all right
 amen
 and
 another
 anything
 are
 are not (is not
 or am not)
 argue
 as
 ask
 ate
 attention
 baked
 because
 because
 because
 because
 become
 been
 being
 bet your
 or bet you
 better
 between
 boiling
 boring
 borrow
 bother
 butter
 calling
 can
 can
 cannot
 cannot
 catching
 censored
 "cuss" words
 child
 chocolate
 choir
 cigar
 clever

For Effect

colahful
 cum
 commun
 conversayshuns
 cud
 cudda
 could of
 cuddina
 couldn't of
 coupla
 courtin'
 crackah
 cucumbah
 curduled
 dammit
 derved
 daid
 describin'
 dint
 didja
 didjuh
 Jeet jet?

discovah
 discipshun
 dawg
 don'
 dwink
 drap
 dwop
 aig
 'nough
 enuff
 nuff
 'special
 evenchuly
 evah
 everwhair
 feller
 far
 fiah
 flowah
 fer &a+900H
 fur
 forefathahs
 fahunah
 furriners
 foah
 foe
 folks-fire
 frrresh
 frum

Correct

colorful
 come
 common
 conversations
 could
 could have
 could have
 couldn't have
 couldn't have
 couple of
 courting
 cracker
 cucumber
 curdled
 damn it
 damned
 dead
 describing
 didn't
 did you
 did you
 Did you
 eat yet?
 discover
 discription
 dog
 don't
 drink
 drop
 drop
 egg
 enough
 enough
 enough
 especial
 eventually
 ever
 everywhere
 fellow
 fire
 fire
 flower

 for
 forefathers
 foreigner
 foreigners
 four
 four
 fox-fire
 fresh
 from

For Effect	Correct	For Effect	Correct
funtawear	fun to wear	haint	isn't (aren't)
galavantin'	galavanting	hit's	it is
git	get	it's	it is
getta	get a	itchin	itching
gimme	give me	ivory	ivy
gonna	going to	jelosity	jealousy
gud	good	jedge	judge
G'night	Good night	jist	just
Goo-by	good-bye	jest	just
gotta	got to	jus'	just
gotcha	got you	kiddygarden	kindergarten
grayut	great	las'	last
grinnin'	grinning	lawin'	lawn
'appy	happy	leanin'	leaning
'arry	Harry	lairn	learn
'ave	have	larnin'	learning
hev	have	leathah	leather
haffter	have to	laigs	legs
hafta	have to	lead	lid
havta	have to	limbah	limber
'e	he	likkah	liquor
he'd	he would	listenah	listener
headin'	heading	listenin'	listening
heah	hear	Li'l	little
heered	heard	lil	little
heavan	heaven	livin'	living
'elen	Helen	lookin'	looking
'elps	helps	lawd	lord
heah	here	lotta	lot of
'im	him	lotsa	lots of
'is	his	menny	many
hiz	his	minny	many
hizzen	his	moah	more
hawg	hog	mow	more
holt	hold	Motaste	more taste
holt	hold	mothah	mother
hoss	horse	muthuh	mother
hongry	hungry	mudder	mcther
hesh	hush	mah	my
Ah	I	m-m-m-mushrooms	My, those
ah'm	I am		mushrooms
I'm	I am	natchahly	are good!
I've	I have	natchurly	naturally
I'll	I shall, I will	nervus	naturally
Insta's	Insta is	nervuss	nervous
instunce	instance	nevah	nervous
inteligunce	intelligence	nex	never
interestin'	interesting	nicah	next
inter	into	No, Jew?	nicer
iz	is	nawth	No, did you?
isn't	is not	nawthern	north
izzint	isn't		northern

For Effect

nawtherner
 a
 o'
 uv
 a'course
 ol'
 ole
 wunce
 wunst
 'possum
 possum
 r
 oughta
 oughter
 ar
 owah
 outen
 outta
 ovah
 al
 pickin
 playin
 pwease
 plezshur
 pizen
 positivly
 potlikker
 prayah
 pritty
 prutty
 prevaricatah
 Psst
 quair
 quickah
 rarin'
 rathah
 retch
 remembah
 rat
 rot
 rat cher
 rat nowah
 risin'
 roostah
 sallet
 seein'
 sellin'
 she's
 shoulda
 shudda
 hadn't orter

Correct

northerner
 of
 of
 of
 of course
 old
 old
 once
 once
 opossum
 opossum
 or
 ought to
 ought to
 our
 our
 out of
 out of
 over
 owl
 picking
 playing
 please
 pleasure
 poison
 positively
 potliquor
 prayer
 pretty
 pretty
 prevaricator
 Psst (See Note
 on p. 57
 queer
 quicker
 raring
 rather
 reached
 remember
 right
 right
 right here
 right now
 rising
 rooster
 salad
 seeing
 selling
 she is
 should have
 should have
 should not

For Effect

shuddint
 shudinna
 shet
 shaddup
 sinnah
 sir-e-e
 suh
 smokin'
 sobah
 sump'n
 sumpin'
 Sowth
 Suthern
 squar'
 stayuts
 sech
 sposta
 shore
 sho'-nuff
 suspishus
 tawk
 sank ju
 thankee
 thet
 tha's
 thass
 that's
 that'll
 ick
 yecch
 mmmm
 ooh la la
 oooh
 thair
 thar
 'em
 thar's
 thez
 thay
 dare gawnuh
 thayr gonna
 thangs
 thru
 thundah
 t'
 t'be
 t'day
 tetchy
 tourists

Correct

shouldn't
 shouldn't have
 shut
 shut up
 sinner
 sir
 sir
 smoking
 sober
 something
 something
 South
 Southern
 square
 states
 such
 supposed to
 sure
 sure enough
 suspicious
 talk
 thank you
 thank you
 that
 that is
 that is
 that is
 that will,
 that shall
 that's bad
 that's bad
 that's good
 that's good
 that's good
 their
 their or there
 them
 there is
 these
 they
 they're
 going to
 they're
 going to
 things
 through
 thunder
 to
 to be
 today
 touchy
 tourists

For Effect	Correct	For Effect	Correct
tsk tsk	tsk tsk See Note p. 57	yore	you are
twict	twice	you've	you have
undahstandin'	understanding	y'know	You know
uppen attem	up and at them	yaoh	your
usin'	using	yer	your
usta	used to	yo	your
uttahly	utterly	yoah	your yumm (Oh, that's good)
berry mush	very much	yoh	your
wanna	want to	yor gawnuh	you're going to
wah	war	yor pritty good	You're pretty
warmin'	warming	yerseff	good yourself
wuz	was		
washin'	washing		
watah	water		
we're	we are		
whut	what		
what're	what are		
whatcha	what are you		
whatchamacallit	what do you call it		
whaddy say	what do you		
say			
what's	what is		
wattzit	what is it		
huh?	What was that you said?		
whatchua	what you are		
Wassamattayou	What's the matter with you?		
whin	when		
whair	where		
Where'd	Where did		
wimzees	whimseys		
who's	who is		
whodunnit	who did it		
Why'd	why did		
why'd ja	why did you		
Whyizzit	Why is it?		
wid	with		
widout	without		
wurd	word		
wud	would		
druther	would rather		
ya	you		
yew	you		
youse	you		
yuh	you		
yew	you		
yawl	you all		

Survey Tests for Types

#1, #2, #3, #4, & #5

The "SIMPLE," the "FANCY," the "INSANE,"
the "TRICKY" and the "SCRUNCHED UP"

ORIGIN & THEORY BEHIND THE TESTS

Since 1969 Don McCabe has been actively involved in the remediation of reading problems of adolescents and adults. As part of his professional duties, he has had to administer standardized reading tests to illiterates. He has had to watch them suffer the embarrassment and humiliation of having their ignorance exposed for the duration of the tests. After the standardized tests were administered, he felt that he knew no more about the student than he did before except that he now had a number such as 1.7 or 2.3 to insert in the appropriate blank on a reporting form.

— R. J. Rayl

SPECIAL NOTE:

In April 1981 the Delegates Assembly in the International Reading Association passed the following resolution: "RESOLVED, that the International Reading Association strongly advocates that those who administer standardized reading tests abandon the practice of using grade equivalents to report performance of either individuals or groups of test-takers and be it further RESOLVED, that the president or executive director of the Association write to test publishers urging them to eliminate grade equivalents from their tests."

— *The Reading Teacher*

If a reading remediation specialist is to follow the ethical standards regarding testing, i.e., to protect "...participants from...mental discomfort ... and take all possible measures to minimize distress" (*APA Monitor* 8, No. 3 [1977]:22-23), and still be able to justify placement into programs via accepted standardized tests, a new test must be devised and validated as no such test exists today.

DIRECTIONS FOR ADMINISTERING THE TESTS

Tell the student you are going to give him a "QUICK AND PAINLESS" Test to see where you should begin helping him.

Open the booklet to page 6 and ask the student if he can read any the words. If he can't, then the test is over. No point in continuing. He can't read. We recommend that you start teaching him the most basic word families and phonic patterns that can be found in AVKO's *Suggested Order for Diagnosis and Remediation of Type #1 Words* (AVKO Great Idea Series #614) — or in *THE BASIC PATTERNS OF ENGLISH SPELLING*.

If he can read the words *scrambled* and *admitted* but not the word *accomplished*, you should start him at Level B, one level below the last word he correctly read (or spelled if you're using these tests for spelling remediation).

Only if a student gets at least 4 of the words on Test #1 correct should you give the test on Type #2 Words. The same directions apply. If he can't read any of the words, we start with level A as found in AVKO's *Suggested Order for Diagnosis and Remediation of Type #2 Words* (AVKO Great Idea Series #615) — or in *THE BASIC PATTERNS OF ENGLISH SPELLING*. Otherwise, you start one level below the last word correctly read — or spelled.

Test #3 is given in the same fashion as #1 and #2. Always start one level below the last word correctly read or spelled.

We recommend that Tests #4 & #5 not be given in grade school or middle school remediation. We believe they are best suited to be given as part of a higher level remedial situation such as often occurs at the college level.

TYPE #1 WORDS

These words contain normal everyday phonic patterns. If a student can read five or more of these words, the chances are the student applies the phonic rules whether he knows them formally or not. In which case, the chances are the student may not profit from further instruction in the simple phonic patterns that are generally taught in basal or remedial series. On the other hand, if he can't read any or just a few of the words, he probably could profit from training in these basic phonic patterns provided the materials and techniques used are new to him. In which case we strongly suggest such materials as *Sequential Spelling I* as well as the many ideas to be found in *The Basic Patterns of English Spelling*.

WORD	Level	Notations
scrambled	A	_____
admitted	B	_____
accomplished	C	_____
misleading	D	_____
diseases	E	_____
humanity	F	_____

TYPE #2 WORDS

These words can be called "FANCY" words because they follow "fancy" patterns that generally are NOT taught in school books. A rather significant number of students learn to read "FANCY" phonic patterns on their own. These students tend to come from families of high socio-economic status and have had exposure to foreign languages. However, an equally significant number of students who have learned the basic phonics that is taught in their schools do NOT learn the "FANCY" phonic patterns on their own. We recommend that if a student scores perfectly (or almost perfectly on Test #1) but misses all or most of the words in Test #2, you praise the student for having learned that which he was taught and excuse him for not having learned that which he was never taught.

WORD	Level	Notations
initialed	A	_____
emphatic	B	_____
fatigue	C	_____
decoupage	D	_____
attache case	E	_____
entrepreneur	F	_____

TYPE # 3 WORDS

These words are those words that do not follow any normal or "fancy" rules of phonics. In early elementary schools, teachers often refer to them as "outlaws." Only the most common of these "outlaws" or "insane" words are systematically taught in the early grades. The bulk of these words occur infrequently in children's literature and even less frequently in regular school textbooks. Consequently, they are not systematically taught. As with the "FANCY" patterns, there are a significant number of students who learn these words on their own without having been taught them. Likewise, there are a significant number who do NOT learn these words without having been taught. (Ed. Note: I was in college before I could read Jose and cache and hors d'oeuvres. The last two, [victuals and gaoler] I knew the meanings from context but didn't realize that the words really were pronounced "vittles" and "jailer" until I was told!) Prediction: Many students will misread thorough as "through" and salve as "slave" or "solve."

WORD	Level	Notations
shouldn't	A	_____
beautifully	B	_____
thorough	C	_____
ancient	D	_____
usual	E	_____
aisle	F	_____
salve	G	_____
cache	H	_____
hors d'oeuvres	I	_____
victuals	K	_____
gaoler	L	_____

TYPE #4 WORDS

We strongly suggest that this test NOT be given in a remedial situation below that of college. As only a relatively few of these words are normally taught systematically in any school curriculum, we predict that only those who learn well what isn't taught (those who have perfect scores on Test #2 and score at least seven correct on test #3) will do well on this test. Would you believe that we have isolated well over 1,000 pairs (and larger word groupings!) that are "TRICKY!"

Read the sentences and have the students spell the words that are underlined.

"TRICKY" Word Grouping	Level	Sentence to be used.
knew/new/gnu	A	We <u>knew</u> that the <u>news</u> had to be bad.
root/route/rout	B	What's the best <u>route</u> to use to get there?
desert/desert/dessert	C	That house looks like it's been <u>deserted</u> .
aisle/isle/I'll	D	The soup is located on the next <u>aisle</u> .
preys/prays/praise	E	The wolf often <u>preys</u> on small animals.
intents/intense	F	This test is over, for all <u>intents</u> and purposes.
spayed/spade	G	We took our dog to the vet to have her <u>spayed</u> .
cache/cash	H	The detective found a cache of stolen items.

TYPE #5 WORDS

These are those words that writers often deliberately "misspell" so as to convey "flavor and color" to their writing. As with the TYPE #4 Words we strongly advise that this test NOT be given in a remedial situation below that of college. As only a relatively few of these "words" are systematically taught in any school curriculum, we predict that only those who learn easily words which they haven't been taught will do well on this test.

TYPE #5 WORDS are to be dictated in normal sloppy speech as indicated by these spellings which were taken from books, magazines, and newspapers.

Correct Literate Spellings

Students are expected to spell them the correct or literate way.

"Yuh wanna bet?"

Do you want to bet?

"C'mon. Yor gonna luv yor prezint."

Come on. You're going to love your present.

"Yuh shuda bin thair!"

You should have been there.

"Ya shoodina sed dat."

You shouldn't have said that.

"Y'all cum again."

You all come again.

"Sit daoun rat cheer."

Sit down right here.

"An ordah iz whutcha giv tuh uh waitriss."

An order is what you give to a waitress.

"Fokes round cheer aw wuz weah ovahhaws."

Folks around here always wear overalls.

PRELIMINARY FINDINGS

Because we expect it to take two or three more years to complete our study and to completely validate these tests (and similar tests), we are presenting the findings as tentative and not conclusive.

1. A raw score of 0 or 1 on Test #1 indicates that the student is reading below 5.0 and would be found qualified for special help by other testing devices.
2. A raw score of 0 or 1 on Test #2 indicates that the student is reading below 7.8.
3. Scores of 5 & 6 (Perfect) on Test #1 and scores of 0 & 1 on Test #2 are common among students reading from 4.0 to 6.0.
 - Our preliminary conclusion is that for these students to progress in reading they must be systematically taught the Type #2 Words.
 - Our preliminary findings also indicate that students taught these phonic patterns do indeed increase their reading ability rapidly up to the point that their vocabularies and experience can bring them.
4. Scores of 0 or 1 on Test #3 indicate the student is reading below 5.0.
5. Combined scores on Tests #1, #2, & #3 of 21 or more will correlate highly with other tests that predict the ability to do college work.

If you would like to take part in the validation process of this instrument, contact:
Don McCabe, Box 83, Birch Run, Mich. 48415.

RESEARCH HYPOTHESES:

1. There will be at least a .90 correlation between a raw score of 0 (ZERO) on Test #1 and grade-equivalent scores of less than 5.0 as obtained from previously administered standardized tests rated acceptable under the provisions of P.L. 94-142.
2. The tested abilities or inabilities to read the specific reading level exemplars (the words on Test #1) will be sufficiently criterion based so as to form a developmental/remedial model for reading instruction.
3. There will be at least a .90 correlation between a raw score of 0 (ZERO) on Test #2 and grade-equivalent scores of less than 9.0 as obtained from previously administered standardized tests rated as acceptable under the provisions of P.L. 94-142.
4. The tested abilities or inabilities to read the specific reading level exemplars (the words on Test #2) will be sufficiently criterion based so as to form a developmental/remedial model for reading instruction.

5. There will be at least a .90 correlation between a raw score of 0 (ZERO) on Test #3 and grade-equivalent scores of less than 5.0 as obtained from previously administered standardized tests rated as acceptable under the provisions of P.L. 94-142.
6. There will be at least a .90 correlation between a raw score of 10 or more and grade-equivalent scores of more than 10.0 as obtained from previously administered standardized tests rated as acceptable under the provisions of P.L. 94-142.
7. The tested abilities or inabilities to read the specific reading level exemplars (the words on Test #3) will be sufficiently criterion based so as to form a developmental/remedial model for reading instruction.
8. There will be at least a .875 correlation between the total rank scores of the first three tests and the grade-equivalents as obtained from previously administered standardized tests rated as acceptable under the provisions of P.L. 94-142.
9. There will be a total raw score of the three subtests (on Type #1, #2, and #3 reading level exemplars) that will indicate with 99.5% accuracy (a significance level of $<.005$) that the adolescent would receive grade-equivalent scores of AT LEAST FOUR GRADES BELOW THE LEVEL AT WHICH HIS/HER AGE WOULD PLACE HIM if given any standardized test rated as acceptable under the provisions of P.L. 94-142 for determining eligibility for special help.
10. The total raw scores will accurately identify students at either end of the normal distribution curve.

RESEARCH DESIGN

SAMPLE SELECTION: To find a large subset of the general population that will contain an abnormally high number of adolescents with severe reading problems and who also have recent standardized reading test scores readily available and whose need for a screening device such as herein proposed facilitates approval by appropriate authorities, about 500 adolescents who are incarcerated in detention centers will be tested.

For comparison purposes the test will be given to approximately 500 randomly selected adolescents currently attending public schools.

DATA SELECTION PROCEDURES: The administrators of the test will not know the reading levels of the test-takers. After the test is given and the data is recorded, the data from previously taken tests will be entered. Student identities will be protected. Other data collected will be age, race, sex, type of schools attended (rural/urban)

DATA ANALYSIS PROCEDURES: The analysis will be done under the direction of Research Director, AVKO Educational Research Foundation.

DEFINITION OF TERMS

"READING LEVEL LANGUAGE EXEMPLARS" is a term coined to represent those words that are so representative of the grouping of words to which it belongs, that an adolescent who can read that word can read almost every word within its grouping. Conversely, if a student cannot read a particular "reading level language exemplar" then he probably is unable to read a very great many words within its grouping.

TYPE #1 Words is a construct for those words that consist almost entirely of phoneme/grapheme patterns that are presented in most basal reading series and in which the following letter patterns have the following pronunciations: b = /b/, c = /k/ or /s/, d = /d/, f = /f/, g = /g/ or /j/, h = /h/, j = /j/, k = /k/, l = /l/, m = /m/, n = /n/, p = /p/, r = /r/, s = /s/, t = /t/, v = /v/, w = /w/, x = /ks/, y = /y/, z = /z/, ch = /ch/ sh = /sh/, th = /th/ or /TH/, ph = /f/, qu = /kw/, wh = /hw/ or /h/. Long A is ai, aCe, ay, ei, and ea. Long E is e, ee, ea, ie, and eCe. Long I is i, ie, y, and iCe. Long O is o, ow, oe, oa, and o-e. Long OO (as in moo) or Long U (as in few) are oo, ue, ew, and uCe. The /OW/ diphthong is ou and ow. The /AW/ diphthong is aw and au. The /OY/ diphthong is oy and oi. The /oo/ sound as in foot is oo and u. The Short A is a or ea. The Short E is e or ea. The Short I is i or y. The Short O is o. The Short U is u. The -r controlled vowels are: ar, are, er, ere, ir, ire, or, ore, ur, ure, ear, and our.

Note: We consider Ph to be both a Type #1 & Type 2 pattern because it occurs so commonly with other Type #2 patterns such as "ci = /sh/", "an = /un/", and "y = Short I" -- all of which occur with the "ph = /f/" in the word *physician*.

Also Note: The typical basal reader definition of a long vowel saying its name works in the case of A, E, I, and O. However, the "Long U" really has two sounds, the consonant sound /y/ plus the real long vowel sound /oo/ as in "moo."

Type #1 words usually have a base of just one syllable. For example, the words *shipping*, *shipment*, and *shipper* have a one syllable base: *ship*. Type #2 words generally have a base of two or more syllables. For example: *precious initial* and *physician*.

Type #2 Words is a construct for those letter/sound patterns that rarely, if ever, are systematically taught in any basal reading series but are learned by good readers generally without any formal instruction. We hypothesize that "poor" or "average" readers need systematic instruction in at least some of these patterns in order to become independent adult readers. It is further hypothesized that all these patterns do not need to be systematically taught, and that there are many different logical sequences that can be followed that will permit students to instantiate the schemata for these phonic patterns in their regular reading. For a complete listing of the patterns of Type #2 (the "FANCY"), see pp 24-31. For a complete listing of phonic patterns see *AVKO's Index to the Patterns of English Spelling*.

TYPE #3 Words are those words in which there appears to be no logical explanation for how they are spelled. Elementary teachers commonly refer to these words as the "outlaws" who refuse to follow rules.

Type #4 Words are any of the following types of words:

1. Homophones such as be/bee/Bea/B/.
2. Dialect dependent homophones such as aunt/ant (Standard), park/pock (Boston).

3. Heteronyms such as *lead* and *lead*.
4. Typography dependent heteronyms such as resume and resume.
5. Similarity of configuration words such as solder/soldier, change/charge, superstitions/superstitious, than/then, accept/except, ancient/accent/accident, expect/except
6. Accent dependent words such as REcOrd/reCORD.
7. Words that have two or more acceptable spellings such as Chanukah and Hanukkah
8. Words easily distinguishable in their base forms (such as hope and hop) but can cause problems in their -ed & -ing forms. Too often students have bunnies "hoping" while they're "hopping" to spell it correctly.

TIME REQUIRED FOR TESTING:

We hope the entire testing procedure will take less than three minutes per subject. But we are not asking for a stopwatch performance.

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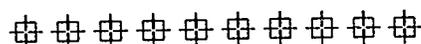
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