

## DOCUMENT RESUME

ED 378 542

CS 011 961

AUTHOR McCabe, Don  
 TITLE English Spelling: The Simple, the Fancy, the Insane,  
       the Tricky, and the Scrunched Up.  
 INSTITUTION AVKO Educational Research Foundation, Clio, MI.  
 PUB DATE 90  
 NOTE 77p.; For an earlier edition, see ED 231 119.  
 AVAILABLE FROM AVKO Educational Research Foundation, 3084 W. Willard  
       Rd., Clio, MI 48420-7801 (\$8.95).  
 PUB TYPE Guides - Classroom Use - Teaching Guides (For  
       Teacher) (052) -- Tests/Evaluation Instruments (160)  
 EDRS PRICE MF01/PC04 Plus Postage.  
 DESCRIPTORS Elementary Education; \*English; Reading Difficulties;  
       \*Reading Improvement; \*Reading Instruction; Research  
       Needs; \*Spelling Instruction; \*Word Lists; Word  
       Recognition  
 IDENTIFIERS Spelling Growth; Word Families

## 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)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

# English Spelling:

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

by

Don McCabe

U S DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.

Minor changes have been made to improve  
reproduction quality.

Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
OE RI position or policy.

PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

*D. McCabe*

AVKO

"O THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)"

Educational Research Foundation

BEST COPY AVAILABLE

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

by

Don McCabe  
Research Director

Copyright ©1990, 1988, 1982 AVKO Educational  
Research Foundation, Inc.  
3084 W. Willard Road  
Clio, Mich. 48420-7801  
Telephone: (810) 686-9283

**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.

|                           |
|---------------------------|
| <b>TABLE OF CONTENTS:</b> |
|---------------------------|

|  |    |
|--|----|
| English Spelling: The "Simple," the "Fancy," the "Insane," .....                 | 4  |
| <input type="checkbox"/> Language Experience Charts .....                        | 5  |
| <input type="checkbox"/> Sample Charts.....                                      | 10 |
| <input type="checkbox"/> Fancy Flash Cards .....                                 | 12 |
| <input type="checkbox"/> Teaching the Higher Level Insane Words.....             | 13 |
| Suggested Order for Diagnosis & Remediation — Type #1: The Simple.....           | 16 |
| Suggested Order for Diagnosis & Remediation — Type #2: The Fancy .....           | 24 |
| Suggested Order for Diagnosis & Remediation — Type #3: The Insane .....          | 32 |
| Suggested Order for Diagnosis & Remediation — Type #4: The Tricky.....           | 41 |
| Suggested Order for Diagnosis & Remediation — Type #5: <i>Scrunched Up</i> ..... | 56 |
| Survey Tests .....   | 62 |
| Administering the Survey Tests .....   | 63 |
| Survey Test on Type #1 ("SIMPLE") .....  | 64 |
| Survey Test on Type #2 ("FANCY") .....   | 65 |
| Survey Test on Type #3 ("INSANE") .....  | 66 |
| Survey Test on Type #4 ("TRICKY") .....  | 67 |
| Survey Test on Type #5 ("SCRUNCHED UP") .....                                    | 68 |
| Preliminary Findings .....   | 69 |
| Research Hypotheses .....  | 69 |
| Research Design .....  | 70 |
| Definitions of Terms .....   | 71 |

## English Spelling:

**The "SIMPLE," the "FANCY,"  
the "INSANE," the "TRICKY,"  
and the "SCRUNCED 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  | expains   | 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 Schmartalec 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 Brain you be dangerous*

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 bē*." 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" |
|-----|-------|

C

I also apply the same principles to PHRASE CARDS for flashing 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 "*atrosrus*," "*preshshuss*," 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*.

C

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) special  | (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-phonic."

In fact, good readers are "naturally" bi-phonic 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      feminique

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*.

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

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

## CHART #3

SOUND /un/

## SIMPLE SPELLING

un

## EXAMPLES:

fun  
bun  
gun  
sun  
run

## FANCY SPELLING

on

## EXAMPLES:

|        |         |
|--------|---------|
| London | arson   |
| button | parson  |
| apron  | Carson  |
| pardon | Larson  |
| common | Orson   |
| won    | Samson  |
| person | carton  |
| vixon  | Burton  |
| Nixon  | Parton  |
| cotton | Hampton |
| mutton | Carlton |

## CHART #4

SOUND /yun/

## SIMPLE SPELLING

"yun"

## EXAMPLES:

Not a single word in the English Language has the "yun" sound spelled -yun.

## FANCY SPELLINGS

ion

## EXAMPLES:

|           |
|-----------|
| 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<br>courageous<br>advantageous | religious<br>contagious<br>prodigious                  |
| SIMPLE /jun/   |  | FANCY /jun/ = geon                                     |
| No words in the English Language use jun or junn to spell the sound /jun/. |  | surgeon<br>dungeon<br>pigeon<br>sturgeon<br>curmudgeon |
|  |  | region<br>legion<br>religion                           |

### 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, catalogues, 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 new, slightly "INSANE" adult word. 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     | ("high lie")             |
| Jesus Garcia | ("Hey ZEUS Gar SEE huh") |
| lasagna      | (luh ZAHN huh").         |

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 "SCRUNCED 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 "scrunced up" speech into correct spelling. For example:

(See Chart on following page)

| We say:    | But we should spell: |
|------------|----------------------|
| hafta      | have to              |
| sposta     | supposed to          |
| should of  | should have          |
| Jeet jet   | Did you eat yet?     |
| Node Jew   | No, did you?         |
| Whudja git | What did you get?    |
| usta       | 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 axcept 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.

| <b>LEVEL A<br/>Group 1</b> | <b>Phonic<br/>Pattern</b> | <b>Page</b> | <b>LEVEL A<br/>Group 5</b> | <b>Phonic<br/>Pattern</b> | <b>Page</b> |
|----------------------------|---------------------------|-------------|----------------------------|---------------------------|-------------|
| 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         |
| bigger                     | igger                     | 633         | tracked                    | acked                     | 223         |
| twig                       | ig                        | 113         | unpacking                  | acking                    | 223         |
| digging                    | igging                    | 113         | slacks                     | acks                      | 223         |
| <b>LEVEL A<br/>Group 2</b> |                           |             | <b>LEVEL A<br/>Group 6</b> |                           |             |
| tripping                   | ipping                    | 128         | tackle                     | ackle                     | 604         |
| strips                     | ips                       | 128         | jackets                    | ackets                    | 684         |
| drugs                      | ugs                       | 115         | buttered                   | uttered                   | 637         |
| plugged                    | ugged                     | 115         | stuttering                 | uttering                  | 637         |
| jobs                       | obs                       | 104         | humming                    | umming                    | 120         |
| hobby                      | obby                      | 701         | summer                     | ummer                     | 635         |
| robbed                     | obbed                     | 104         | hammered                   | ammered                   | 635         |
| spotting                   | otting                    | 134         | slamming                   | amming                    | 116         |
| dotted                     | otted                     | 134         | rams                       | ams                       | 116         |
| cots                       | ots                       | 134         | picket                     | icket                     | 684         |
| <b>LEVEL A<br/>Group 3</b> |                           |             | <b>LEVEL A<br/>Group 7</b> |                           |             |
| skidded                    | idded                     | 108         | itches                     | itches                    | 203         |
| 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         |
| <b>LEVEL A<br/>Group 4</b> |                           |             | <b>LEVEL A<br/>Group 8</b> |                           |             |
| drops                      | ops                       | 129         | riddle                     | idle                      | 601         |
| 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                   | iggle                     | 602         |

| <b>LEVEL B<br/>Group 1</b> | <b>Phonic<br/>Pattern</b> | <b>Page</b> | <b>LEVEL B<br/>Group 5</b> |          |     |
|----------------------------|---------------------------|-------------|----------------------------|----------|-----|
| 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                    | eiling                    | 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 |
| <b>LEVEL B<br/>Group 2</b> |                           |             | <b>LEVEL B<br/>Group 6</b> |          |     |
| 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 |
| <b>LEVEL B<br/>Group 3</b> |                           |             | <b>LEVEL B<br/>Group 7</b> |          |     |
| 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 |
| <b>LEVEL B<br/>Group 4</b> |                           |             | <b>LEVEL B<br/>Group 8</b> |          |     |
| about                      | out                       | 431         | examples                   | amples   | 606 |
| pouting                    | outing                    | 431         | simple                     | imple    | 606 |
| gunning                    | unning                    | 125         | crumpled                   | umped    | 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                   | addling  | 601 |
| raffled                    | affled                    | 602         | buckets                    | uckets   | 684 |
| admitted                   | itted                     | 133         | picketing                  | icketing | 684 |
| permit                     | it                        | 133         | pocketed                   | ocketed  | 684 |

| <b>LEVEL C<br/>Group 1</b> | <b>Phonic<br/>Pattern</b> | <b>Page</b> | <b>LEVEL C<br/>Group 5</b> |               |
|----------------------------|---------------------------|-------------|----------------------------|---------------|
| 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    |
| palmied                    | almed                     | 119/246     | refreshing                 | eshing 209    |
| <b>LEVEL C<br/>Group 2</b> |                           |             | <b>LEVEL C<br/>Group 6</b> |               |
| 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 |
| <b>LEVEL C<br/>Group 3</b> |                           |             | <b>LEVEL C<br/>Group 7</b> |               |
| 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         | shrive                     | ivel 626      |
| handles                    | andles                    | 607         | south                      | outh 277      |
| <b>LEVEL C<br/>Group 4</b> |                           |             | <b>LEVEL C<br/>Group 8</b> |               |
| tangled                    | angled                    | 605         | shoving                    | oving 325     |
| singled                    | inged                     | 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                    | aspung 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       |

| <b>LEVEL D<br/>Group 1</b> |                           | <b>LEVEL D<br/>Group 5</b> |                            |                           |             |
|----------------------------|---------------------------|----------------------------|----------------------------|---------------------------|-------------|
| protecting                 | ecting                    | 224                        | third                      | ird                       | 514         |
| neglected                  | ected                     | 224                        | hurdles                    | urdles                    | 608         |
| objecting                  | ecting                    | 224                        | curdled                    | urdled                    | 608         |
| plenty                     | enty                      | 755                        | earlier                    | earlier                   | 533/749     |
| stables                    | ables                     | 610                        | finally                    | inally                    | 821         |
| cables                     | ables                     | 610                        | cradle                     | adle                      | 611         |
| braided                    | aided                     | 401                        | noodles                    | oodles                    | 611         |
| unaided                    | aided                     | 401                        | excaping                   | aping                     | 341         |
| suspected                  | ected                     | 224                        | tapering                   | apering                   | 665         |
| infected                   | ected                     | 224                        | piping                     | iping                     | 341         |
| <b>LEVEL D<br/>Group 2</b> | <b>Phonic<br/>Pattern</b> | <b>Page</b>                | <b>LEVEL D<br/>Group 6</b> |                           |             |
| misleading                 | eading                    | 402                        | staples                    | aples                     | 612         |
| avoided                    | oided                     | 403                        | grappling                  | applng                    | 602         |
| unloaded                   | oaded                     | 403                        | repaired                   | aired                     | 530         |
| crusading                  | ading                     | 321                        | smearing                   | earing                    | 531         |
| preceding                  | eding                     | 321                        | swearing                   | earing                    | 530         |
| safety                     | afety                     | 324/729                    | preparing                  | aring                     | 523         |
| trifles                    | ifles                     | 612                        | sharing                    | aring                     | 523         |
| wages                      | ages                      | 327                        | carrying                   | arrying                   | 704         |
| obliging                   | iging                     | 366                        | carriage                   | arriage                   | 704         |
| staging                    | aging                     | 327                        | cherries                   | erries                    | 706         |
| <b>LEVEL D<br/>Group 3</b> |                           |                            | <b>LEVEL D<br/>Group 7</b> | <b>Phonic<br/>Pattern</b> | <b>Page</b> |
| pledged                    | edged                     | 212                        | imaginary                  | ary                       | 720-22      |
| smudges                    | udges                     | 212                        | temporary                  | ary                       | 720-22      |
| cartridges                 | idges                     | 212                        | necessary                  | ary                       | 720-22      |
| shaking                    | aking                     | 328                        | secretaries                | aries                     | 720-22      |
| striking                   | iking                     | 329                        | fairies                    | airies                    | 722         |
| mistaken                   | aken                      | 328/859-60                 | wallets                    | allets                    | 684         |
| broken                     | oken                      | 329/859-60                 | reducing                   | ucing                     | 345         |
| trailing                   | ailing                    | 411                        | erasing                    | asing                     | 343         |
| inhaling                   | aling                     | 330                        | supposed to                | osed                      | 364         |
| mailed                     | ailed                     | 411                        | closed up                  | osed                      | 364         |
| <b>LEVEL D<br/>Group 4</b> |                           |                            | <b>LEVEL D<br/>Group 8</b> |                           |             |
| ashamed                    | amed                      | 332                        | flustered                  | ustered                   | 652-3       |
| flaming                    | aming                     | 332                        | defrosting                 | osting                    | 235         |
| timing                     | iming                     | 333                        | adjusting                  | usting                    | 652-3       |
| claiming                   | aiming                    | 417                        | wasting                    | asting                    | 343         |
| screaming                  | eaming                    | 418                        | grateful                   | ateful                    | 347/154     |
| strained                   | ained                     | 419                        | ratings                    | atings                    | 347         |
| cleaning                   | eaning                    | 420                        | related                    | ated                      | 347         |
| loaning                    | oaning                    | 421                        | waiters                    | aiters                    | 426         |
| airplane                   | ane                       | 335                        | baited                     | aited                     | 426         |
| sprained                   | ained                     | 419                        | 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 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    | aunted  | 249     |

**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 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 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      | aih      | 278 |
| savings    | avings   | 324 |

**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 4**

|          | <b>Phonic<br/>Pattern</b> | <b>Page</b> |
|----------|---------------------------|-------------|
| 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         |

**LEVEL E  
Group 8**

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

| <b>LEVEL F<br/>Group 1</b> | <b>Phonic<br/>Pattern</b> | <b>Page</b> | <b>LEVEL F<br/>Group 5</b> | <b>Phonic<br/>Pattern</b> | <b>Page</b> |
|----------------------------|---------------------------|-------------|----------------------------|---------------------------|-------------|
| compiling                  | iling                     | 330         | guarding                   | arding                    | 505         |
| ruling                     | ul ing                    | 330         | afford                     | ord                       | 516         |
| consoling                  | ol ing                    | 331         | horded                     | orded                     | 516         |
| whining                    | in ing                    | 337         | bordering                  | order                     | 655         |
| design                     | signs                     | 419         | scarf                      | arf                       | 507         |
| shocked                    | ocked                     | 216         | gargling                   | argling                   | 608         |
| trucking                   | uck ing                   | 216         | charging                   | argin g                   | 508         |
| tricky                     | icky                      | 215/744     | splurged                   | urged                     | 514         |
| dunking                    | unk ing                   | 222         | emergency                  | ergency                   | 739-40      |
| shrinking                  | inking                    | 221         | forgery                    | orgery                    | 723         |
| <b>LEVEL F<br/>Group 2</b> |                           |             | <b>LEVEL F<br/>Group 6</b> |                           |             |
| 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         |
| <b>LEVEL F<br/>Group 3</b> |                           |             | <b>LEVEL F<br/>Group 7</b> |                           |             |
| 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         |
| <b>LEVEL F<br/>Group 4</b> |                           |             | <b>LEVEL F<br/>Group 8</b> |                           |             |
| 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                     | a ults                    | 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**

|               |                |           |                 |                |                |
|---------------|----------------|-----------|-----------------|----------------|----------------|
| <b>him</b>    |                |           |                 | <b>himself</b> |                |
| <b>*hymn</b>  |                |           |                 |                | <b>hymnal</b>  |
| 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 | <b>swimming</b> |                |                |
| Tim           | Tim's          |           |                 |                | <b>Timothy</b> |
| <b>victim</b> | <b>victims</b> |           |                 |                |                |
| <b>Jim</b>    | Jim's gym      |           |                 |                |                |
| <b>gym</b>    | gyms           |           |                 |                |                |
| shim          | shims          | shimmed   | shimming        |                |                |
| skim          | skims          | skimmed   | skimming        |                |                |
| Kim           | Kim's whin     |           |                 |                |                |
| vim           |                |           |                 |                |                |
| <b>whim</b>   | whims          |           |                 |                |                |
| limb          | limb s         |           |                 |                |                |

**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

|                          |     |     |        |
|--------------------------|-----|-----|--------|
| <b>RELATED FAMILIES:</b> | -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 | 837    | ior=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.

| <b>LEVEL A<br/>Group 1</b> | <b>Pattern</b> | <b>Page</b> | <b>LEVEL A<br/>Group 5</b> | <b>Pattern</b> | <b>Page</b> |
|----------------------------|----------------|-------------|----------------------------|----------------|-------------|
| 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         |
| <b>LEVEL A<br/>Group 2</b> |                |             | <b>LEVEL A<br/>Group 6</b> |                |             |
| 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      |
| <b>LEVEL A<br/>Group 3</b> |                |             | <b>LEVEL A<br/>Group 7</b> |                |             |
| 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         |
| <b>LEVEL A<br/>Group 4</b> |                |             | <b>LEVEL A<br/>Group 8</b> |                |             |
| 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         |

| <b>LEVEL B<br/>Group 1</b> | <b>Pattern</b> | <b>Page</b> | <b>LEVEL B<br/>Group 5</b> | <b>Pattern</b> | <b>Page</b> |
|----------------------------|----------------|-------------|----------------------------|----------------|-------------|
| 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         |
| <b>LEVEL B<br/>Group 2</b> |                |             | <b>LEVEL B<br/>Group 6</b> |                |             |
| religious                  | gi=j           | 920         | chute                      | ch=sh          | 909         |
| prestigious                | ous=us         | 920         | chef                       | ch=sh          | 909         |
| sacrilegious               | giou=jus       | 920         | cache                      | ch=sh          | 909         |
| contagious                 | giou=jus       | 920         | Chicago                    | ch=sh          | 909         |
| prodigious                 | giou=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         |
| <b>LEVEL B<br/>Group 3</b> |                |             | <b>LEVEL B<br/>Group 7</b> |                |             |
| 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         |
| <b>LEVEL B<br/>Group 4</b> |                |             | <b>LEVEL B<br/>Group 8</b> |                |             |
| 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         |

| <b>LEVEL B<br/>Group 9</b> | <b>Pattern</b> | <b>Page</b> | <b>LEVEL C<br/>Group 4</b> | <b>Pattern</b> | <b>Page</b> |
|----------------------------|----------------|-------------|----------------------------|----------------|-------------|
| 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         |
| <b>LEVEL C<br/>Group 1</b> |                |             | <b>LEVEL C<br/>Group 5</b> |                |             |
| 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         |
| <b>LEVEL C<br/>Group 2</b> |                |             | <b>LEVEL C<br/>Group 6</b> |                |             |
| 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         |
| <b>LEVEL C<br/>Group 3</b> |                |             | <b>LEVEL C<br/>Group 7</b> |                |             |
| 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         |

| <b>LEVEL C<br/>Group 8</b> | <b>Pattern</b> | <b>Page</b> | <b>LEVEL D<br/>Group 4</b> | <b>Pattern</b> | <b>Page</b> |
|----------------------------|----------------|-------------|----------------------------|----------------|-------------|
| 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         |
| <b>LEVEL D<br/>Group 1</b> |                |             | <b>LEVEL D<br/>Group 5</b> |                |             |
| 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         |
| <b>LEVEL D<br/>Group 2</b> |                |             | <b>LEVEL D<br/>Group 6</b> |                |             |
| 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         |
| <b>LEVEL D<br/>Group 3</b> |                |             | <b>LEVEL D<br/>Group 7</b> |                |             |
| 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         |

| <b>LEVEL D<br/>Group 8</b> | <b>Pattern</b> | <b>Page</b> | <b>LEVEL E<br/>Group 4</b> | <b>Pattern</b> | <b>Page</b> |
|----------------------------|----------------|-------------|----------------------------|----------------|-------------|
| 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         |
| <b>LEVEL E<br/>Group 1</b> |                |             | <b>LEVEL E<br/>Group 5</b> |                |             |
| 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         |
| <b>LEVEL E<br/>Group 2</b> |                |             | <b>LEVEL E<br/>Group 6</b> |                |             |
| 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         |
| <b>LEVEL E<br/>Group 3</b> |                |             | <b>LEVEL E<br/>Group 7</b> |                |             |
| 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        |

| <b>LEVEL E<br/>Group 8</b> | <b>Pattern</b> | <b>Page</b> | <b>LEVEL F<br/>Group 4</b> |                |             |
|----------------------------|----------------|-------------|----------------------------|----------------|-------------|
| attaché                    | e=LONG A       | 939         | coup d'etat                | Silent p       | 959         |
| an exposé                  | e=LONG A       | 939         | pneumonia                  | Silent p       | 959         |
| a résumé                   | e=LONG A       | 939         | pseudonym                  | Silent p       | 959         |
| matinée                    | e=LONG A       | 939         | ptomaine                   | Silent p       | 959         |
| fiancée                    | e=LONG A       | 939         | psycho                     | Silent p       | 959         |
| fiancé                     | e=LONG A       | 939         | psychopath                 | Silent p       | 959         |
| entrée                     | e=LONG A       | 939         | psychology                 | Silent p       | 959         |
| sauté                      | e=LONG A       | 939         | psychic                    | Silent p       | 959         |
| cliché                     | e=LONG A       | 939         | psychiatric                | Silent p       | 959         |
| passé                      | e=LONG A       | 939         | pterodactyl                | Silent p       | 959         |
| <b>LEVEL F<br/>Group 1</b> |                |             | <b>LEVEL F<br/>Group 5</b> |                |             |
| valet                      | et=ay          | 940         | au gratin                  | au=LONG O      | 949         |
| gourmet                    | et=ay          | 940         | gauche                     | au=LONG O      | 949         |
| buffet                     | et=ay          | 940         | chauffeur                  | au=LONG O      | 949         |
| ricochet                   | et=ay          | 940         | Gauguin                    | au=LONG O      | 949         |
| filet mignon               | et=ay          | 940         | au revoir                  | au=LONG O      | 949         |
| ballet                     | et=ay          | 940         | chauvinist                 | au=LONG O      | 949         |
| crochet                    | et=ay          | 940         | chauvinism                 | au=LONG O      | 949         |
| croquet                    | et=ay          | 940         | faux pas                   | au=LONG O      | 949         |
| bouquet                    | et=ay          | 940         | Esquimau                   | au=LONG O      | 949         |
| beret                      | et=ay          | 940         | mauve                      | au=LONG O      | 949         |
| <b>LEVEL F<br/>Group 2</b> |                |             | <b>LEVEL F<br/>Group 6</b> |                |             |
| centre                     | tre=ter        | 683         | bureau                     | eau=LONG O     | 949         |
| acres                      | cre=kur        | 683         | plateau                    | eau=LONG O     | 949         |
| theatre                    | tre=ter        | 683         | chateau                    | eau=LONG O     | 949         |
| mediocre                   | cre=kur        | 683         | beau                       | eau=LONG O     | 949         |
| miracles                   | cle=kul        | 610         | flambeau                   | eau=LONG O     | 949         |
| circles                    | cle=kul        | 611         | <i>nouveaux riches</i>     | "=LONG O       | 949         |
| vehicles                   | cle=kul        | 611         | trousseau                  | eau=LONG O     | 949         |
| obstacles                  | cle=kul        | 610         | chapeau                    | eau=LONG O     | 949         |
| spectacle                  | cle=kul        | 610         | beaux-arts                 | eau=LONG O     | 949         |
| icicles                    | cle=kul        | 611         | Jacques Cousteau           |                | 949         |
| <b>LEVEL F<br/>Group 3</b> |                |             | <b>LEVEL F<br/>Group 7</b> |                |             |
| debut                      | Silent T       | 959         | c'est moi                  | oi=wah         | 938         |
| depot                      | Silent T       | 959         | mademoiselle               | oi=wah         | 938         |
| escargots                  | Silent T       | 959         | mesdemoiselles             | oi=wah         | 938         |
| rapport                    | Silent T       | 959         | reservoir                  | oi=wah         | 938         |
| parfait                    | Silent T       | 959         | boudoir                    | oi=wah         | 938         |
| potpourri                  | Silent T       | 959         | repertoire                 | oi=wah         | 938         |
| apropos                    | Silent S       | 959         | memoirs                    | oi=wah         | 938         |
| debris                     | Silent S       | 959         | voila                      | oi=wah         | 938         |
| corps                      | Silent S       | 959         | bon soir                   | oi=wah         | 938         |
| rendezvous                 | Silent S       | 959         | au revoir                  | oi=wah         | 938         |
| <b>LEVEL F</b>             |                |             | <b>LEVEL F</b>             | <b>Pattern</b> | <b>Page</b> |

| <b>LEVEL F</b> | <b>Pattern</b> | <b>Page</b> |
|----------------|----------------|-------------|
| Group 8        |                |             |

|              |       |     |
|--------------|-------|-----|
| 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 |

| <b>LEVEL F</b> | <b>Pattern</b> | <b>Page</b> |
|----------------|----------------|-------------|
| 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 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) Socialialcheski (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"             |

**Pronunciation****LEVEL A  
Group 5**

|           |                  |
|-----------|------------------|
| brother   | "bruther"        |
| couldn't  | "koodint"        |
| eyes      | "Iz"             |
| his       | "hizz"           |
| is        | "izz"            |
| there     | "thair"          |
| unwanted  | "un w-on tid"    |
| wasn't    | "wuzzint"        |
| colouring | "kuluring" (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 stirring" |
| 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    | "peeple"        |
| pony      | "Poe nee"       |
| quieter   | "kwy it tur"    |
| seventeen | "sevven" "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   | "dubbled"     |
| 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 | "koppy 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    | "koppy 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   | "coppy yurs"        |
| usually   | "yoo zhoo ul lee"   |
| copy      | "koppy"             |
| 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<br>"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 vuuh"   |
| 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   | "buuh 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       | "jurry"         |
| 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 jurry"         |
| 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<br>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 ooz" |
| 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 vuuh 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<br>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"      |
| merci beaucoup | "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"              |
| negligee     | "neg luh zhay"       |
| souffle      | "soo flay"           |
| suite        | "sweet" TRICKY       |
| subpena      | "suh pee nuh"        |
| subpoena     | "suh pee nuh"        |

**LEVEL K  
Group 3**

|             |                     |
|-------------|---------------------|
| superfluous | "soo PIURR 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"  |
| chiauffeur | "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"  |
| nouveaux riches | "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 lahnt" |
| 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<br>(cue) | "Q" "Tricky" (cf. |
| 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 (ñ), 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 "SCRUNCED 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             | Tricky Word      | Tricky Word           |
|---------------|-------------------------|------------------|-----------------------|
| abjure        | adjure                  | allot            | a lot                 |
| about         | a bout                  | allude           | elude                 |
| abreast       | a breast                | allusion         | illusion              |
| abridge       | a bridge                | allusive         | elusive / illusive    |
| abroad        | a broad                 | aloft            | a loft                |
| absence       | absents                 | aloud            | allowed/a loud noise  |
| absorb        | adsorb                  | altar            | alter                 |
| ABstract      | abSTRACT                | alternate (adj.) | alternate (v.)        |
| abuse (v.)    | abuse (n.)              | altogether       | all together          |
| abyssmal      | abyssal                 | always           | all ways              |
| accede        | exceed                  | amen             | amend / emend         |
| accept        | except                  | amiss            | a miss                |
| access        | excess                  | amoral           | a moral / immoral     |
| acclaim       | a claim / exclaim       | amuck            | amock                 |
| acclamation   | acclimation/exclamation | amuse            | a muse                |
| accord        | a cord                  | anal             | annal                 |
| accuse        | excuse                  | analyst          | annalist              |
| accustom      | a custom                | ankle            | angel / angle         |
| acetic        | ascetic                 | ant              | aunt / Aunt           |
| acme          | acne                    | ante             | anti                  |
| acne          | acme                    | antidote         | anecdote              |
| acquire       | a quire / a choir       | apart            | a part                |
| across        | a cross                 | apatite          | appetite              |
| ad            | add                     | appose           | oppose                |
| adapt         | adept / adopt           | apposition       | opposition            |
| ado           | adieu / adieux          | appraise         | apprise               |
| advent        | event                   | arc              | ark                   |
| adverse       | averse / a verse        | aria             | area                  |
| advice        | advise                  | ascent           | assent / a scent      |
| affect        | effect / infect         | assign           | a sign                |
| affected      | effected / infected     | assist           | a cyst                |
| affective     | effective / infested    | assurance        | insurance             |
| affirm        | a firm                  | assure           | insure                |
| affix         | a fix                   | aster            | asked her             |
| afford        | a ford                  | astray           | a stray               |
| affray        | a fray                  | astride          | a stride              |
| affright      | a fright                | atlas            | Atlas                 |
| affront       | a front                 | atom             | Adam                  |
| Afghan        | afghan                  | attach           | attaché               |
| afield        | a field                 | attest           | a test                |
| afire         | a fire                  | attire           | a tire / a tyre       |
| aflame        | a flame                 | auger            | augur                 |
| afloat        | a float                 | ought            | ought                 |
| afoot         | a foot                  | august           | August                |
| afoul         | a foul                  | aura             | Ora                   |
| agape         | agape (n.)              | aural            | oral                  |
| aged ("AYJd") | aged ("AY jud")         | auricle          | oracle                |
| aid           | aide                    | Australia        | Austria               |
| ail           | ale                     | avail            | a veil / a vale       |
| air           | heir/Eire/e'er/ere      | aversion         | a version             |
| airy          | aerie / eerie           | avocation        | vocation / a vocation |
| aisle         | isle / I'll             | aw               | awe                   |
| alight        | a light                 | award            | a ward                |
| align         | a line                  | aware            | a ware                |
| all           | awl                     | awash            | a wash                |
| all ready     | already                 | away             | a way / aweigh        |
| all together  | altogether              | axle             | ax'll                 |
| all ways      | always                  | aye              | eye / I               |
| alley         | ally                    | bad              | 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      | breech                           |
| banquet       | banquette / bouquet        | bread       | bred                             |
| 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 /<br>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                     | calendar    | calender                         |
| befoul        | be foul                    | callous     | 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 /<br>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 / bogy               | cay         | key / quay / qui                 |
| bole          | bowl / boll                | cay         | Kay                              |
| bootee        | booty / bootie             | cayuse      | Cayuse                           |
| 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        | censor               | 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        | crape                       |
| 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                      |
| choler        | 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 (B.R.) / "de" fence |
| coal          | kohl                 | defer        | "de" fur                    |
| coarse        | course               | defile       | the file                    |
| coat          | cote                 | define       | the fine                    |
| coffin        | coughing             | definite     | definitive                  |
| coin          | quoin                | deform       | the form                    |
| colon         | colonel / kernel     | degrade      | the grade                   |
| complacent    | complaisant          | deign        | dane / Dane                 |
| complement    | compliment           | de jure      | the jury                    |
| complementary | complimentary        | deliberATE   | deLIBerate                  |
| compost       | compote              | delight      | the light                   |
| concert       | concerted            | delirious    | delicious                   |
| conch         | conk                 | depart       | the part                    |
| condor        | candor               | depravation  | deprivation                 |
| confident     | confidant            | depreciate   | deprecate                   |
| conscience    | conscious            | derby        | Derby                       |
| consume       | consomme             | derriere     | Londonderry Air             |
| conTENT       | CONTENT              | desert       | London dairy heir           |
| conTEST       | CONtest              | desperate    | dessert / desert            |
| continents    | continence           | devise       | disparate                   |
| conTRACT      | CONtract             | die          | device                      |
| contusion     | confusion            | difference   | dye                         |
| CONverse      | conVERSE             |              | deference                   |
| CONvert       | conVERT              |              |                             |

| 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 | fianç           | fiançé / 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       | inflammable       |
| 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           | fr...<br>freeze | frank             |
| epic        | epoch              | friar           | frieze            |
| ergo        | ergot              | furry           | fryer             |
| erosive     | erotic             | fussy           | fury              |
| err         | ere                | gaff            | fuzzy             |
| eruct       | erupt              | gage            | gauge             |
| eruption    | eruption           | gait            | gate              |
| escargot    | escarole / S-cargo | gaite           | gator             |
| EScot       | esCORT             | gale            | Gail / Gayle      |
| essay       | assay              | gallery         | galley            |
| ewe         | yew / you          | gallon          | galleon           |
| except      | expect / accept    | gamble          | ganibol           |
| exercise    | exorcise           | gang            | gangue            |
| expectation | expectoration      | gate            | gait              |
| expense     | expanse            | gauche          | gouche            |
| EXploit     | exPLOIT            | gaze            | gays              |
| extant      | extent             | gel             | jell              |
| EXtract     | exTRACT            | Gentile         | gentle            |
| eyelet      | islet              | genus           | genius            |
| faction     | fraction           | ghoul           | goal              |
| factious    | fractious          | gig             | gigue             |
| factitious  | fictitious         | gild            | guild             |
| fail        | faille / file      | gilt            | guilt             |
| fain        | feign              | gist            | jest              |
| faint       | feint              | glacier         | glazier           |
| fair        | fare               | glutenous       | glutinous         |
| faker       | fakir              |                 |                   |

| Tricky Word | Tricky Word       | Tricky Word   | Tricky Word            |
|-------------|-------------------|---------------|------------------------|
| gnat        | Nat               | hypercritical | hypocritical           |
| gnaw        | naw               | icy           | I see                  |
| gneiss      | nice              | idol          | idyll / idle           |
| gnu         | knew / new        | ileum         | ilium                  |
| gopher      | golfer / go for   | illusion      | allusion / elusion     |
| gorilla     | guerrilla         | immanent      | imminent               |
| gradation   | graduation        | immigrant     | emigrant               |
| grade       | grayed / greyed   | immigration   | emigration             |
| granite     | for granted       | imminent      | eminent                |
| grate       | great             | immoral       | immortal / amoral      |
| graze       | grays / greys     | IMPact        | imPACT                 |
| grill       | grille            | impassable    | impassible             |
| grisly      | gristly / grizzly | imperial      | imperious/impervious   |
| groan       | grown             | impetus       | impetuous              |
| guarantee   | guaranty          | impotence     | importance/impudence   |
| guessed     | guest             | imprudent     | impudent               |
| guise       | guys              | in            | inn                    |
| gyve        | jive              | inane         | insane                 |
| hail        | hale              | incest        | insect                 |
| hair        | hare              | incidents     | incidence              |
| hairy       | harry / Harry     | incite        | insight                |
| hall        | haul              | incredible    | incredulous            |
| halve       | have              | increment     | excrement              |
| handsome    | hansom            | indict        | indite                 |
| harass      | Harris            | indiscreet    | indiscrete             |
| Harold      | herald            | inequity      | iniquity               |
| harrier     | hairier           | ingenious     | ingenuous              |
| hart        | heart             | insure        | assure                 |
| hay         | hey               | intense       | in tents               |
| hays        | heys / haze       | internal      | eternal / external     |
| heal        | heel / he'll      | interstate    | intestate / intrastate |
| hear        | here              | INTimate      | intimATE               |
| heath       | hearth            | INvalid       | inVALid                |
| hector      | Hector            | inverse       | in verse               |
| heed        | he'd              | inversion     | inn version            |
| herd        | heard             | invidious     | insidious              |
| heroin      | heroine / heron   | irrigation    | irritation             |
| hertz       | hurts             | irrupt        | erupt / eruct          |
| hew         | hue / Hugh        | isle          | aisle / I'll           |
| hi          | high / hie        | its           | it's                   |
| him         | hymn              | jail          | gaol                   |
| hire        | higher            | jailer        | gaoler / jailor        |
| nirsute     | her suit          | jalousie      | jealousy               |
| ho          | hoe / whore       | jam           | jamb                   |
| hoar        | whore / hore      | jibe          | gibe                   |
| hoard       | horde / whored    | judicial      | judicious              |
| hoarse      | horse / house     | jurist        | juror / jury           |
| hoe         | ho / whore        | kelvin        | Calvin                 |
| hole        | whole             | key           | cay / quay / qui       |
| holy        | wholly / holey    | kill          | kiln                   |
| hoop        | whoop             | kilt          | killed                 |
| hopped      | hoped             | kith          | kiss                   |
| hopping     | hoping            | knave         | nave                   |
| hose        | hoes              | knight        | night / "nite"         |
| hostel      | hostile           | knit          | nit                    |
| hour        | our / are         | knot          | not                    |
| human       | humane            | knows         | noes / nose            |
| hurdle      | hurtle            | kohl          | coal / Cole            |
| hussy       | husky             | 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               | 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             | midy                 | midi                     |
| lichen      | liken            | mite                 | mite /                   |
| lie         | lye              | mate (in Australian) | mate                     |
| limb        | limn             | mil                  | mill                     |
| linage      | lineage          | miler                | miller                   |
| links       | lynx             | millenary            | millinery                |
| literal     | littoral         | mimesis              | nemesis                  |
| lo          | low              | mined                | mind                     |
| load        | lode             | miner                | minor                    |
| loan        | lone             | minuet               | minute /                 |
| loch        | lough / lock     | minx                 | minute ("my NOOT")       |
| longue      | lounge           | miss                 | minks                    |
| loop        | loupe            | missal               | Ms. / Mrs. Miss          |
| loot        | iute             | missed               | missile                  |
| lose        | Lou's / loose    | mister               | mist                     |
| mackinaw    | Mackinac Island  | miter                | Mrs.                     |
| mackintosh  | McIntosh         | moa                  | Mr. / missed her         |
| madding     | maddening        | moan                 | mitre                    |
| magnate     | magnet           | moat                 | more                     |
| magnificent | munificent       | modal                | mown                     |
| maid        | made             | mode                 | mote                     |
| mail        | male             | Monsieur             | model                    |
| main        | mane             | moor                 | mowed                    |
| maize       | maze / May's     | morel                | Monsignor/Messieurs      |
| mall        | maul             | mores                | Moor / Moore             |
| mandatory   | mandatory        | morn                 | moral                    |
| manikin     | mannequin        | morning              | more rays                |
| manna       | mafiana          | mot                  | mourn                    |
| manner      | manor            | motif                | mourning                 |
| mantel      | mantle           | mousse               | mote                     |
| manure      | mature           | mouton               | motive                   |
| mare        | mayor            | muscle               | moose / mouse            |
| marital     | martial          | naivete              | mutton                   |
| marshal     | martial          | naught               | mussel / muzzle          |
| marten      | martin / Martian | naughty              | nativity                 |
| mass        | Mass             | naughty              | nought                   |
| massed      | mast             | naughty              | haughty                  |
| masseur     | masseuse         | naval                | navel                    |

| Tricky Word   | Tricky Word         | Tricky Word               | Tricky Word         |
|---------------|---------------------|---------------------------|---------------------|
| mussed        | must                | pate                      | patè ("pah TAY") /  |
| mustard       | mustered            | pearl                     | patty               |
| nay           | nee / neigh         | pedal                     | purl                |
| neither       | nether              | peer                      | petal / peddle      |
| nettle        | net'll              | peewee                    | pier                |
| nicks         | nix                 | pekoe                     | peewee              |
| niece         | Nice                | pen                       | piquot              |
| noes          | nose / knows        | pendant                   | pin                 |
| none          | nun                 | perquisite                | pendent             |
| nonsked       | nonskid             | persecute                 | prerequisite        |
| nosey         | noisy ' nosy        | persecution               | prosecute           |
| nouveau riche | nouveaux riches     | personal                  | prosecution         |
| numerous      | humorous            | personality               | personnel           |
| oar           | o'er / or / ore     | perspective               | personalty          |
| obJECT        | OBject              | petit                     | prospective         |
| obsess        | abscess             | petrel                    | petrol              |
| obtrude       | intrude             | phase                     | faze / phrase       |
| ode           | owed                | pheasant                  | peasant / pleasant  |
| offal         | awful               | phonetics                 | phonemics / phonics |
| official      | officious           | physic                    | physique / psychic  |
| ogle          | ogre                | pi                        | pie                 |
| oh            | owe                 | pica                      | pika                |
| one           | won                 | pidgin                    | pigeon              |
| oracle        | auricle             | pinyon                    | pinon / pinion      |
| ordinance     | ordnance            | place                     | plaice              |
| oriel         | oriole              | plain                     | plane               |
| orient        | Orient              | plait                     | plate / plat        |
| oscillate     | osculate            | plantar                   | planter             |
| oscillation   | osculation          | pleural                   | plural              |
| ought         | aught               | plow                      | plough              |
| overdo        | overdue             | plum                      | plumb               |
| overdoes      | overdose            | pole                      | poll / Pole         |
| overseas      | oversees            | policlinic                | polyclinic          |
| paced         | paste               | polish                    | Polish              |
| pact          | packed              | politic                   | politick            |
| paean         | peon                | polity                    | policy              |
| jpail         | pale                | populace                  | populous            |
| pain          | pane                | popular                   | poplar              |
| pair          | pare / pear         | pore                      | pour / poor         |
| palate        | palette / pallet    | porpoise                  | purpose             |
| pali          | pawl                | portend                   | portent             |
| palpate       | palpitate           | poseur                    | poseur              |
| paltry        | poultry             | posterior                 | posternity          |
| pan           | Pan                 | pox                       | pocks / pax         |
| panty         | pantry              | praise                    | prays / preys       |
| paper         | papier-machè        | pray                      | prey                |
| paradox       | pair of docks /     | precede                   | proceed             |
|               | pair o' docs        | precedent                 | president           |
| parameter     | perimeter           | precession                | procession          |
| parcel        | partial / particle  | precipitate               | precipitous         |
| parish        | perish              | P <small>RE</small> Emier | preMIER / premiere  |
| passable      | possible            | prescribe                 | proscribe           |
| passed        | past                | prescription              | proscription        |
| pasty         | pasty / pasty (pie) | pretest                   | pretext             |
| patients      | patience            | preview                   | prevue              |
| patron        | patroon             | pride                     | pried               |
| peace         | piece               | prier                     | pyrer / prior       |
| peak          | peek / pique        | pries                     | prize               |
| peal          | peel                |                           |                     |

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

| Tricky Word   | Tricky Word                 | Tricky Word                              | Tricky Word         |
|---------------|-----------------------------|--|---------------------|
| scrip         | script                      | suede                                    | swayed              |
| scull         | skull                       | suit                                     | suite / sweet       |
| sea           | see / si / C                | sumac                                    | sumach              |
| seed          | cede                        | syntax                                   | sin tax             |
| sense         | cents / scents              | tableau                                  | tableaux / tableaus |
| serf          | surf                        | taboo                                    | tabu                |
| sew           | so / (sol) / sow            | tacet                                    | tacit               |
| shanty        | chanty                      | tacks                                    | tax                 |
| shear         | sheer                       | tail                                     | tale                |
| shoe          | shoo                        | talesman                                 | talisman            |
| sick          | sic                         | taper                                    | tapir               |
| sighed        | side                        | tare                                     | tear / tear         |
| sign          | sine                        | taro                                     | tarot               |
| sing          | singe                       | taupe                                    | tope                |
| singing       | singeing                    | taut                                     | taught              |
| Sioux         | Sue / Sault                 | tea                                      | tee / ti            |
| slay          | sleigh                      | team                                     | teem                |
| sleight       | slight                      | teas                                     | tease / tees        |
| slew          | slue / slough               | tennis                                   | tenace              |
| sloe          | slow                        | tepee                                    | teepee              |
| sluff         | slough /<br>slough ("sloo") | tern                                     | turn                |
| soar          | sore                        | the                                      | thee                |
| soave         | suave                       | their                                    | they're / there     |
| sol           | soul / sole                 | thistle dew                              | this'll do          |
| solder        | soldier / solid             | though                                   | through / thorough  |
| solo          | so low                      | threw                                    | through             |
| some          | sum                         | throe                                    | throw               |
| son           | sun                         | throne                                   | thrown              |
| sonny         | sunny                       | thyme                                    | time                |
| sooth         | soothe                      | tide                                     | tied                |
| sow ("soh")   | sow (female pig)            | tier                                     | tear / tear         |
| sow ("soh")   | sew / so / sol              | timber                                   | timbre              |
| sox           | socks                       | to                                       | too / two           |
| spade         | spayed                      | toad                                     | towed / toed        |
| specie        | species                     | tocsin                                   | toxin               |
| spitting      | spiting                     | toe                                      | tow                 |
| spoor         | spore                       | toffee                                   | toffy               |
| staid         | stayed                      | toil                                     | toile               |
| stair         | stare                       | toilet                                   | toilette            |
| stake         | steak                       | ton                                      | tun                 |
| stanch        | staunch                     | tool                                     | tulle               |
| stationary    | stationery                  | tortuous                                 | torturous           |
| steel         | steal / Steele              | touch                                    | touché              |
| step          | steppe                      | tough                                    | tuff                |
| stile         | style                       | tracked                                  | tract               |
| stoop         | stoup                       | tray                                     | trey                |
| straight      | strait                      | tri                                      | try                 |
| straighten    | straiten                    | troop                                    | troope              |
| striper       | stripper                    | trooper                                  | trouper             |
| sturgeon      | surgeon                     | trough                                   | through             |
| subpoena      | subpnea                     | trumpet                                  | strumpet            |
| succor        | sucker                      | trusty                                   | trustee             |
| sumptuary     | sumptuous                   | tutor                                    | Tudor               |
| superstitions | superstitious               | tux                                      | tucks               |
| surge         | serge                       | tyke                                     | tike                |
| surplice      | surplus                     | undue                                    | undo                |
| sward         | sword / soared              | unravel                                  | ravel               |
| sweet         | sweat / suite               | 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         | whey / 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 eddyicated laidy frum Hahvurd Yooniversity.

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 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 "pssst" which sounds like air coming out of a tire. It is used to get somebody's attention without shouting.

| For Effect    | Correct                       | For Effect     | Correct       |
|---------------|-------------------------------|----------------|---------------|
| 'bout         | about                         | colahful       | colorful      |
| a-quainted    | acquainted                    | cum            | come          |
| actin'        | acting                        | commun         | common        |
| aftah         | after                         | conversayshuns | conversations |
| agin          | again                         | cud            | could         |
| a-a-h-h-h-h-h | ah                            | cudda          | could have    |
| ahhhhhh       | ah                            | could of       | could have    |
| Ahhhhhs,      | Land of Ahs<br>(Pun on Oz)    | cuddina        | couldn't have |
| All-Righta    | all right                     | couldn't of    | couldn't have |
| A-men         | amen                          | coupla         | couple of     |
| 'n            | and                           | courtin'       | courting      |
| 'nother       | another                       | crackah        | cracker       |
| enythang      | anything                      | cucumbah       | cucumber      |
| air           | are                           | curduled       | curdled       |
| ain't         | are not (is not<br>or am not) | dammit         | damn it       |
| argy          | argue                         | derned         | damned        |
| az            | as                            | daid           | dead          |
| ax            | ask                           | describin'     | describing    |
| et            | ate                           | dint           | didn't        |
| tenshun       | attention                     | didja          | did you       |
| Bak'd         | baked                         | didjuh         | did you       |
| 'cause        | because                       | Jeet jet?      | Did you       |
| becuz         | because                       | discovah       | eat yet?      |
| cauz          | because                       | discipshun     | discover      |
| cuz           | because                       | dawg           | discription   |
| becum         | become                        | don'           | dog           |
| bin           | been                          | dwink          | don't         |
| bein'         | being                         | drap           | drink         |
| betcha        | bet your<br>or bet you        | dwop           | drop          |
| bettah        | better                        | aig            | drop          |
| 'tween        | between                       | 'nough         | egg           |
| bilin'        | boiling                       | enuff          | enough        |
| borin'        | boring                        | nuff           | enough        |
| borry         | borrow                        | 'special       | especial      |
| bothah        | bother                        | evenchuly      | eventually    |
| buttah        | butter                        | evah           | ever          |
| callin'       | calling                       | everwhair      | everywhere    |
| ker           | can                           | feller         | fellow        |
| kir           | can                           | far            | fire          |
| caan't        | cannot                        | fiah           | fire          |
| caan't        | cannot                        | flowah         | flower        |
| catchin'      | catching                      | fer &a+900H    |               |
| @*#@!!        | censored<br>"cuss" words      | fur            | for           |
| chile         | child                         | forefathahs    | forefathers   |
| chawklit      | chocolate                     | fahunah        | foreigner     |
| kwarr         | choir                         | furriners      | foreigners    |
| scar          | cigar                         | foah           | four          |
| clevah        | clever                        | foe            | four          |
|               |                               | folks-fire     | fox-fire      |
|               |                               | frrresh        | fresh         |
|               |                               | frum           | 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        | jelosy          | 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          | mc ther                       |
| hesh        | hush            | mah             | my                            |
| Ah          | I               | m-m-m-mushrooms | My, those mushrooms are good! |
| ah'm        | I am            |                 |                               |
| I'm         | I am            |                 |                               |
| I've        | I have          | natchahly       | naturally                     |
| I'll        | I shall, I will | natchurly       | naturally                     |
| Insta's     | Insta is        | nervus          | nervous                       |
| instunce    | instance        | nervuss         | nervous                       |
| inteligunce | intelligence    | nevah           | never                         |
| interestin' | interesting     | nex             | next                          |
| inter       | into            | nicah           | nicer                         |
| iz          | is              | No, Jew?        | No, did you?                  |
| isn't       | is not          | nawth           | north                         |
| izzint      | isn't           | nawthern        | northern                      |

| For Effect   | Correct                     | For Effect  | Correct                  |
|--------------|-----------------------------|-------------|--------------------------|
| nawtherner   | northerner                  | shuddint    | shouldn't                |
| a            | of                          | shudinna    | shouldn't have           |
| c'           | of                          | shet        | shut                     |
| uv           | of                          | shaddup     | shut up                  |
| a'course     | of course                   | sinnah      | sinner                   |
| ol'          | old                         | sir-e-e     | sir                      |
| ole          | old                         | suh         | sir                      |
| wunce        | once                        | smokin'     | smoking                  |
| wunst        | once                        | sobah       | sober                    |
| 'possum      | opossum                     | sump'n,     | something                |
| possum       | opossum                     | sumpin'     | something                |
| 'r           | or                          | Sowth       | South                    |
| oughta       | ought to                    | Suthern     | Southern                 |
| oughter      | ought to                    | squar'      | square                   |
| ar           | our                         | stayuts     | states                   |
| owah         | our                         | sech        | such                     |
| outen        | out of                      | sposta      | supposed to              |
| outta        | out of                      | shore       | sure                     |
| ovah         | over                        | sho'-nuff   | sure enough              |
| al           | owl                         | suspishus   | suspicious               |
| pickin       | picking                     | tawk        | talk                     |
| playin       | playing                     | sank ju     | thank you                |
| pwease       | please                      | thankee     | thank you                |
| plezshur     | pleasure                    | thet        | that                     |
| pizen        | poison                      | tha's       | that is                  |
| positivly    | positively                  | thass       | that is                  |
| potlikker    | potliquor                   | that's      | that is                  |
| prayah       | prayer                      | that'll     | that will,<br>that shall |
| pritty       | pretty                      | ick         | that's bad               |
| prutty       | pretty                      | yecch       | that's bad               |
| prevaricatah | prevaricator                | mmmm        | that's good              |
| Psst         | Psst (See Note<br>on p. 57) | ooh la la   | that's good              |
| quair        | queer                       | oooh        | that's good              |
| quickah      | quicker                     | thair       | their                    |
| rarin'       | raring                      | thar        | their or there           |
| rathah       | rather                      | 'em         | them                     |
| retch        | reached                     | thar's      | there is                 |
| remembah     | remember                    | thez        | these                    |
| rat          | right                       | thay        | they                     |
| rot          | right                       | dare gawnuh | they're                  |
| rat cher     | right here                  | thayr gonna | going to                 |
| rat nowah    | right now                   | thangs      | they're                  |
| risin'       | rising                      | thru        | going to                 |
| roostah      | rooster                     | thundah     | things                   |
| sallet       | salad                       | t'          | through                  |
| seein'       | seeing                      | t'be        | thunder                  |
| sellin'      | selling                     | t'day       | to                       |
| she's        | she is                      | tetchy      | to be                    |
| shoulda      | should have                 | touristers  | today                    |
| shudda       | should have                 |             | touchy                   |
| hadn't orter | should not                  |             | tourists                 |

| <b>For Effect</b> | <b>Correct</b>                    | <b>For Effect</b> | <b>Correct</b>            |
|-------------------|-----------------------------------|-------------------|---------------------------|
| tsk tsk           | tsk tsk See<br>Note p. 57         | yore              | you are                   |
| twict             | twice                             | you've            | you have                  |
| undahstandin'     | understanding                     | y'know            | You know                  |
| uppen attem       | up and<br>at them                 | yaoh              | your                      |
| usin'             | using                             | yer               | your                      |
| usta              | used to                           | yo                | your                      |
| uttahly           | utterly                           | yoah              | your                      |
| berry mush        | very much                         | yumm              | yumm (Oh,<br>that's good) |
| wanna             | want to                           | yoh               | your                      |
| wah               | war                               | yor gawnuh        | you're going to           |
| warmin'           | warming                           | yor pritty good   | You're pretty             |
| wuz               | was                               | yerseff           | good yourself             |
| washin'           | washing                           |                   |                           |
| watah             | water                             |                   |                           |
| we're             | we are                            |                   |                           |
| whut              | what                              |                   |                           |
| what're           | what are                          |                   |                           |
| whatcha           | what are you                      |                   |                           |
| whatchamacallit   | what do you<br>call it            |                   |                           |
| whaddya say       | what do you                       |                   |                           |
| say               |                                   |                   |                           |
| what's            | what is                           |                   |                           |
| wattzit           | what is it                        |                   |                           |
| huh?              | What was that<br>you said?        |                   |                           |
| whatchua          | what you are                      |                   |                           |
| Wassamattayou     | What's the<br>matter with<br>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."

| <b>WORD</b>    | <b>Level</b> | <b>Notations</b> |
|----------------|--------------|------------------|
| 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.

| <b>"TRICKY" Word Grouping</b> | <b>Level</b> | <b>Sentence to be used.</b>                             |
|-------------------------------|--------------|---|
| 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.**

"Yuh wanna bet?"

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

"Yuh shuda bin thair!"

"Ya shoodina sed dat."

"Y'all cum again."

"Sit daoun rat cheer."

"An ordah iz whutcha giv tuh uh waitriss."

"Fokes round cheer aw wuz weah ovahhawls."

**Correct Literate Spellings**

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

Do you want to bet?

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

You should have been there.

You shouldn't have said that.

You all come again.

Sit down right here.

An order is what you give to a waitress.

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 inabilitys 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.

|   |
|---|
| <b>Other Titles in the AVKO Great Idea Reprint Series</b> |
|---|

|   |     |
|---|-----|
| ES601- 220 Names/Faces - 220 Sight Words Are Too Many for Students with Memories Like Mine.                                 | .95 |
| ES604- A Common Sense Approach to Controlled Word Lists   | .75 |
| ES605 AVKO Pre & Post Diagnostic Spelling Test On 100 Common Phonograms in English <i>Teachers' Edition</i>                 | .50 |
| ES606 AVKO Pre & Post Diagnostic Spelling Test On 100 Common Phonograms in English <i>Student's Booklet</i>                 | .25 |
| ES607 A Sentence Dictation Test That Covers Over 300 of the Most Commonly Used Words  | .50 |
| ES609 An LD Screening Device That Can Be Given to Entire Schools in Less than 10 Minutes                                    | .75 |
| ES611 How to Set Up a Course for Adults whose Children or Spouses Have Reading/Spelling Problems 1st one FREE               | .75 |
| ES619 The Case of the Invisible Y or Why is there a Y in <i>You</i> But Not in <i>Union</i> ("Yoon yun")?                   | .75 |
| ES620 How to Develop Your Own Sequential Spelling Tests   | .75 |
| ES621 How to Evaluate Your Present Spelling System  | .75 |
| ES622 An Index of Phonic Patterns by Vowel Types  | .75 |
| ES624 The Three Different Words Spelled H-A-V-E.  | .75 |
| ES626 The SQ3R Reading Formula Really Works   | .75 |
| ES628 Underlining: Cuing the Computer Brain   | .75 |
| ES629 Proper Editing of Notes: the Key to Successful Learning in Middle School Up through College                           | .75 |
| ES630 Building a Better Vocabulary the Lazy Man's Way   | .75 |
| ES631 A Practical Use for Miscue Analysis: Building Egos  | .75 |
| ES632 Learn About the Learning-to-Read Process by Teaching Yourself how to Read Upside Down                                 | .75 |
| ES633 Comprehension/Schema Theory: A Practical Application  | .75 |
| ES634 Reading Improvement Through SITDOWN: Simultaneous Individualized Teacher-Directed with Students Correcting their OWN. | .75 |
| ES635 Taking the Sting Out of Testing When Giving Word Recognition Tests to Special Education Students                      | .75 |

**FREE from AVKO:**

Special Education Resource Room Catalog

Elementary School Catalog

Secondary School Catalog

Adult Basic Education & Literacy Catalog

Information concerning the benefits of joining the AVKO Foundation for schools as well as for individuals.

Information concerning special **AVKO inservices and workshops** such as:

- Discipline — Helping Students Gain Self-Control without M&M's.
- Spelling — Accentuate the Positive, Eliminate the Negative, Don't Mess with Mr. Inbetween.
- Reading — After Phonics, Then What?

Write:

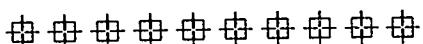
AVKO Educational Research Foundation, Inc.  
3084 W. Willard Road  
Clio, Michigan 48420

Phone: (810) 686-9283 — FAX (810) 686-1101

# An Overview of the Services

Provided by the **AVKO**

Educational Research Foundation



- Inservices, Workshops, Training Sessions for:

Classroom teachers, Parents, Homeschoolers, Community Adult Literacy  
Volunteers, Supervisors, Reading Consultants, Curriculum Consultants,  
Special Education Consultants.

- Educational Materials. Write for free catalog.
- FREE Daily Tutoring at the **AVKO** Reading Clinic.
- Bernice Webb Memorial Library.

**AVKO** is a non-profit tax-exempt 501(C)3 membership organization, founded in 1974, subsidized by donations and occasional grants, open to membership to anyone interested in helping others learn to read, staffed by volunteers.

**AVKO** Educational Research Foundation  
3084 W. Willard Road  
Clio, Mich. 48420-7801

Telephone: (810) 686-9283; FAX (810) 686-1101