

**The Effects of Cover, Copy, and Compare to Teach Spelling to Middle School Students with Learning Disabilities and OHI, Michelle Kinney, M. Ed. [Spokane Public Schools]**

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*The purpose of this study was to assess the effects of cover, copy, and compare (CCC) on the spelling performance of three male middle school students. Two of the participants had learning disabilities and the third was health impaired. The study was conducted in a public school resource room in the Pacific Northwest. A multiple-baseline across word lists was employed to assess the efficacy of CCC. The behavior measured was correct spelling. The results showed mastery of spelling words following the implementation of CCC. The students and staff enjoyed the procedure and suggestions for additional research with CCC are discussed.*

Being able to accurately spell is a very important skill and is required across all academic subject-matter areas (Graham, 1983; McLaughlin, Weber, & Barretto, 2007; McLaughlin, Weber, & Derby, 2013). Spelling can be difficult to acquire and necessitates the mastery of many separate skills (Berninger, Vaughan, Abbott, Brooks, Abbott, Reed, Rogan, & Graham, 1998; Frith, 1980; Graham, 1999; Wanzek, Vaughn, Wexler, Swanson, Edmonds, & Kimm, 2006). The teaching of spelling seems to be often neglected in schools; which is very unfortunate because one needs to be able to spell throughout his or her life (Graham, 1999; Ravitch, 2010). Post schooling employment is often dependent on having skills in written communication. Also, there is a strong correlation between spelling and reading.

Those who struggle with spelling tend to struggle with reading fluently (Carpenter, 1983; Graham, Harris, & Fink-Chorzempa, 2002). Fluent reading provides one endless opportunities to apply his or her phonic skills to spell words and is indicative that the student has mastered the letter-sound correspondence (Carnine, Silbert, Kame'enui, & Tarver, 2004). Likewise, spelling can assist students with reading because learning to read relies on much of the same underlying knowledge; such the relationship between letters and sounds; and, not surprisingly, that spelling instruction can be designed to help children better understand that key knowledge, resulting in better reading. Snow, Griffin, & Burns (2007) summarized the real importance of spelling for reading by highlighting that spelling and reading build and rely on the same mental representation of words. Knowing the spelling of a word makes the representation of it clear and accessible for fluent reading (Ehri & Snowling, 2004). Spelling remains a benchmark for literacy and is as significant in learning such subject-matter areas as math, history, and science (Graham, 1983; Hodges, 1982).

Students with learning disabilities tend to spell below grade level, especially compared to those without disabilities (Carpenter, 1983; Graham, 1999). A student that has a learning disability is hypothesized to have a neurological disorder; thus, there are structural differences between a child without a learning disability and one with a learning disability during brain development (Swanson, 1999). Also, students with learning disabilities need more time to grasp concepts and tasks, such as learning to spell. Those with disabilities need extra support from teachers and parents as well as extra practice to master skills (Tanner, 2001). While a student that is learning disabled may be the same age as his or her peers, he or she usually performs at a lower grade equivalency (Carpenter, 1983; Carpenter & Miller, 1984).

With the increase in technology and the use of word processing programs with spell checkers, there has been some research with this technology to improve the spelling of students with learning disabilities. Hertzroni and Shrieber (2004) found that using a word processor improved the written work of three middle school students with writing disabilities. Their participants made fewer spelling errors when they used a laptop to complete writing tasks than when they did not. MacArthur, Graham, Haynes, and De La Paz, (1996) examined the effectiveness of word processing with spell check programs for students with learning disabilities. They found that employing word processing programs with spell checkers to be both a help and hindrance for students with learning disabilities. They found that the spelling suggestions provided by spell checkers missed from 26% to 37% of the words needing correction. In addition, spell checkers suggested the correct spelling for only 55% of the identified errors. Therefore, providing specific instruction in spelling continues to merit our attention, especially for students with learning disabilities.

There are several successful interventions to use when teaching students with learning disabilities how to spell (Swanson, 1999). While mastering these skills may be more difficult for those with disabilities, through practice and the implementation of specific strategies, students with learning issues can learn to spell at grade level. One effective method used to improve spelling skills has been cover, copy, and compare (CCC) (Becker, McLaughlin, Weber, & Gower, 2009; Cates, Dunne, Erkfritz, Kivisto, Lee, & Wierzbicki, 2007; Hubbert, Weber, & McLaughlin, 2000; Joseph, Konrad, Cates, Vajcner, Eveligh, & Fishley, 2012; Kaufman, McLaughlin, Derby, & Waco, 2011; McLaughlin & Skinner, 1996; Membrey, McLaughlin, Derby, & Antcliff, 2011; 1996; Skinner, McLaughlin, & Logan, 1997). This method has been described as a student self-management procedure where the

student practices the skill to be mastered repeatedly (Skinner et al., 1997). When using CCC, students are able to see their errors and correct them as they occur (McLaughlin & Skinner, 1996). In addition, the student is able to monitor his or her progress and see where frequent errors occur. CCC delivers immediate feedback and uses the reward of being correct (Murphy, Hern, Williams, & McLaughlin, 1990; Skinner et al., 1997). McLaughlin, Mabee, Reiter, and Byram (1991) implemented CCC with middle school students with various disabilities in a middle school classroom. They found that spelling performance increased for all of their participants. The largest gains were found with students with learning disabilities followed by students with behavior disorders. The students who made the smallest gains in spelling accuracy were students with intellectual disabilities. Various researchers (Bishop, McLaughlin, & Derby, 2011; Carter, McLaughlin, Derby, Schuler, & Everman, 2011; Cates et al., 2007; Conley, Derby, Gwinn-Roberts, Weber, & McLaughlin, 2004; Gettinger, 1986, 1993; Skinner, Belfiore, & Pierce, 1992; Skinner, Turco, Beatty, & Rasavage, 1989; Smith, Dittmer, & Skinner, 2002) have employed CCC with various ages of students and disability designations to improve their academic skills in a variety of subject matter areas. Finally, a recent meta-analysis with CCC (Joseph et al., 2012) indicated that it was an effective intervention, especially for spelling.

The purpose of this study was to evaluate the effects of the CCC method on the spelling performance for three middle school special education students in an inclusive classroom arrangement. The study employed a multiple-baseline to evaluate the effects of CCC across word lists. The final purpose was to provide an additional replication (Jasny, Chin, Chong, & Vignieri, 2011) of CCC with middle school students.

## Method

### Participants and Setting

The participants of this study were three 8<sup>th</sup> grade male students. Each had an Individualized Education Plan (IEP) and received special education services for specific learning disabilities. The first participant, age 14, was given the *Woodcock-Johnson Brief Battery Form C*, (Woodcock, McGrew, & Mather, 2008) and scored a total achievement grade equivalency at the 3.9. He had behavioral, reading, and math goals stated on his IEP. The second participant had very little schooling and did not receive special education services until moving to the Pacific Northwest two years ago. According to state standardized testing and informal assessments, he was between a 2<sup>nd</sup> and 3<sup>rd</sup> grade level in reading, writing, and math. While he could learn certain concepts quickly, it was evident that there were large inconsistencies in his learning history. The third participant was diagnosed as learning disabled and borderline intellectual disabilities. He struggled in all aspects of his education. Based on standardized testing from the *Woodcock-Johnson Brief Battery Form C*, he was achieving at approximately at a third grade level in reading, writing, and math. The three boys were believed to be at-risk for school failure because of low socio-economic levels and poor school attendance.

The study took place in the resource room in a large urban middle school in the Pacific Northwest. Generally, each of the students was removed from his general education class sometime before lunch to receive individualized instruction. However, if this were not possible, the students could come in the afternoon. Four special education teachers shared a single classroom. Their desks were located in the corners of the room, and there were three student worktables in the center of the room for students. The room was usually busy with several adults and students coming and going

before and after instruction. Data were generally gathered on Monday, Wednesday, and Friday of each school week.

The participants were provided with notebook paper (numbered with his name, the date, and the session that was taking place), and a pen or pencil to do the test. The first author also provided the participants with (CCC) sheet (see Appendix A). The words were taken from the “1200 Most Frequently Used Words” list and were chosen at random (see Appendix B).

#### Dependent Variable and Measurement

The dependent variable was correct spelling. To be correct, the spelling of the word had to match the letter sequence found on the “Most Frequently Used Words” list. Due to the individualized nature of CCC (McLaughlin & Skinner, 1996), each participant had a different list and number of words. These words were randomly placed in three sets for each participant. These lists can be seen in the Appendices.

#### **Data Collection and Inter-observer Agreement**

The first author created a data collection sheet for this study (see Appendix C). The data collection sheet contained each of the words that were on the participant’s list. A “1” was marked on the sheet for each correct spelled word, and a “0” was marked on the sheet for each misspelled word.

Inter-observer agreement was taken 41% of the time for Participants 1 and 2, and 38% of the time for Participant 3. For reliability, the first author would first grade the spelling tests but would not mark on the actual test. The fourth author then graded the spelling test and mark on the actual test. The first author would then check her data collection sheet with the test to determine if each grader marked the words in the same manner. Inter-observer agreement was 100%.

### Experimental Design and Conditions

A multiple baseline design across word sets (Kazdin, 2011) was used to assess the effects of CCC. A description of each phase follows.

#### Baseline

z In baseline, the first author dictated 75 spelling words that were randomly taken from the master list for the participants. The first author then collected and graded the pretest. Each participant's word list was created using his or her misspelled words on the pretest. When giving the words, the researcher would say the word, use the word in a sentence, and then say the word again. The number of days in baseline ranged from 3 to 13 across word lists.

#### CCC

The first author created the CCC sheet for each of the participants. Words were divided into three sets for each participant. Each CCC sheet had the set of words listed in the first column. The next columns were blank allowing the student to copy, cover, and compare these spelling words. There were three additional columns for the student to correctly spell their misspelled words.

Each day the students came to the resource room, the first author handed the participant a pen or pencil, the CCC sheet, and a piece of paper to cover the words. The student would sit at a desk and complete the CCC sheet for each word. Once the student finished the CCC sheet, the first author dictated the words in the same manner as they were dictated during baseline. This condition lasted from 4 to 13 days across word lists.

#### Reward system

Generally, students received a piece of candy or gum each session or every other session. The first author told each

participant that he could pick out a larger reward if he mastered each of his words. The first participant received Subway after mastering each of the words from the pre-test on the post-test. The second participant received McDonalds after mastering each of his words used during the CCC instruction. The third participant did not earn his final reward because he did not master each of his words from the CCC instruction.

### **Results**

The results for each participant of this study can be seen in Figures 1 through 3. A multiple-baseline design was used with each of the three participants.

#### Participant 1

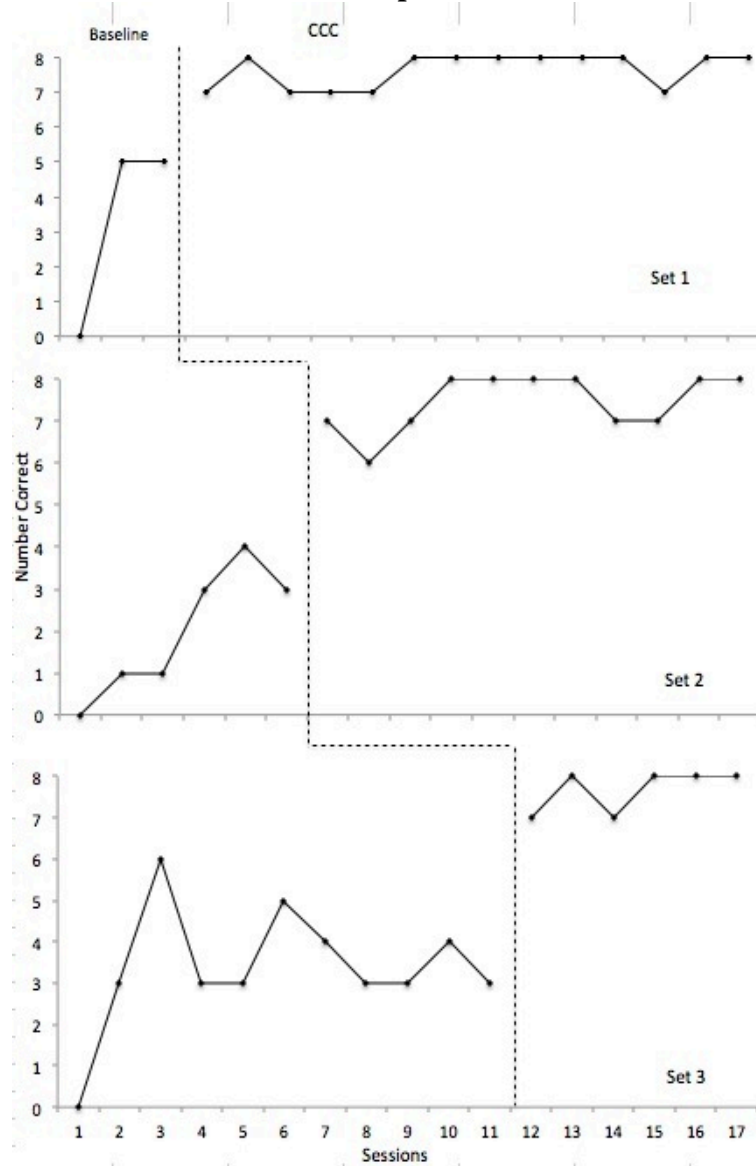
The total number of words spelled correctly for Participant 1 during baseline and CCC can be seen in Figure 1. For Set 1, the mean for baseline was 3.33 (range 0 to 5 words correct). During CCC, the mean was 7.64 (range 7 to 8). During Set 2 baseline, the mean number of words spelled correctly was 2 (range 0 to 4). The mean for CCC for Set 2 was 7.45 (range 6 to 8). During Set 3 of baseline, the mean was 3.36 (range 0 to 6). During CCC, the mean was 7.67 (range 7 to 8).

#### Participant 2

The results for Participant 2 are shown in Figure 2. During baseline of Set 1, the participant had a mean of 2 (range 0 to 3). The mean during CCC for Set 1 was 9.57 (range 7 to 11). For baseline of Set 2, the mean was 1.43 (range 0 to 3). The mean during CCC was 9.4 (range 6 to 11). During Set 3, the participant's mean for baseline was 1.38 (range 0 to 2). During CCC, the mean was 8.25 (range 4 to 11).



**Figure 1.** The number of correct words spelled in baseline and CCC for Participant 1.



**Figure 2.** The number of spelling words correct during baseline and CCC with Participant 2.

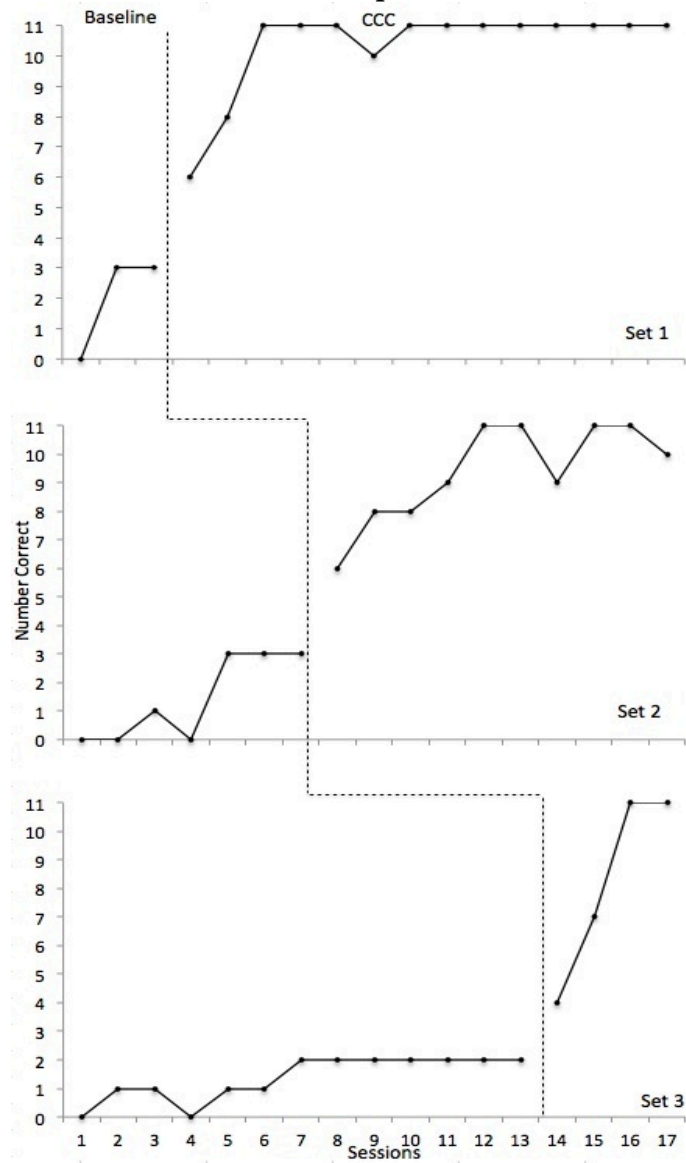
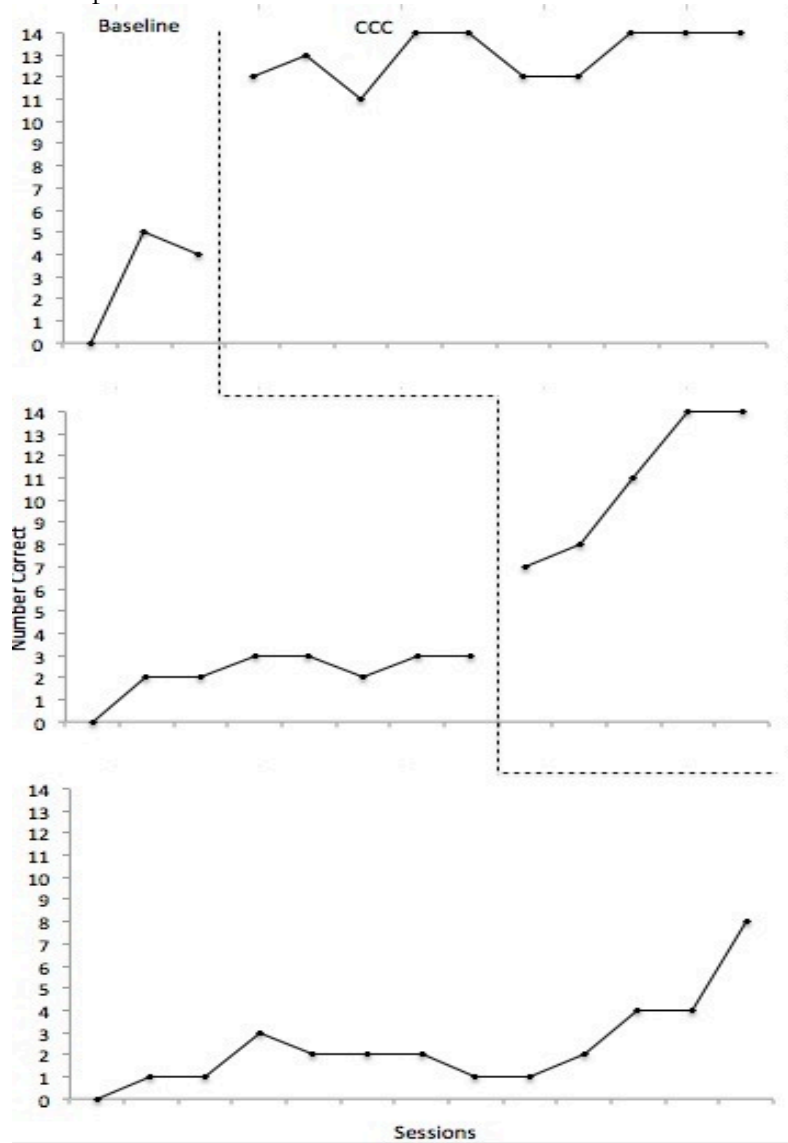


Figure 3. Number of words correct in Baseline and CCC for Participant 3.



### Participant 3

The results for Participant 3 can be seen in Figure 3. During baseline of Set 1, the participant had a mean of 3 (range 0 to 5). For CCC of Set 1, the mean was 13 (range 11 to 14). During baseline for Set 2, the mean was 2.25 (range 0 to 3). During CCC, the mean was 10.8 (range 7 to 14). For Set 3, the mean during baseline was 2.31 (range 0 to 7). CCC was not implemented on the third set.

### **Discussion**

The use CCC instruction on spelling accuracy seems to be a highly effective way to teach middle school students to improve their spelling skills. The first two participants demonstrated mastery of all three sets of words using CCC. Mastery of the first two sets was also achieved by the third participant. Each of the participants improved in their spelling accuracy throughout the study. Based on teacher comments, it appeared that one of our participants generalized their spelling from the words he was taught to spell. A general education teacher in the building reported to the first author that Participant 2 pointed out words in passages or books that he was learning to spell during his reading class. This outcome warrants further analysis in subsequent research on the generalized effect of CCC.

Employing CCC in a middle school resource room was practical and straight-forward. It did not require a large amount of materials and most were easily found in the middle school. Data were taken each session CCC was implemented. Although at times there were distractions, data collection usually took place in a quiet part of the classroom. Because students were removed from their elective classes for each session, it typically only required 10 to 15 minutes for the participants to complete their CCC tasks. This made it possible for only minimal disruptions to regular, ongoing classroom activities to occur. Also, each participant

completed his individual spelling worksheet independently (McLaughlin & Skinner, 1996; Skinner et al., 1997). The students were expected to be able to spell their CCC words correctly in general classroom activities after the implementation of CCC.

There were limitations to the present research. First, due to the conflicting schedules of the participants and the amount of time they could be absent from their general education course work, daily data collection did not always occur. Second, since it was noted that the participants were generalizing their spelling strategies when being taught using CCC, a more powerful statement could have been made if we had collected data in each participant's general education classes. However, due to the completion of student teaching and the ending of the school year, this was not possible. The second and third participants seemed to greatly dislike the CCC procedure and many times would not come when asked. The second participant would sometimes scribble or tear up his CCC sheet or test if he misspelled a word or got frustrated with the process. Many times he would not come to participate for over a week, yet he still showed quick mastery of the words. The third participant stopped coming altogether. He refused to leave class or do any work, and he never made it to the third set because of this. Other teachers also reported to the first author a decline in his motivation to do classroom work. The cause of this change in his behavior was not known. When any of the three participants received specific praise or saw improvement, each displayed great attitudes and appeared to be intrinsically motivated to participate in the study. However, the reward system did not maintain performance across time.

Our participants appeared to be able to generalize and maintain the skills taught from the implementation of CCC as each participant was taught how to individually complete his worksheet (Stokes & Baer, 1977). While each student -

completed his CCC worksheet, the first author read the words aloud in order to ensure that the student put the pronunciation with the spelling of the word. The use of the multiple baseline design allowed the classroom staff to know when to start on a new set of words. Each new set was only implemented after the participant had mastered the current set he was working. For mastery, the participant had to correctly spell all but one word correctly for two or three consecutive school days. The present outcomes add to the growing body of research indicating that CCC continues to be an effective intervention to improve basic skills in students with a wide range of disabilities and classroom configurations.

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### Sitton Spelling Word List 1200 High-Frequency Writing Words page 1 of 6

Words are listed in the order of their frequency of use in everyday writing. Since "the" is the most frequently used word in our language, its number is one in the list. The first 25 words are used in 33% of everyday writing. The first 100 words appear in 50% of adult and student writing and the first 1,000 words are used in 89% of everyday writing.

1 the	51 out	101 get	151 every
2 of	52 them	102 through	152 found
3 and	53 then	103 back	153 still
4 a	54 she	104 much	154 between
5 to	55 many	105 go	155 more
6 in	56 some	106 good	156 should
7 is	57 so	107 new	157 home
8 you	58 these	108 write	158 big
9 that	59 would	109 our	159 give
10 it	60 other	110 me	160 air
11 he	61 into	111 man	161 line
12 for	62 has	112 too	162 set
13 was	63 more	113 any	163 own
14 on	64 her	114 day	164 under
15 are	65 two	115 same	165 read
16 as	66 like	116 right	166 last
17 with	67 him	117 look	167 never
18 his	68 see	118 think	168 us
19 they	69 time	119 also	169 left
20 at	70 could	120 around	170 end
21 be	71 no	121 another	171 along
22 this	72 make	122 came	172 while
23 from	73 than	123 come	173 might
24 I	74 first	124 work	174 next
25 have	75 been	125 three	175 sound
26 or	76 its	126 must	176 below
27 by	77 who	127 because	177 saw
28 one	78 now	128 does	178 something
29 had	79 people	129 part	179 thought
30 not	80 my	130 even	180 both
31 but	81 made	131 place	181 few
32 what	82 over	132 well	182 those
33 all	83 did	133 such	183 always
34 were	84 down	134 here	184 show
35 when	85 only	135 take	185 large
36 we	86 way	136 why	186 often
37 there	87 find	137 help	187 together
38 can	88 use	138 put	188 asked
39 on	89 may	139 different	189 house
40 your	90 water	140 away	190 don't
41 which	91 long	141 again	191 world
42 their	92 little	142 off	192 going
43 said	93 very	143 went	193 want
44 if	94 after	144 old	194 school
45 do	95 words	145 number	195 important
46 will	96 called	146 great	196 until
47 each	97 just	147 tell	197 form
48 about	98 where	148 men	198 food
49 how	99 most	149 say	199 keep
50 up	100 know	150 small	200 children

## Sitton Spelling Word List 1200 High-Frequency Writing Words page 2 of 6

201 feet	251 sure	301 living	351 rest
202 land	252 knew	302 block	352 perhaps
203 side	253 it's	303 eat	353 certain
204 without	254 try	304 short	354 six
205 boy	255 told	305 United States	355 feel
206 once	256 young	306 run	356 fire
207 animal	257 sun	307 book	357 ready
208 life	258 thing	308 gave	358 green
209 enough	259 whole	309 order	359 yes
210 took	260 hear	310 open	360 built
211 four	261 example	311 ground	361 special
212 head	262 heard	312 cold	362 ran
213 above	263 several	313 really	363 full
214 kind	264 change	314 table	364 town
215 began	265 answer	315 remember	365 complete
216 almost	266 room	316 tree	366 oh
217 live	267 sea	317 course	367 person
218 page	268 against	318 front	368 hot
219 got	269 top	319 American	369 anything
220 earth	270 turned	320 space	370 hold
221 need	271 learn	321 inside	371 state
222 far	272 point	322 ago	372 list
223 hand	273 city	323 sad	373 stood
224 high	274 play	324 early	374 hundred
225 year	275 toward	325 I'll	375 ten
226 mother	276 five	326 learned	376 fast
227 light	277 himself	327 brought	377 felt
228 country	278 usually	328 close	378 kept
229 father	279 money	329 nothing	379 notice
230 let	280 seen	330 though	380 can't
231 night	281 didn't	331 idea	381 strong
232 picture	282 car	332 before	382 voice
233 being	283 morning	333 lived	383 probably
234 study	284 I'm	334 became	384 area
235 second	285 body	335 add	385 horse
236 soon	286 upon	336 become	386 matter
237 story	287 family	337 grow	387 stand
238 since	288 later	338 draw	388 box
239 white	289 turn	339 yet	389 start
240 ever	290 move	340 less	390 that's
241 paper	291 face	341 wind	391 class
242 hard	292 door	342 behind	392 piece
243 near	293 cut	343 cannot	393 surface
244 sentence	294 done	344 letter	394 river
245 better	295 group	345 among	395 common
246 best	296 true	346 able	396 stop
247 across	297 half	347 dog	397 am
248 during	298 red	348 shown	398 talk
249 today	299 fish	349 mean	399 whether
250 however	300 plants	350 English	400 fine

## Sitton Spelling Word List 1200 High-Frequency Writing Words page 4 of 6

601 shape	651 period	701 sit	751 please
602 eight	652 blood	702 bought	752 meat
603 edge	653 rich	703 radio	753 lady
604 soft	654 team	704 method	754 west
605 village	655 corner	705 king	755 glad
606 object	656 cat	706 similar	756 action
607 age	657 amount	707 return	757 pass
608 minute	658 garden	708 corn	758 type
609 wall	659 led	709 decide	759 attention
610 meet	660 note	710 position	760 gas
611 record	661 various	711 bear	761 kitchen
612 copy	662 race	712 hope	762 pick
613 forest	663 bit	713 song	763 scale
614 especially	664 result	714 engine	764 basic
615 necessary	665 brother	715 board	765 happen
616 he's	666 addition	716 control	766 safe
617 unit	667 doesn't	717 spread	767 grown
618 flat	668 dead	718 evening	768 cost
619 direction	669 weight	719 brown	769 wear
620 south	670 thin	720 clean	770 act
621 subject	671 stone	721 wouldn't	771 hat
622 skin	672 hit	722 section	772 arm
623 wasn't	673 wife	723 spent	773 believe
624 I've	674 island	724 ring	774 major
625 yellow	675 we'll	725 teeth	775 gray
626 party	676 opposite	726 quiet	776 wonder
627 force	677 born	727 ancient	777 include
628 test	678 sense	728 stick	778 describe
629 bad	679 cattle	729 afternoon	779 electric
630 temperature	680 million	730 silver	780 sold
631 pair	681 anyone	731 nose	781 visit
632 ahead	682 rule	732 century	782 sheep
633 wrong	683 science	733 therefore	783 I'd
634 practice	684 afraid	734 level	784 office
635 sand	685 women	735 you'll	785 row
636 tail	686 produce	736 death	786 contain
637 wait	687 pull	737 hole	787 fit
638 difficult	688 son	738 coast	788 equal
639 general	689 meant	739 cross	789 value
640 cover	690 broken	740 sharp	790 yard
641 material	691 interest	741 fight	791 beat
642 isn't	692 chance	742 capital	792 inch
643 thousand	693 thick	743 fill	793 sugar
644 sign	694 sight	744 deal	794 key
645 guess	695 pretty	745 busy	795 product
646 forward	696 train	746 beyond	796 desert
647 huge	697 fresh	747 send	797 bank
648 ride	698 drive	748 love	798 farther
649 region	699 lead	749 cool	799 won
650 nor	700 break	750 cause	800 total

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801 sell	851 met	901 divide	951 member
802 wire	852 wheel	902 supply	952 twelve
803 rose	853 none	903 laid	953 mine
804 cotton	854 hill	904 dear	954 company
805 spoke	855 television	905 surprise	955 current
806 rope	856 bill	906 gun	956 pound
807 fear	857 solve	907 entire	957 valley
808 shore	858 pressure	908 fruit	958 double
809 throughout	859 report	909 crowd	959 till
810 compare	860 farmer	910 hand	960 match
811 movement	861 count	911 wet	961 average
812 exercise	862 trade	912 solid	962 die
813 bread	863 chief	913 northern	963 liquid
814 process	864 month	914 flower	964 alive
815 nature	865 clothes	915 star	965 stream
816 apart	866 doctor	916 feed	966 provide
817 path	867 indeed	917 wooden	967 drink
818 careful	868 dance	918 sort	968 experience
819 narrow	869 church	919 develop	969 future
820 mental	870 original	920 shoulder	970 tomorrow
821 nine	871 enjoy	921 variety	971 drove
822 useful	872 string	922 season	972 population
823 public	873 sister	923 share	973 finish
824 according	874 familiar	924 jump	974 station
825 steel	875 onto	925 regular	975 shook
826 salt	876 imagine	926 represent	976 stage
827 speech	877 blow	927 market	977 oxygen
828 forth	878 quick	928 we're	978 poem
829 nation	879 law	929 flew	979 solution
830 knowledge	880 lie	930 finger	980 burn
831 appear	881 final	931 expect	981 cent
832 ate	882 rise	932 army	982 electricity
833 dinner	883 loud	933 cabin	983 everybody
834 hurt	884 fair	934 camp	984 rate
835 spend	885 herself	935 danger	985 dust
836 experiment	886 slow	936 purpose	986 worth
837 touch	887 noise	937 breakfast	987 community
838 drop	888 statement	938 proper	988 captain
839 choir	889 hungry	939 coat	989 bus
840 east	890 join	940 push	990 protect
841 separate	891 tube	941 express	991 cook
842 truck	892 rode	942 shot	992 raise
843 sing	893 empty	943 angry	993 further
844 column	894 twenty	944 southern	994 steam
845 twice	895 broke	945 dress	995 guide
846 particular	896 nice	946 bag	996 discover
847 shop	897 effect	947 proud	997 plain
848 unless	898 paid	948 neck	998 usual
849 spot	899 motion	949 breath	999 seat
850 neither	900 myself	950 strength	1000 accept

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1001 police	1051 magazine	1101 title	1151 barbecue
1002 consider	1052 agree	1102 enemy	1152 accident
1003 dozen	1053 fifty	1103 garage	1153 disease
1004 baseball	1054 escape	1104 lose	1154 construction
1005 rubber	1055 throw	1105 vegetable	1155 motor
1006 symbol	1056 planet	1106 parents	1156 affect
1007 support	1057 dangerous	1107 style	1157 conversation
1008 exactly	1058 event	1108 education	1158 evidence
1009 industry	1059 leader	1109 required	1159 citizen
1010 they're	1060 peace	1110 political	1160 environment
1011 beneath	1061 spelling	1111 daughter	1161 influence
1012 laugh	1062 chapter	1112 individual	1162 cancel
1013 groceries	1063 swimming	1113 progress	1163 audience
1014 popular	1064 opportunity	1114 altogether	1164 apartment
1015 thank	1065 immediately	1115 activities	1165 worse
1016 quarter	1066 favorite	1116 article	1166 transportation
1017 climbed	1067 settled	1117 equipment	1167 frozen
1018 continue	1068 telephone	1118 discuss	1168 waste
1019 potatoes	1069 repeat	1119 healthy	1169 couple
1020 receive	1070 prepare	1120 perfect	1170 function
1021 design	1071 instance	1121 recognize	1171 connect
1022 president	1072 avenue	1122 frequently	1172 project
1023 charge	1073 newspaper	1123 character	1173 pronounce
1024 mistake	1074 actually	1124 personal	1174 offered
1025 hospital	1075 employee	1125 disappear	1175 apply
1026 remain	1076 review	1126 success	1176 improve
1027 service	1077 convince	1127 traffic	1177 stomach
1028 increase	1078 allowed	1128 yesterday	1178 collect
1029 students	1079 nobody	1129 situation	1179 prevent
1030 insects	1080 details	1130 realize	1180 courage
1031 address	1081 muscles	1131 message	1181 occur
1032 sincerely	1082 model	1132 recently	1182 foreign
1033 dollars	1083 climate	1133 account	1183 quality
1034 belong	1084 coffee	1134 physical	1184 terrible
1035 bottle	1085 whenever	1135 neighbor	1185 instrument
1036 flight	1086 serious	1136 excited	1186 balance
1037 forget	1087 angle	1137 whisper	1187 ability
1038 bicycle	1088 feather	1138 available	1188 arrange
1039 secret	1089 determined	1139 college	1189 rhythm
1040 soldier	1090 dictionary	1140 furniture	1190 avoid
1041 silent	1091 ordinary	1141 leather	1191 daily
1042 structure	1092 extra	1142 husband	1192 identity
1043 height	1093 rough	1143 principal	1193 standard
1044 observe	1094 library	1144 medicine	1194 combine
1045 indicate	1095 condition	1145 excellent	1195 attached
1046 railroad	1096 arrived	1146 operation	1196 frighten
1047 knife	1097 located	1147 council	1197 social
1048 married	1098 program	1148 author	1198 factory
1049 suggested	1099 pencil	1149 organize	1199 license
1050 entered	1100 tongue	1150 concern	1200 recommend