

	1st day	2nd day	3rd day	4th day
1.	* in	* I	thin	thins
2.	** pin	pins	pinned	pinning
3.	sin	sins	sinned	sinning
4.	spin	spins	I	spinning
5.		kin	shin	shins
6.		skin	skins	skinned
7.		win	wins	winning
8.		twin	twins	inner
9.			* be	* be
10.			begin	begins
11.			chin	chins
12.			she	* we
13.				* wee
14.				* bee
15.				* see
16.				tree

\* Homophones:

in	Come on in.
inn	They spent the weekend at a country inn.
I	I really love chocolate.
eye	My brother got a black eye.
aye	All in favor, say, "Aye!"
be	We will all be there.
bee	I hate to be stung by a bee.
Bea	My Aunt Bea had a party.
we	We all went to her party.
wee	She called the baby boy a wee lad and the girl a wee lass.
oui	The French say "oui" for yes.
see	I can see you.
sea	A sea is bigger than a lake; smaller than an ocean.
si	In Spanish, the word for <i>yes</i> is <i>si</i> .

\*\* In some dialects: pin/pen.

pin	You pin the tail on the donkey. Pins and needles.
pen	You keep pigs in a pig pen. You write with a pen.

See the complete -in family on p. 123 in *The Patterns of English Spelling* (TPES); the -inner, p. 635; the -e & -ee, pp. 304-305.

	<b>1st day</b>	<b>2nd day</b>	<b>3rd day</b>	<b>4th day</b>
1.	* <b>chew</b>	* <b>chews</b>	chewed	chewing
2.	crew	* <b>crews</b>	I <b>knew</b> it.	We knew it.
3.	screw	screws	screwed	screwing
4.	brew	* <b>brews</b>	* <b>brewed</b>	brewing
5.	<b>drew</b>	withdrew	I * <b>threw</b> it.	We * <b>blew</b> it.
6.	* <b>new</b>	news	newer	newest
7.	renew	renews	renewed	renewing
8.	strew	strews	strewed	strewing
9.	stew	stews	stewed	stewing
10.	dew	Jew	Jews	Jewish
11.	* <b>few</b>	fewer	fewest	few
12.	* phew	! Phew	just a few	nephew
13.	<b>nephew</b>	nephews	nephews	nephew
14.	skew	skews	skewed	skewing
15.	spew	spews	spewed	spewing
16.	aw	awe	<b>awful</b>	<b>awfully</b>
17.	<b>law</b>	laws	lawful	unlawful
18.	flaw	flaws	flawed	flaws
19.	thaw	thaws	thawed	thawing
20.	<b>jaw</b>	jaws	jawed	jawing
21.	<b>draw</b>	draws	drawn	drawing
22.	straw	straws	drawer	drawers
23.	paw	* <b>paws</b>	pawed	pawing
24.	claw	* <b>claws</b>	* <b>clawed</b>	clawing
25.	squaw	squaws	drew	drew

**\* Homophones:**

chew/choo	You can chew gum when you are on a “choo-choo” train.
chews/choose	He chews bubble gum instead of tobacco. Let’s choose up sides.
crews/cruise	We have four different work crews. I love my cruise control when I drive.
brews/bruise	A brewer brews beer in a brewery. How did you get that bruise on your arm?
brewed/brood	The cook brewed some coffee. You don’t have to sit and brood all day.
new/knew/gnu	What’s new? I thought you knew we just got our first gnu at the zoo.
through/threw	We are almost through. Who threw the ball?
thru	Highway sign painters often use the word thru for through.
blew/blue	The wind blew. The sky is blue.
few/phew	Win a few. Lose a few. Phew! That was close!
paws/pause	A cat walks on four paws. What is the pause that refreshes?
claws/clause	We had our cat’s claws removed. A clause is part of a sentence.
clawed/Claude	The cat clawed the curtains to shreds. Have you met my friend Claude?
to/too/two	It’s too bad the two boys had to stay after school.

See the complete -ew family on p. 316 in *The Patterns of English Spelling* (TPES); the -aw, p. 319.

**Sequential Spelling Level 3 of 7**

	<b>1st day</b>	<b>2nd day</b>	<b>3rd day</b>	<b>4th day</b>
1.	<b>gas</b>	gasses	gassed	gassing
2.	gasoline	gasoline	gassy	gasoline
3.	* alas	alas	sassafras	sassafras
4.	* a lass	lasses	lassie	lassies
5.	<b>glass</b>	<b>glasses</b>	classy	classiest
6.	class	classes	classed	classing
7.	<b>grass</b>	grasses	passer	passers
8.	pass	passes	* <b>passed</b>	passing
9.	trespass	trespasses	trespassed	trespassers
10.	surpass	surpasses	surpassed	surpassing
11.	mass	masses	* massed	massing
12.	** bass	overpass	bluegrass	spyglass
13.	<b>brass</b>	underpass	bypass	eyeglasses
14.	<b>yes</b>	* Les	* Wes	dresser
15.	mess	messes	messed	messing
16.	<b>guess</b>	<b>guesses</b>	* <b>guessed</b>	guessing
17.	<b>dress</b>	dresses	dressed	<b>dressing</b>
18.	undress	undressed	* less	<b>unless</b>
19.	process	processed	processing	processed
20.	<b>success</b>	successes	<b>successful</b>	successfully
21.	bless	* <b>blessed</b>	successive	succession
22.	confess	confessed	confessing	confession
23.	profess	professed	professor	profession
24.	press	presses	pressed	pressing
25.	depress	depressed	depressing	depression

**\* Homophones:**

alas/a lass	Alas, it was a lass and not a lad that won the tournament.
passed/past	When we passed through Chicago, it was way past midnight.
massed/mast	The men in <i>Moby Dick</i> were massed around the mast of the ship.
Wes/west	Wes is short for Wesley. Cleveland is west of Albany.
Les/less	Les is short for Lester, more or less.
blessed/blest	We were blessed (or blest) as the case may be.
guessed/guest	The guest guessed correctly to wait for the host to begin eating.

**\* Heteronyms:** bass (“bass”)/bass (“BAY’s”) We went fishing for bass. Jack sang bass.

See the complete -ass family on p. 156 in *The Patterns of English Spelling* (TPES); the -aw, p. 319.

	1st day	2nd day	3rd day	4th day
1.	freakish	freakishly	freaky	fiendish
2.	ticklish	outlandish	outlandishly	<b>rubbish</b>
3.	bluish	blemish	blemishes	<b>Spanish</b>
4.	purplish	radish	radishes	<b>Danish</b>
5.	blackish	publish	publisher	<b>British</b>
6.	whitish	<b>** polish</b>	<b>polishes</b>	polishing
7.	Swedish	Sweden	<b>Irish</b>	two Irishmen
8.	Turkish	Turkey	<b>Jewish</b>	sheepish
9.	<b>English</b>	Englishman	Englishmen	brackish
10.	<b>** Polish</b>	Poland	outlandish	outlandishly
11.	<b>* parish</b>	parishes	perishable	perishables
12.	<b>* perish</b>	perishes	perished	perishing
13.	childish	childishly	childishness	<b>children</b>
14.	<b>selfish</b>	selfishly	selfishness	Finland
15.	unselfish	unselfishly	unselfishness	Finns
16.	<b>foolish</b>	foolishly	foolishness	<b>* Finnish</b>
17.	stylish	stylishly	stylishness	fetish
18.	devilish	devilishly	deviltry	<b>their house</b>
19.	impish	impishly	squeamish	<b>It's over there.</b>
20.	feverish	<b>! solder</b>	<b>solders</b>	<b>soldered</b>
21.	snobbish	snobbishly	<b>! tongue</b>	tongues
22.	<b>finish</b>	finishes	finished	finishing
23.	<b>relish</b>	relishes	relished	relishing
24.	<b>accomplish</b>	accomplishes	accomplished	accomplishments
25.	famish	famished	famine	unfinished

\* **Homophones:** parish/perish A county in Louisiana is called a parish as is a church's congregation. To perish is to die or be destroyed.

\*\* **Heteronyms:** Polish ("POH lish")/polish ("PAH lish"). The Polish people really know how to polish their shoes.

! **Insane words:** solder ("SAH dur"). The letter l should really be a d, but it isn't. We must pronounce the word as if it were spelled "sodder." Knowing the word *solder* becomes a real help in spelling the more common word *soldier*. The word tongue "TUNG" should be spelled "tung," but it isn't.

See the complete -ish family on pp. 1060-3 in *The Patterns of English Spelling* (TPES).

	<b>5th day</b>	<b>6th day</b>	<b>7th day</b>	<b>8th day</b>
1.	<b>sicken</b>	sickens	sickened	<b>sickening</b>
2.	<b>open</b>	opens	<b>opened</b>	<b>opening</b>
3.	opener	<b>openers</b>	strengthened	strengtheners
4.	<b>strengthen</b>	strengthens	<b>strengthened</b>	strengthening
5.	harden	hardens	hardened	<b>hardening</b>
6.	awaken	awakens	awakened	<b>awakening</b>
7.	<b>loosen</b>	<b>loosens</b>	<b>loosened</b>	<b>loosening</b>
8.	<b>threaten</b>	threatens	<b>threatened</b>	<b>threatening</b>
9.	sweeten	sweetens	sweetened	sweetening
10.	<b>frighten</b>	frightens	<b>frightened</b>	<b>frightening</b>
11.	<b>tighten</b>	tightens	tightened	tightening
12.	<b>fasten</b>	fastens	fastened	fastening
13.	fastener	fasteners	<b>listener</b>	listeners
14.	<b>listen</b>	<b>listens</b>	<b>listened</b>	<b>listening</b>
15.	* <b>sign</b>	<b>signs</b>	<b>signed</b>	<b>signing</b>
16.	<b>design</b>	designs	designed	designation
17.	resign	resigns	resigned	resignation
18.	* <b>align</b>	aligns	aligned	alignment
19.	malign	maligns	maligned	malignant
20.	<b>signal</b>	signals	<b>signature</b>	signatures
21.	falcon	falcons	beacon	beacons
22.	deacon	deacons	<b>bacon</b>	jargon
23.	dragon	dragons	<b>wagon</b>	wagons
24.	siphon	siphons	siphoned	siphoning
25.	* <b>lion</b>	lions	dandelion	dandelions

**\* Homophones:**

lion/lyin'  
align/a line  
sign/sine

What do you call a large dishonest feline? A lyin' lion.  
What do you do when you straighten a mark? Align a line.  
What is a mark of a math teacher? A sine sign.

See the complete -en family on pp. 873-5 in *The Patterns of English Spelling* (TPES); the -ign, p. 959; the -on, pp. 835-63.

	<b>1st day</b>	<b>2nd day</b>	<b>3rd day</b>	<b>4th day</b>
1.	<b>! pilot</b>	pilots	piloted	piloting
2.	<b>! ballot</b>	ballots	balloted	balloting
3.	bigot	bigots	bigotry	idiotic
4.	idiot	idiots	idiocy	idiocies
5.	chariot	chariots	compatriot	compatriots
6.	patriot	patriots	<b>patriotic</b>	patriotism
7.	zealot	zealots	ingot	ingots
8.	despot	despots	despotic	despotism
9.	divot	divots	<b>! ache</b>	<b>! aches</b>
10.	pivot	pivots	pivoted	pivoting
11.	<b>city</b>	<b>* cities</b>	Bay City	Bay City's
12.	<b>capacity</b>	capacious	incapacity	<b>headache</b>
13.	audacity	audacious	perspicacity	perspicacious
14.	veracity	veracious	verification	verities
15.	<b>verify</b>	verifies	verified	verifying
16.	mendacity	mendacious	sage	sagacious
17.	vivacity	vivacious	sagacity	<b>valid</b>
18.	simplicity	felicity	duplicity	validity
19.	complicity	accomplice	oddity	oddities
20.	<b>electric</b>	<b>electrician</b>	heredity	<b>timid</b>
21.	<b>electricity</b>	<b>electrical</b>	inherited	timidity
22.	<b>public</b>	publication	rigidity	<b>humid</b>
23.	<b>publicity</b>	<b>velocity</b>	scarcity	<b>humidity</b>
24.	authentic	ferocity	<b>ferocious</b>	ferociously
25.	authenticity	atrocities	<b>atrocities</b>	<b>atrocious</b>

\* **Homophones:** cities/city's/cities' Our city's mayor has been in many cities as the other cities' mayor. Note that what comes before the apostrophe determines whether the possessive is singular or plural.

**! Special Note:** The -ot ending in words such as *pilot*, *ballot*, *bigot*, etc., does not rhyme with *hot*, *lot*, or *tot*. These words have a base of more than one syllable and different phonic rules apply. Although the word *city* is pronounced "SIT tee," the structural ending -city is pronounced "suh tee." For a more complete explanation of these phenomena see McCabe's "The Mechanics of English Spelling" in *The Teaching of Reading and Spelling: a Continuum from Kindergarten through College*.

See the complete -ot family on pp. 690-1 in *The Patterns of English Spelling* (TPES); the -ity, pp. 729-37.

	1st day	2nd day	3rd day	4th day
1.	<b>! lettuce</b>	<b>Bruce</b>	Bruce's badge	<b>## mischief</b>
2.	<b>** produce</b>	producing	<b>productive</b>	<b>production</b>
3.	induce	induced	inductive	induction
4.	truce	truces	deuce	deuces
5.	<b>introduce</b>	<b>introduced</b>	<b>introducing</b>	<b>introduction</b>
6.	<b>reduce</b>	reduces	reducing	reduction
7.	reproduce	reproduced	reproducing	reproduction
8.	abandon	abandons	<b>abandoned</b>	abandoning
9.	<b>abolish</b>	abolishes	<b>abolished</b>	abolishing
10.	apathy	apathy	apathetic	apathetically
11.	<b>abroad</b>	abundant	<b>achieve</b>	<b>achievement</b>
12.	<b>again</b>	<b>against</b>	achieving	<b>achieved</b>
13.	<b>agree</b>	<b>agreeable</b>	agreeably	<b>agreement</b>
14.	<b>* ahead</b>	<b>alarm</b>	<b>alarming</b>	<b>aloud</b>
15.	<b>among</b>	amongst	<b>* amount</b>	amounts
16.	<b>* amuse</b>	amuses	<b>amused</b>	<b>amusing</b>
17.	<b>amusement</b>	amusements	<b>* apiece</b>	<b>aware</b>
18.	<b>* avoid</b>	<b>avoids</b>	<b>avoided</b>	<b>avoiding</b>
19.	<b>* awake</b>	awaken	awakening	awakened
20.	<b>absent</b>	abscess	<b>absolute</b>	<b>absolutely</b>
21.	<b>absence</b>	absorb	absorption	<b>abstract</b>
22.	absurd	absurdity	<b>abundance</b>	abstraction
23.	to <b>** abuse</b>	<b>** abuses</b>	<b>abused</b>	<b>abusing</b>
24.	child <b>** abuse</b>	many <b>** abuses</b>	abusive	<b>## mischievous</b>
25.	<b>** produce</b> department	<b>produce</b> dept.	<b>produce</b> dept.	<b>produce</b> dept.

**\* Homophones:**

lettuce/let us	Let us have lettuce on our sandwiches.
ahead/a head	Stop ahead. He needs a head on his shoulders.
amuse/a muse	The ancient Greeks believed a comedy would amuse a muse.
avoid/a void	You should avoid having a void in your schedule.
awake/a wake	You should be wide awake when you attend a wake.
produce/pro deuce	If you paid the two of hearts enough, would that pro deuce produce a trick?
amount/a mount	He bought a mount for an unknown amount of money.
apiece/a piece	He bought a piece of pie and a piece of cake for fifty cents apiece.

**\*\* Heteronyms:**

abuse (“uh B’YOO-ss”)/abuse (“uh B-YOO-z”) If we abuse authority it could be called authority abuse!  
 produce (“proh DOO-ss”)/produce (“PRAH doo-ss”) Truck farmers produce a lot of produce but no trucks.

**## Tricky Words:**

mischief & mischievous—Perhaps the most common misspelling of *mischievous* is “mischievious.” The common mispronunciation yields a pattern similar to *envious* and *devious*. However, *mischievous* comes from *mischief*. We just change the letter f to a v and add the same –ous ending as we do in *marvelous* and *humorous*.

See the complete –uce family on p. 346 in *The Patterns of English Spelling* (TPES).

# AVKO Sequential Spelling 1



by

Don McCabe

AVKO Educational Research Foundation

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## Dedication

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This book is dedicated to:  
All the members of the AVKO Educational Research Foundation,  
but especially to the memory of one of its first members,

### Mary Clair Scott

without whose work and devotion to the cause of literacy,  
the AVKO Foundation might never have gotten off the ground,

### Betty June Szilagyi

who was my first and by far my most important teacher,

### Devorah Wolf

without whose encouragement and commitment  
to the ideals of AVKO  
this edition would not be possible,

### Ann, Robert, and Linda McCabe

all of whom have sacrificed much of their time and energy  
helping AVKO grow  
as well as all those friends and relatives  
who have been a source of encouragement.

May this book help you to help others improve their abilities to read and write.

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# The Basic Concepts of Teaching Spelling by Word Families

Many teachers as well as home school parents have used the concept of teaching rhyming words that have the same letter endings to help their students learn to read. When they would introduce the word *at*, they would also teach *cat*, *bat*, *sat*, and maybe even *scat*. Unfortunately, parents and teachers have never had any source book for finding all the rhyming words with the same spelling patterns. In the latest academic jargon, word families are now called “rimes.” The consonants, consonant blends, and digraphs that precede the word family (or rime) are now called onsets. Use whichever term you wish with your students. In this book, we generally use the

terms *base* or *word family* rather than the new jargon word “rime.”

*The Patterns of English Spelling* (formerly *Word Families Plus*) is now available to be used as a resource book so that a parent or teacher can teach any word family. It is not just a simple collection of word lists. It consists of the complete patterns to help the students (and quite often the parents and teachers!) see the patterns that exist and to lock in on those patterns with their computer brains. For example, AVKO believes that if you can teach your students (or anyone) the word *at*, you can also teach them:

<b>bat</b>	bats	batted	batting		
<b>cat</b>	cats				
<b>scat</b>	scats				
<b>flat</b>	flats	flatted	flating		
<b>pat</b>	pats	patted	patting		
<b>spat</b>	spats				
<b>mat</b>	mats	matted	matting		
<b>rat</b>	rats	ratted	ratting		
<b>batter</b>	batters	battered	battering	battery	batteries
<b>flatter</b>	flatters	flattered	flattering	flattery	
<b>matter</b>	matters	mattered	mattering		
<b>battle</b>	battles	battled	battling		
<b>cattle</b>					
<b>rattle</b>	rattles	rattled	rattling		

or for a more sophisticated example, from the word **act** you can build:

<b>act</b>	acts	acted	acting	active	action
<b>fact</b>	facts				
<b>tract</b>	tracts				traction
<b>attract</b>	attracts	attracted	attracting	attractive	attraction
<b>distract</b>	distracts	distracted	distracting		distraction
<b>extract</b>	extracts	extracted	extracting	extractive	extraction
<b>subtract</b>	subtracts	subtracted	subtracting		subtraction
<b>contract</b>	contracts	contracted	contracting		contraction

Perhaps the most important difference between the traditional approach to spelling and the AVKO (Audio-Visual-Kinesthetic-Oral) approach is that we use the tests as a **learning** device and **not** as a method of **evaluation**. We believe that the natural method of learning is learning from mistakes, and that is why we want students to correct their own mistakes **when** they make them — so they can learn from them.

We developed the *AVKO Sequential Spelling Tests* to utilize the word family approach sequentially and to apply the very simple techniques of having students correct their own mistakes **when** they make them—not hours, days, or even weeks later.

**Use a Dry Erase Board  
or Something Similar  
to Give the  
AVKO Sequential  
Spelling Tests**

### The First Day

On your first day of using Sequential Spelling, share with your students:

*I have some good news and some bad news. First the bad news. Today and every day until we finish this book, we are going to have a spelling test.*

*The good news is that you will correct your own paper. But before we start, I want you to take out a sheet of paper and put your name on it. Did you spell your name correctly? Good. That's my first test. My next test is like a doctor's test. It's not for a grade so don't worry about it. Okay? Now write the following sentence:*

**We are all beginning to be good spellers.**

If any of your students shows signs of struggling with the sentence, just ask them to try to spell just the word *beginning*. If they still find it difficult to put down anything, ask them to just put down—in any order—some of the letters that might be in the word *beginning*.

Now, collect the papers. On the 5th day, you will be able to demonstrate that your students, who, couldn't spell *beginning* on the first day, were able to correctly spell it without ever having seen or studied the word. And remember that according to Harry Greene's *The New Iowa Spelling Scale* (1954) only 8% of all public school 3rd graders can be expected to spell this word and just barely 60% of all public school 8th graders can spell the word *beginning*! We expect that you will point that out to your students on the 5th day.

If each student has his own copy of the *AVKO Student Response Book for Sequential Spelling*, have them open their books to page 3. Note the location of Day 1. It is in the *middle* column on page 3. This is so that when your students start in the left hand column on page one (which happens to be the 61st day!) you can point out to them that the author, Don McCabe, wanted them to make a mistake right away, just so that you could show them the AVKO motto on the bottom of their page:

**Mistakes are Opportunities to Learn**

Day 2 is in the middle column on page 5.

Day 3 is in the middle column on page 7.

Day 4 is in the middle column on page 9.

The reason for this is to try to prevent students from copying the base word that they had the day before and then just adding the -s, -ed, or -ing ending as the case may be. Just as students don't learn by copying from others, they don't learn by copying from themselves.

If your students don't have a Student Response Book, have them use a notebook with single sheets of paper. Use one sheet for each day's spelling lesson.

● *In the column marked 1st day, I want you to write the word "in" as in: "Come in. Come in." Now, I want everyone of you to try. At least guess what letter in begins with. If you don't get it right, it's no big deal! You may erase it and write it correctly. Isn't that why erasers are put on the ends of pencils?*

While your students are attempting to write the word *in*, one of them might look at another's paper. This is the time—not to jump on the student doing it—but to ask your students how much they are going to learn from someone else's mistakes.

Tell them once again that they are correcting their own papers. Try to impress upon them that it doesn't make any sense to cheat. And when you get to the word *sin*, you might even mention the fact that in every religion you know about, cheating is a sin.

After your students have attempted writing *in*, you now ask them what the first letter of *in* is. Hopefully they will shout out, "I!" Now, you show on the dry erase board just the letter I. Now you ask what the last letter of *in* is. Again, they might shout out, "N!"

On the dry erase board you now show the *-in*. It really doesn't matter what color you use for the I and the N. I personally like to use green for the word family patterns (rimes) to contrast later on with the black *beginning letters* that some academics call *onsets*. We at AVKO do not advocate using this special terminology. We use it here only so that you know we are aware of the latest academic jargon.

Depending upon the age of your students and their attitudes, you may try to get them to spell aloud the word with you (The oral

channel) as they trace over their corrected spelling (the kinesthetic channel).

● Then you give the second word, **pin**, as in "*Let's play pin the tail on the donkey.*" **pin**.

After your students have attempted the word **pin**, you again show the beginning **p** written in black and then the ending **in** written in green. They can see all three letters together that form the word **pin**. If you like, you may write first the word **in** with your green or purple, or red, or whatever color<sup>1</sup> dry erase pen. Then add the letter **p** in front of **in** to make **pin**.

● The third word is **sin**. Does anybody know the popular song, "*It's a Sin to Tell a Lie*"? **sin**

No, we don't believe in teaching a specific religious theology. That's why we used the non-religious, non-sectarian sentence above. But the word *sin* is in or should be in every student's vocabulary, even if they do not understand the concept. The point is teaching spelling and reading and that sounds are represented by letters and that letters represent sounds and the sounds represent words that represent ideas. If you want to call this a teachable moment and teach your students about sin, original sin, or whatever religious concept you feel you should teach now, then do it. Again, you should show the **in** in **sin** by having the **in** printed in green. Then, add the black letter **s** in front to change **in** to **sin**.

The last word for the first day contains a consonant blend. It also is liable to be missed by almost all your students. Don't worry about it. Before the year is out, all your students will automatically recognize the sound of **sp** and write **sp** when they hear it.

● *The last word for today is spin. "I would like to spin the wheel on the Wheel of Fortune."* **spin**.

<sup>1</sup> In our word lists we will also show the standard British spellings, which in this case is *colour*.

As you go through the procedure with **spin**, we recommend that you work through the word backwards! In other words, this time, ask what the last two letters are and then show **-in**. (On the dry erase board write **in** in green.) Then ask what letter comes just before the sound of **in**. Show the **pin** and ask your students if they can hear the word **pin** in the word **spin**. Ask for the first letter and then show **spin**. On the dry erase board just add first the **p** in front of **in** to make **pin** and then the **s** in front of **pin** to make **spin**.

Now tell your students that if they have made all their corrections they will receive a star on their paper. You should be able to quickly do that.

Now if some of your students wrote *pins* or *sipn* for *spin* and failed to catch their mistake and correct it, you should *NOT* give them a star. We recommend that you don't give them anything except encouragement that tomorrow they will have a chance to do better and get a star. But make sure that they correct their misspelling. Don't just put a check mark. Have them erase *pins* or *sipn* and spell *spin* correctly.

## Second Day

Have your students take out their *AVKO Student Response Book for Sequential Spelling* and turn to page 5. If you are working with the paper, have them go to the second sheet where you had them write Lesson 2. The purpose is to keep them from seeing the words that they had the day before as a mental crutch.

Obviously, if your students have the *AVKO Student Response Book for Sequential Spelling* this problem does not exist because the second day slot is on page 5, the third day is on page 7, the fourth day on page 9, the fifth day on page 11, etc. You can begin by telling your students:

● Today, the first word is **I**. “**I** like you and **I** like being your teacher.” **I**.

Make sure that all your students use the capital I to spell the word. If any of them spelled the word **eye**, you know they have a good memory for words. Congratulate them on their great memories, but let them know that there are sometimes different spellings for the same sound, mostly because we have different meanings sometimes for the same sound. The **eye** is what you use to see with. The word **aye** is an old fashioned way of saying yes that we still use in meetings with the expression: All in favor, say “**Aye!**” It’s not necessary to teach the word **aye** right now, but I think your students will enjoy learning this word. You’re the teacher. You know your students. You can always add words or change words in any of the lists.

● The second word is **pins** as in: “*I don’t like to sit on either **pins** or needles.*” **pins**.

Right from the beginning we will be showing the importance of the position of letters in words. Ask first for the last letter. If any student says “**z**”, you know they have great ears, but in our language we almost always use the letter **s** for the “**z**” sound when it makes a plural. We prefer that you don't bother with any formal grammatical explanation. Just have them write the **s** for the last letter. Then ask for the first letter. Most should be able to guess that the first letter is **p** in **pins**. Now, ask what two letters go after the **p** and before the **s**. Show the word **pins**. Have your students correct their own paper. Make sure they erase any error and spell the word correctly. And please make sure that they try. Some students are so afraid of making a mistake that they will want to wait until you have put the correct spelling on the dry erase board before they write. Please, please, please don't let them do that. They will not learn if they simply copy correct spelling. They will learn only if they

attempt to spell the word and then, and only then, correct any mistakes that they make.

- The third word is **sins** as in, “*There are two kinds of sins: sins of commission (bad things we do) and sins of omission (good things we don’t do).*” **sins**. You might want to use this teachable moment to teach the meaning of **omit** which builds to **omission** just as **permit** builds to **permission** and **admit** to **admission**, etc. You might even want to have your students think about when it’s wrong (a sin) to do nothing or say nothing.

Ask for the last letter. Ask for the two letters in front of the final **s**. Show the combination **-ins** in green. Then ask for the first letter. Show the **s** written in black. Show the entire word **sins** with the initial **s** in black and the final **ins** in green. Remember when I say black and green, I don’t really mean you must use those specific colors. You may use whichever contrasting colors you enjoy using.

- The fourth word is **spins**. “*I like the way the wheel of fortune spins.*” **spins**.

Show the last three letters: **ins** in green. Ask what comes just before the **-ins**. Write in black the **p** that makes **pins**. Then ask for the first letter. Now show the whole word **spins**. The letters **sp** should be in black. The **ins** should be in green.

At this point, in effect, we have reviewed the four words we started with on the first day (**in**, **sin**, **pin**, **spin**) while introducing the final **-s**. Now we begin to build on the **/in/** sound as well as to review and reinforce the **in**.

To the students you might say:

*Now, I’m going to give you a really tough word. Usually, this word isn’t taught until the 6th grade, but I’m sure all of you are smart enough to handle it. Okay? Ready?*

- Number 5 is **kin**. “*Relatives are often called kin. On the news, you often hear an announcer saying that the names of the*

*victims of an accident are being withheld pending notification of the next of kin.*” **kin**. Did everybody end the word **kin** with the word **in**? (Write the **in** with green.)

*Good. Now, can anybody guess what letter will come just before the in in kin?*

One of your students may have put the letter **c** as the first letter. That was an intelligent mistake. Very often the **/k/** sound is spelled with a **c** as it is in **cat**. Your students will eventually get the feel for words and know when they should use **c** and when they should use **k** for the **/k/** sound. Also, it doesn’t hurt to help your students learn the meaning of **kin** and **next of kin**.

- Now we come to number 6 which is a word that usually isn’t taught until the 3rd grade and that is the word **skin**. “*Skin comes in many beautiful colors.*” **skin**.

On your dry erase board you have just the **-in** in **kin** showing. Whether or not your students know the **sk** is immaterial. You are drilling on the **/in/** sound with real words that they could be coming into contact with in the real world outside basal readers. So you show the **k** in front of **in**, making **kin** which they just had a moment ago.

Now, when you ask everybody to make sure that they have **kin** and to put one letter before the **kin** in **skin**, you should notice the excitement that is generated when your students realize that they are going to spell **skin** correctly even before you write it on the dry erase board. Number seven is a word that normally isn’t taught until the 4th grade, and statistically speaking less than half of a third grade class can spell this word,<sup>1</sup> but we believe all your students will be able to spell this word, if not now, on the final test in this class.

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<sup>1</sup> Greene, Harry. *The New Iowa Spelling Scale*, Univ. of Iowa, 1954. This is also found in *The Reading Teachers List of over 5,500 Basic Spelling Words* published by AVKO.

● *Number 7 is **win**. “Everybody loves to **win**.” **win**.*

Show the **in** with green. Put the **w** in black.

The last word for the day is also a word that is usually not taught until late in the 4th grade.

● *Number 8 is **twin**. I wish I had a **twin** sister (or **twin** brother). **twin**.*

Show the **in**. Then show the **win** in **twin**. Show the **tw** and then the **in**. Show **twin**.

If you have time, you might point out that the words **twin** and **twice** and **two** start with the letters **tw**. For a laugh, you can count one, **twoo**, **twee**. Tell them we don't pronounce the **w** in **two** except to be funny and to help remember the difference between **to**, **too**, and **two**.

## The Third Day

We begin the third day by having your students take out their **AVKO Student Response Book for Sequential Spelling** or by having them go to the third sheet that has been marked Lesson 3. We feel that it is easier to have students open a response book to page 7 than it is to keep track of loose sheets of paper, but it can be done with the loose sheets successfully.

On this third day, you will begin the slow process of programming your students' God-given computer brains to form the ending **-ed** correctly. There is no need at this time to encumber a student's mind with rules about doubling consonants. All we want to do is to have the student form the habit of spelling **/ind/ -inned**. This way, when the rules for doubling letters are presented in their regular reading books, the students will find it easier to understand them. But, for now, please do not go into any lectures about short vowels and long vowels. It's not at all necessary. In fact, it generally tends to confuse students.

However, if a student asks about the rules, tell him that you will discuss the rules right after the lesson—and keep your word.

You can start by saying:

● *Number 1 is **thin**. “My father was so **thin**, you couldn't see him if he turned sideways.” **thin**.*

First you show the **-in**, then the **th-**. If by some chance your students don't know about the letters **th** having a single sound, then now is the time to tell them. They will get plenty of practice recognizing and spelling the **th** sound. Please don't try to teach your students the difference between the voiced and unvoiced **th** sounds. Just correctly pronounce the words, and they will learn to spell both **th** sounds with **th**.

● *Number 2 is **pinned**. “I remember getting **pinned** to the mat in ten seconds by a really great wrestler.” **pinned**.*

Again you write the green **-in-**; then say and “double the n and add ed to get **-inned**”; then with your black pen write the **p-** in front to get the full word **pinned**.

● *Number 3 is **sinned**. “Everybody has sinned sometime.” **sinned**.*

Write in green **-in- -inned** add s in black in front to get **sinned**.

● *Number 4 is **I**. “Do I like you? Of course I do. I.”*

Write: **I**. Show that the word **I** is always capitalized. (Only in English is the word for the 1st person singular nominative always capitalized. Strange! We capitalize **I** but not me or my or mine -- just **I**. Strange!) As a bonus you might want to give them the word *eye* and point out that the shape of the word looks something like two eyes and a nose in the middle. And as an added bonus you can even give the word “*aye*” as in “*Aye, aye, sir*” or “*All in favor say ‘aye’*.” You might even want to teach the opposite of *aye* which is *nay*.

● Number 5 is **shin**. “My baby brother used to kick me in the **shin**.” **shin**.

Write: **-in**. Put **sh-** in front to get **shin**.

If your students haven't learned the /**sh**/ sound is made with the two letters **sh**, now is the time to tell them. They will get almost as much practice using the **sh** in their spelling as you will keeping your students quiet while you're talking on the phone. Sh-h-h!

● Number 6 is **skins**. “How many rabbit **skins** does it take to make one mink coat?” **skins**. You should be able to get a groan from your students when you say the answer should be zero. Mink coats should be made from minks and not rabbits.

Write: **-in-** Add an **s** to get **-ins** Put **k** in front to get **-kins**. Put **s** in front to get **skins**.

● Number 7 is **wins**. “Jack **wins** more than he loses.” **wins**.

Write: **-in- -ins wins**

● Number 8 is **twins**. “There were two sets of **twins** in our family.” **twins**.

Write: **-in- -ins -wins twins**

● Number 9 is **be**. “I wonder what I'm going to **be** when I grow up.” **be**.

Write: **-e be**

● Number 10 is **begin**. “It's time to **begin** learning to spell.” **begin**.

Write: **-in** Show just **be-**. Ask your students what letter should be between the **be-** and the **-in**. Then show: **begin**.

● Number 11 is **chin**. “I really took it on the **chin**.” **chin**.

Write: **-in ch- chin**.

If your students don't know that the letters **ch** have a sound of their own, the sound you hear at both the beginning and the end of the word **church**, now's the time to tell them. When two letters have but one sound,

they are called digraphs. The most common digraphs are: **th**, **ch**, and **sh**.

● Number 12 is **she**. “**She** is my best friend.” **she**.

Write: **-e sh- she**

## The Fourth Day

The fourth day we begin by having the students take out their **AVKO Student Response Book for Sequential Spelling** and open it to page 9 or by having them take out their special spelling folder and going to the fourth sheet labeled Lesson 4.

Then give the following words in sentences as shown or make up your own sentences. Remember, after each word is given, you should write the word correctly on your dry erase board and let your students immediately correct any mistake that they might have made. You might want to use color to help your students recognize the patterns that are in the words. For example, when you give the correct spelling of *spinning*, you might first write using green the base **in**. Then “double the **n**” and add **ing** to get **inning**. Then put a black **p** in front of **inning** to get **pinning** and then a black **s** to get **spinning**.

1. **thins** A painter sometimes **thins** his paint with turpentine. **thins**

2. **pinning** Are you good at **pinning** a tail on a donkey? **pinning**

3. **sinning** Is it a sin to misspell **sinning**? **sinning**

4. **spinning** Have you ever seen a **spinning** wheel? **spinning**

5. **shins** It's no fun to get kicked in the **shins**. **shins**

6. **skinned** Trappers **skinned** the animals for their furs. **skinned**

**7. winning** I enjoy **winning** a lot more than I do losing. **winning**

**8. inner** Your **inner** voice tells you right from wrong. **inner**

**9. be** I wish you would **be** more careful. **be**

**10. begins** I hope this **begins** to make some sense to you. **begins**

**11. chins** When Jim is at the gym, he **chins** himself 10 times. **chins**

**12. we** Do we know where **we** are going? **we**

**13. bee** It's no fun to be stung by a **bee**. **bee**

**14. see** What do you **see** when you close your eyes? **see**

**15. tree** Did George Washington chop down a cherry **tree**? **tree**

Now might be the time to talk about homophones, words that sound exactly alike but have different meanings as well as different spellings.

**in/inn** We found an **inn** and went **in** to have a meal.

**/eye/aye** I got a black **eye** because I forgot to say, "**Aye, aye**, sir" to the captain.

**be/bee/Bea** Could it **be** that Aunt **Bea** was stung by a **bee**?

**we/wee/oui** We heard a **wee** French lad answer yes by saying, "**Oui, oui**, madame."

**see/sea/si** Can you **see** the **sea** from the window? **Si, si**, señor.

In some cases, words sound the same due to the dialect, such as pin/pen. You use a pin to hold things. You use a pen to write with. Pigs are kept in a pen. You can wear a pin.

## The Fifth Day

On the 5th day we begin with Lesson 5.

Give the following words in sentences as shown or make up your own sentences. Remember, after each word is given, you should write the word correctly on your dry erase board and let your students immediately correct any mistake that they might have made.

**1. thinned** We **thinned** the carrots and the beets for grandpa. **thinned**

**2. thinner** Jack Sprat was quite a bit **thinner** than his wife. **thinner**

**3. sinner** If you've never committed a sin, can you be a **sinner**? **sinner**

**4. spinner** I put a little **spinner** above my hook when I go fishing. **spinner**

**5. fins** Fish have **fins** instead of legs. **fins**

**6. Mr. Skinner** Hey, mister! Have you seen **Mr. Skinner**? **Mr. Skinner**

**7. winner** You're a **winner** and not a loser. **winner**

**8. be** What do you want to **be** when you grow up? **be**

**9. inning** How many outs in an **inning**? (6! 3 for each side) **inning**

**10. beginning** Shall we start all over from the **beginning**? **beginning**

Before giving the correct spelling of **beginning**, check your students' papers to see if they have learned to spell this word. Almost every student should have spelled *beginning* correctly. Now, compare this spelling to the misspellings you collected on the first day. Tell your students you are proud of them. Tell them that they have learned a difficult word without ever having studied the word. Tell them that just by paying attention and by correcting their

mistakes they are learning and learning a great deal.

11. **chinned** Jim **chinned** himself ten times in the gym. **chinned**

12. **we** **We** should always try our best to be good. **we**

13. **wee** The wee lad has an eye for **wee** lasses. **wee**

14. **be** Have you ever been stung by a **bee**? **bee**

15. **see** What do you **see** outside your window? **see**

16. **trees** Lumberjacks cut down **trees** to make lumber. **trees**

17. **free** Who said, “**Free** at last”? **free**

18. **agree** I **agree** with you. **agree**

19. **disagree** I hope you don’t **disagree** with me. **disagree**

20. **fees** We had to pay all kinds of different **fees**. **fees**

## The Sixth Day

On the 6th day we begin Lesson 6

Give the following words in sentences as shown or make up your own. Remember, after each word is given, you should write the word correctly on your dry erase board and let your students immediately correct any mistakes they have made.

1. **thinning** My uncle’s hair is really **thinning** on top. He’s almost bald. **thinning**

2. **thinnest** My Aunt Bea is the **thinnest** woman I have ever met. **thinnest**

3. **sinners** We all are **sinners**. Some more than others. **sinners**

4. **spinners** When I go fishing I bring along some special **spinners**. **spinners**

5. **tin** Have you ever heard of a cat on a hot **tin** roof? **tin**

6. **Skinner’s Inn** Has anybody been in **Skinner’s Inn**? **Skinner’s Inn**

7. **winners** I like games in which there are a lot of **winners**. **winners**

8. **inner** Your **inner** ear is very important for your balance. **inner**

9. **bee** Anything sweet will attract a **bee**. **bee**

10. **beginnings** I really enjoy new **beginnings**. **beginnings**

11. **chinning** **Chinning** yourself is good exercise if you can do it.

12. **wee** **Wee** means small. Leprechauns are called the **wee** folk. **wee**

13. **we** Today, **we** know that leprechauns really don’t exist. **we**

14. **be** If you will **be** good, you might get a surprise. **be**

15. **seen** Is it true that children should be **seen** and not heard? **seen**

16. **treed** The hounds **treed** the raccoon. **treed**

17. **frees** A governor sometimes **frees** persons wrongfully committed. **frees**

18. **agrees** Nearly everyone **agrees** with you. Salt water is hard to freeze. **agrees**

19. **disagrees** Nobody **disagrees** with their boss. Well, almost nobody. **disagrees**

20. **flee** To run away is to **flee**. Can a flea **flee**? **flee**

Note: Your language books give explanations and rules about apostrophes. You don’t need to interrupt the giving of the spelling words to give an explanation. All through this series of Sequential Spelling the -’s form is used with a word following it. The children’s/students’

computer brains will be properly programmed without rules. However, if either you or your students want the rules, freely share them.

## The Seventh Day

1. **bin** A **bin** is a place to store things. We used to have a coal **bin**.
2. **in** Welcome. Come on **in**.
3. **inn** There's an **inn** across the street that serves really good food. **inn**
4. **spin** I love to watch figure skaters, especially when they **spin** around. **spin**
5. **tins** We try to recycle all our **tins**. **tins**
6. **skinny** Jack Sprat was a really **skinny** man. **skinny**
7. **winning** I enjoy **winning** much more than losing. **winning**
8. **be** I would **be** really surprised if you missed this word. **be**
9. **inner** Do you know who belongs to the **inner** circle? **inner**
10. **beginner** Can you find the word **inner** in the word **beginner**? **beginner**
11. **chin** I think a dimple in the **chin** is rather cute. **chin**
12. **wee** Do you know what the **wee** hours of the morning are? **wee**
13. **we** **We** should have been in bed long before midnight. **we**
14. **bee** Some people are allergic to **bee** stings. **bee**
15. **seeing** Thomas believed that **seeing** is believing. **seeing**
16. **treeing** The dogs were **treeing** two little squirrels. **treeing**
17. **freed** Do you know when Lincoln **freed** the slaves? **freed**

18. **agreed** For once, everybody in our family **agreed** with me. **agreed**

19. **disagreed** I don't know why everybody **disagreed** with me just now. **disagreed**

20. **flees** If a flea runs away, the flea **flees**. **flees**

## The Eighth Day

Give the word. If you can, make up a sentence for the word. or just repeat the word. To keep the cost of this book to a minimum, from here on in we just give the words and leave the rest to you.

1. **thinner**
2. **ins**
3. **inns**
4. **spinning**
5. **tin**
6. **skins**
7. **winner**
8. **be**
9. **being**
10. **beginners**
11. **chins**
12. **we**
13. **wee**
14. **bees**
15. **see**
16. **trees**
17. **freeing**
18. **agreeing**
19. **disagreeing**
20. **fleeing**

Starting with the 9th day (See page 18), each spelling test will have 25 words. Some days the tests are easier than others, but don't panic on days like the 126th day when the word *arrangements* is presented.

REMEMBER: AVKO is *not* concerned about teaching the spelling of any one word *per se*. AVKO *is* concerned with the teaching of basic sounds for both spelling and reading. In the case of words like

*range, ranges, arrange, arranges, arrangement, arrangements*, what is important is the teaching of the *-ange* ending, the plural ending and the *-ment* suffix as well as the initial consonant sounds and consonant blends.

REMEMBER: Please **speed** your students through the tests. Give the word. Put it in a sentence. Say the word. Spell the word. Have the students (if you can) trace the corrected spelling as they spell it aloud in group chorus. Go on to the next—but make sure your students make an attempt at the spelling *before* you give the correct spelling. **Copying** your spelling does *not* help them learn. **Correcting** their own misspelling *does*.

### Immediate Feedback

The most common mistake made in administering the **AVKO Sequential Spelling Tests** is to give the entire test and then correct. This method just *won't* work.

- Give each word separately.
- Say the word. Give it in a sentence.
- Let the student/s attempt the spelling.
- Give the correct spelling. Let each student correct his own.
- Then give the next word. Repeat the process of immediate student self-correction.

### Grading

If your school demands that a grade be given for spelling, we would recommend that the tests for grading purposes be given at a separate time and that the students be graded on their learning of the spelling of the sounds—not the words as the suggested tests for grading purposes are constructed to do. AVKO gives permission to duplicate (for classroom purposes only) the tests that

come after the 40th, 80th, 120th, 160th and 180th days. Read the sentences to your students. All they have to do is fill in the blanks. Notice that you are not testing on the whole word. You are testing only on the spelling patterns taught. That is why the initial consonants or blends are given to the student. Note: You can use these as a pre-tests as well as a post-test to show real gains. How you grade these tests is up to you. Or use the 0-2 wrong = A, 3-4 = B, 5-6 = C, 7-8 = D. We don't expect that you'll have any E's.

### Questions most frequently asked concerning Sequential Spelling

**1. What are those asterisks (\*) and exclamation marks doing next to some words?**

The asterisks merely serve as a reminder to the teacher that the word so marked has a **homophone** (same pronunciation, different spelling), has a **heteronym** (same spelling, different word and different pronunciation), or does not follow the normal pattern. For example, *gyp* \*\* should logically be spelled “*jip*.” But instead of *j* we use the letter “*g*.” Instead of *i* the letter *y* is used. Likewise, the word *proper* \*\* should logically be spelled “*propper*” just like *hopper*, and *copper*, and *stopper*, but it isn't.

**2. Why don't the words used follow grade levels? *Scatter* is a 7th grade word in our school's regular spelling text.**

As a general rule, regular spelling texts pick grade levels for words according to when the words first begin to occur in the curriculum. This would seem to make sense, but it does bring about some rather odd sequences. Since the word *ice* may not occur in the curriculum until the fourth grade when it appears in the science class,

its introduction is delayed until that time even though *nice* may occur in the first grade and *twice* in the second grade, and *price* in the fifth and *rice* in the sixth.

AVKO believes in teaching the phonics necessary for decoding through the back door of spelling and without preaching rules that may or may not be useful. We teach the word *scatter* only after the *-at* sound has been taught in 30 different words, after the *-atter* sound has occurred in eight words, and directly after the initial *c* in *cat* and the consonant blend *sc* in *scat*. Then we teach *scatter*.

### **3. Why do you have so many words that are outside the vocabulary of average adults, such as the word “tat”?**

We don't believe it hurts anyone to learn a new word—but that is not why we use it. We use the word *tat* as an added practice in sounding out spellings of words having the initial */t/* sound and practice in spelling the ending *-at*. It also gives the student a pleasant surprise and ego boost when he discovers he can spell a word that he believes he has never heard nor seen before—just because he knows how to spell the sounds.

### **4. Should I count off for sloppy handwriting?**

Since the students get to correct their own spelling, they should be expected to write clearly and legibly. In fact, we recommend that these sequential spelling tests be used for handwriting practice because the patterns, being repetitive, can be a help in developing legible handwriting. We further recommend that if your students print, that they use D'Nealian® manuscript. If your students write, we strongly recommend D'Nealian® cursive. Another excellent system is the Italic by Getty-Dubay. But whichever system you use or your school system requires, we believe that **writing must be legible**. So, yes, by all means, take off for sloppy handwriting (provided

the student has no physical disability and has sufficient fine motor skills to write legibly).

### **5. Do I have to use all the words that are in the tests? May I drop some? May I change some?**

No, you don't have to use them all. You can drop some. You know your students better than we do. Yes, you can substitute other words for the ones we have selected. *The Patterns of English Spelling* is your best reference to select from. If for example, you would rather start with the *-at*, *bat*, *rat*, *cat*, *sat* family, be our guest. You can use your pencil to write in your choices. Every class is different. Don't be afraid to trust your own judgment.

### **6. Can I give the same test more than once during the day?**

Yes. If your students can profit from that, fine. We recommend, however, that you allow a minimum of two hours to pass between re-tests. We also recommend that the absolute maximum number of times that Sequential Spelling be given is four times in one day, whether repeats or new lessons.

### **7. I have a child who is a 5th grader. May I use Sequential Spelling 1 to start one hour, Sequential Spelling 2 to start the 2nd hour, 3 for the third, etc.? I want my child to become as good a reader and speller as soon as possible.**

Why not? If it works, it works. If it doesn't, then try something else. You could try going through four days of Sequential Spelling 1 every day until it is finished and then move through four days of Sequential Spelling 2 every day, and continue on through four levels of Sequential Spelling in six months.

### **8. Why are some words in bold print?**

The words in **bold print** are those that are the most commonly used words and the most important to learn. You will also

notice that some words (like the word **doesn't**) don't follow regular patterns and are repeated many times throughout the series. If your students learn to spell any of the words that are not in bold face, that is so much gravy. What we want the students to learn is to spell the most common words and to learn the most common patterns that occur in words. You will discover that most of these patterns consist of only two, three, or four letters. A big word like *misunderstandings* can be broken into the following patterns: *mis/un/der/st/and/ing/s*.

### 9. Do I have to teach all the homophones and heteronyms listed?

Absolutely no. We have listed them for your convenience. If you wish to teach them, fine. If you don't, fine. We only ask that when they come up that you definitely use the word in a sentence that helps the student pick the right word. For example, don't just say **billed**. The students may think about the word **build**. Instead, Say something like: "**billed**. *We were billed for extra carpeting.* **billed**."

### 10. Why are there references to *The Patterns of English Spelling* at the bottom of the pages?

This book contains all the words that share a common spelling pattern placed on the same page (or pages in the case of families like the -tion family). In our Sequential Spelling Series we list most of the words in each family, but not all. If a teacher wants to include more or to give special assignments to the gifted students, we have included the page references. This book may be purchased from the AVKO Educational Research Foundation, 3084 Willard Rd., Birch Run, MI 48415. Or, if the teacher (or parent) becomes a member of the AVKO Educational Research

Foundation ([www.avko.org/membership](http://www.avko.org/membership)) access to its pages are free.

Membership as of 2008 is only \$25.00 annually for individuals, \$100.00 for schools and institutions. The E-books available for free download to members are worth over \$400.00.

In celebration of AVKO's 35th anniversary, AVKO has added a page of sentences using the most common words that share the same pattern as the page opposite it.

### 11. Can I use the words in Sequential Spelling for composition?

**Yes, of course.** Having your students create sentences out of the words is good exercise for their minds and will allow you to determine if they truly understand what the words really mean. You may also have them write the entire sentence that you dictate. That will help you help them learn to handle the problems created by speech patterns, such as the "wanna" instead of "want to" and the "whacha gonna" for "what are you going to," etc. You also might want to use AVKO's book *Speech to Spelling* to help you help your students to solve that problem. As the teacher, you know your students and how many sentences they can handle as homework. You might even want to set time limits such as: Write as many sentences using today's spelling words as you can in 10 minutes.

### 12. What if all my questions have not been answered here?

You can E-mail the author Don McCabe at [DonMcCabe@aol.com](mailto:DonMcCabe@aol.com) or call 1-866-285-6612.

	1st day	2nd day	3rd day	4th day
1.	* in	* I	thin	thins
2.	** pin	pins	pinned	pinning
3.	sin	sins	sinned	sinning
4.	spin	spins	* I	spinning
5.		kin	shin	shins
6.		skin	skins	skinned
7.		win	wins	winning
8.		twin	twins	inner
9.			* be	* be
10.			begin	begins
11.			chin	chins
12.			she	* we
13.				* wee
14.				* bee
15.				* see
16.				tree

\* Homophones:

in	Come on in.
inn	They spent the weekend at a country inn.
I	I really love chocolate.
eye	My brother got a black eye.
aye	All in favor, say, "Aye!"
be	We will all be there.
bee	I hate to be stung by a bee.
Bea	My Aunt Bea had a party.
we	We all went to her party.
wee	She called the baby boy a wee lad and the girl a wee lass.
oui	The French say "oui" for yes.
see	I can see you.
sea	A sea is bigger than a lake; smaller than an ocean.
si	In Spanish, the word for <i>yes</i> is <i>si</i> .

\*\* In *some* dialects: pin/pen.

pin	You pin the tail on the donkey. Pins and needles.
pen	You keep pigs in a pig pen. You write with a pen.

The complete -in family is found on p. 123 in *The Patterns of English Spelling*; the -inner family on p. 635; the -e & -ee families on pp. 304-305.

	5th day	6th day	7th day	8th day
1.	thinned	thinning	thin	thinner
2.	thinner	thinnest	* in	ins
3.	sinner	sinner	* inn	inns
4.	spinner	spinners	spin	spinning
5.	fins	tin	tins	tin
6.	Mr. Skinner	Mr. Skinner's	*inn	skins
7.	winner	winners	winning	winner
8.	* be	* bee	* be	* be
9.	inning	innings	inner	being
10.	<b>beginning</b>	beginnings	beginner	beginners
11.	chinned	chinning	chin	chins
12.	* we	* wee	* wee	* we
13.	* wee	* we	* we	* wee
14.	* bee	* bees	* bee	bees
15.	* see	* sees	seeing	* see
16.	trees	treed	treeing	trees
17.	<b>free</b>	* frees	freed	freeing
18.	agree	agrees	agreed	agreeing
19.	disagree	disagrees	disagreed	disagreeing
20.	fees	* flee	* flees	fleeing

**\* Homophones:**

sees She sees everything that happens in our neighborhood.  
 seas Lakes are smaller than seas. Oceans are bigger.  
 seize The police wanted to seize my uncle's car.

flee To flee is to run away.  
 flea A flea is a little insect that lives on animals.

flees A flea flees from insecticide.  
 fleas Fleas flee from insecticide.

levy/levee The state decided to levy a tax to pay for the building of a levee.  
 frees A robot frees a worker from working.  
 freeze Water will freeze if it's below zero outside.

See p. 16 for in/inn, ins/inns, we/wee/oui, be/bee/Bea.

The complete -in family is found on p. 123 in *The Patterns of English Spelling*; the -inner family on p. 635; the -e & -ee families on pp. 304-305; the -inny skinny & innie Minnie family on p. 704.

## Evaluation Test #1 (After 40 Days)

	Pattern being tested	Lesson word is in
1. The lady next door just had <u>twins</u> .	ins	3
2. Let's start at the <u>beginning</u> .	inning	5
3. He planted pine <u>trees</u> in his back yard.	ees	5
4. A <u>winner</u> never quits.	inner	8
5. My friend <u>would</u> always listen to me.	ould	9
6. He never just talks. He <u>shouts</u> .	outs	10
7. He eats one lunch and two <u>suppers</u> .	uppers	16
8. He counted to <u>ten</u> on his toes.	en	17
9. She <u>planned</u> a special dinner for him.	anned	19
10. Please stop <u>fooling</u> around.	ooling	20
11. The clown fell <u>flat</u> on his face.	at	21
12. I was <u>fit</u> to be tied.	it	23
13. That dress <u>flatters</u> her.	atters	24
14. I have a <u>splitting</u> headache.	itting	24
15. I am forever <u>folding</u> laundry.	olding	28
16. I can't believe he was <u>permitted</u> to do that.	itted	31
17. I hope you're not <u>upset</u> with me.	et	33
18. Always be careful around a <u>wild</u> animal.	ild	33
19. It's not funny when someone <u>shoves</u> you around.	oves	38
20. I'm sorry I <u>forgot</u> to say, "I'm sorry."	ot	39

We don't believe an evaluation test is necessary at this point, but just in case you think your children need an evaluation test, here it is. Use it, make your own, or just skip it.

## Evaluation Test #2 (After 80 Days)

	Pattern being tested	Lesson word is in
1. A bully is always sh <u>oving</u> others around.	oving	40
2. I like to play “Sh <u>ow</u> and Tell.” Don't you?	ow	41
3. We <u>drove</u> there, but it took us four hours.	ove	43
4. He's just bl <u>owing</u> off steam.	owing	44
5. We got him a bath <u>robe</u> for his birthday.	obe	45
6. She really expl <u>oded</u> .	oded	47
7. I really enj <u>oy</u> listening to good music.	oy	49
8. The airplane was del <u>ayed</u> by fog.	ayed	51
9. I <u>loaned</u> Pat five dollars a week ago.	oaned	55
10. We got <u>soaking</u> wet.	oaking	56
11. <u>Crime</u> doesn't pay.	ime	57
12. They left the dump ungu <u>arded</u> .	arded	59
13. Have you seen a movie <u>starring</u> Bob Hope?	arring	60
14. Do you like to watch soldiers <u>marching</u> ?	arching	60
15. There's no place like h <u>ome</u> .	ome	61
16. We need a new bar of <u>soap</u> .	oap	61
17. We came to an under <u>standing</u> .	anding	64
18. It all dep <u>ends</u> upon your point of view.	ends	66
19. They dem <u>anded</u> equal rights.	anded	71
20. The movie was very exc <u>iting</u> .	iting	76

## Evaluation Test #3 (After 120 Days)

	Pattern being tested	Lesson word is in
1. Those kids are always <b><u>fighting</u></b> .	ighting	80
2. That means they're always misbeh <b><u>aving</u></b> .	aving	84
3. It's time for them to turn over a new <b><u>leaf</u></b> .	eaf	81
4. I thought it was time to rake the <b><u>leaves</u></b> .	eaves	82
5. It's time we sh <b><u>ifted</u></b> into high gear.	ifted	87
6. We're going to be inst <b><u>alling</u></b> a new system.	alling	88
7. My sister likes to <b><u>fill</u></b> up our gas tank.	ill	89
8. I liked math about <b><u>half</u></b> the time.	alf	91
9. We keep our medicine on the highest sh <b><u>elf</u></b> .	elf	89
10. It was the <b><u>biggest</u></b> jug I've ever seen.	iggest	91
11. They <b><u>drilled</u></b> a new well last week.	illed	99
12. How are you <b><u>feeling</u></b> today?	eeling	100
13. Too many <b><u>cooks</u></b> spoil the broth.	ooks	102
14. They are always sque <b><u>ealing</u></b> their tires.	ealing	104
15. They were sh <b><u>aking</u></b> in their boots.	aking	104
16. We <b><u>hiked</u></b> all the way into town.	iked	111
17. <b><u>Smoking</u></b> is not allowed in most public places.	oking	112
18. Everybody has <b><u>rules</u></b> that they are to follow.	ules	110
19. My brother is very hard of <b><u>hearing</u></b> .	earing	116
20. Do we have any volunte <b><u>ers</u></b> ?	eers	118

## Evaluation Test #4 (After 160 Days)

	Pattern being tested	Lesson word is in
1. Only a pig takes up two parking <u>spaces</u> .	aces	122
2. His only <u>advice</u> was to be true to yourself.	ice	123
3. There are too many <u>gangs</u> in our neighborhood.	angs	122
4. How many <u>changes</u> do you want to make?	anges	126
5. Who was that <u>stranger</u> wearing the mask?	anger	126
6. I hate to hear about someone getting <u>mugged</u> .	ugged	131
7. I hope you're just <u>kidding</u> me.	idding	132
8. My sister is always <u>hiding</u> her things from me.	iding	136
9. It <u>goes</u> with the territory.	oes	142
10. One hundred is just one with two <u>zeroes</u> after it.	oes	142
11. Sarah says she <u>doesn't</u> ever want to get married.	oesn't	147
12. We were not <u>allowed</u> to go.	owed	151
13. They are <u>slowing</u> down.	owing	148
14. We'll be back after the <u>following</u> .	owing	152
15. Will you <u>please</u> close the door behind you.	ease	153
16. I enjoy eating <u>shredded</u> wheat for breakfast.	edded	155
17. I enjoy taking a <u>snooze</u> right after supper.	ooze	157
18. I love to see the flowers in <u>bloom</u> .	oom	157
19. What on <u>earth</u> are you talking about?	earth	161
20. What day is your <u>birthday</u> ?	irth	163

## Final Evaluation Test

	Pattern being tested	Lesson word is in
1. Let's go back to the very <b>beginning</b> .	inning	5
2. Let's not get into a <b>shouting</b> match.	outing	12
3. I'm <b>planning</b> on having a good vacation.	anning	20
4. I hate to have <b>splitting</b> headaches.	itting	24
5. My flashlight needs a new <b>battery</b> .	attery	27
6. They are <b>building</b> a new house.	ilding	36
7. It's a very <b>loving</b> puppy.	oving	40
8. The wind was <b>blowing</b> hard.	owing	44
9. We were <b>loading</b> the truck.	oading	48
10. Tom <b>stayed</b> behind to watch the house.	ayed	55
11. He is <b>marching</b> to his own drummer.	arching	60
12. They raise sheep and <b>goats</b> .	oats	64
13. I am <b>depending</b> upon you.	ending	68
14. He <b>demanded</b> to know who I was.	anded	71
15. The basketball game was really <b>exciting</b> .	iting	76
16. We are <b>having</b> them over for dinner.	aving	84
17. He <b>recalls</b> how it was when he was a kid.	alls	86
18. Put the package up on the <b>shelf</b> .	elf	89
19. I love the <b>thrills</b> and the <b>spills</b> .	ills	94 & 90
20. Never carry a <b>concealed</b> weapon.	ealed	103
21. The <b>prices</b> remained the same all day.	ices	122
22. We just <b>changed</b> the oil last week.	anged	127
23. The car <b>skidded</b> to a stop.	idded	131
24. We went on a <b>guided</b> tour.	ided	143
25. We were not <b>allowed</b> to go in early.	owed	151

## Evaluation Test #1 (After 40 Days)

	Pattern being tested	Lesson word is in
1. Not all Irishmen love an Irish <u>stew</u> .	ew	1
2. I have all kinds of nieces and neph <u>ews</u> .	ews	2
3. I wouldn't want to live in a house made of <u>straw</u> .	aw	1
4. It's awfully sloppy when it's <u>thawing</u> outside.	awing	4
5. It <u>dawned</u> on me that today's the day for a test.	awned	7
6. The Moh <u>awks</u> are a proud tribe of American Indians.	awks	6
7. They're always <u>singing</u> songs.	inging	8
8. Rolling <u>stones</u> gather no moss.	ones	10
9. Musicians are good at <u>tuning</u> their instruments.	uning	12
10. They keep complaining that they were <u>robbed</u> .	obbed	15
11. We were <u>hoping</u> that they would grow up.	oping	16
12. The auditorium was just jam- <u>packed</u> with people.	acked	19
13. I enjoy a good game of <u>checkers</u> once in a while.	eckers	24
14. You shouldn't have <u>kicked</u> him in the shins.	icked	23
15. I <u>asked</u> him to please behave.	asked	27
16. Perry Como is always very <u>relaxed</u> .	axed	27
17. The program <u>lasted</u> for only twenty minutes.	asted	27
18. I thought it would last for at <u>least</u> thirty.	east	31
19. We bought them a <u>toaster</u> for their wedding present.	oaster	32
20. We were disg <u>usted</u> with their selfish behavior.	usted	35

## Evaluation Test #2 (After 80 Days)

	<b>Pattern being tested</b>	<b>Lesson word is in</b>
1. The injured man scre <u>amed</u> for help.	eamed	35
2. You should be ash <u>amed</u> of yourself.	amed	39
3. His <u>father</u> was a farmer.	ather	41
4. Do you like liver sm <u>othered</u> in onions?	othered	43
5. I would rather be h <u>ealthy</u> than to be sick.	ealthy	42
6. I would rather hear him h <u>umming</u> than singing.	umming	44
7. The whole team gave the th <u>umbs</u> up sign.	umbs	46
8. The dress she wore to the awards show was <u>stunning</u> .	unning	48
9. We donate our old cl <u>othes</u> to Good Will.	othes	52
10. Do you know who <u>stirred</u> up all that trouble?	irred	51
11. I don't pay any attention to cr <u>abby</u> people.	abby	55
12. The doctor scr <u>ubbed</u> her hands before operating.	ubbed	59
13. The sleeping child looked very <u>peaceful</u> .	eace	62
14. Why don't we just watch TV inst <u>ead</u> ?	ead	63
15. The cook specialized in <u>boiling</u> water.	oiling	64
16. I hope you're not disapp <u>ointed</u> in me.	ointed	67
17. I hate people who are always cr <u>owding</u> me.	owding	68
18. She bought two new bl <u>ouses</u> at Macy's.	ouses	70
19. That kid is always misbeh <u>aving</u> .	aving	72
20. Did you see anything new on your <u>travels</u> ?	avels	74

## Evaluation Test #3 (After 120 Days)

	<b>Pattern being tested</b>	<b>Lesson word is in</b>
1. Do you know if their plane has <u>arrived</u> yet?	ived	75
2. Harry had a little <u>lamb</u> chop.	amb	77
3. Our spelling should constantly be <u>improving</u> .	oving	80
4. The gardener just <u>trimmed</u> the hedges.	immed	83
5. We went <u>tramping</u> through the countryside.	amping	84
6. Did you get a new pair of <u>sneakers</u> ?	eakers	88
7. Let a <u>sleeping</u> dog lie.	eeping	88
8. We just <u>stepped</u> over the little water puddle.	epped	91
9. We gave him a <u>heaping</u> helping of oatmeal.	eaping	92
10. We <u>shaded</u> our eyes from the blazing sun.	aded	95
11. They were always <u>trading</u> baseball cards.	ading	96
12. Have you ever been camping in a <u>trailer</u> ?	ailer	99
13. <u>Inhaling</u> second-hand smoke is bad for your health.	aling	100
14. The team's <u>trainer</u> was held in high respect.	ainer	103
15. I hate it when my sinuses are <u>draining</u> .	aining	104
16. Have you ever seen an <u>enchanted</u> castle?	anted	107
17. Our dog keeps <u>wandering</u> all around town.	andering	108
18. Edison <u>invented</u> a lot of different things.	ented	111
19. An ounce of <u>prevention</u> is worth a pound of cure.	ention	111
20. I hate getting <u>splinters</u> in my fingers.	inters	116

## Evaluation Test #4 (After 160 Days)

	<b>Pattern Being Tested</b>	<b>Lesson word is in</b>
1. Her new suit is at the <u>cleaners</u> .	eaners	119
2. I can't stand people who are always wh <u>ining</u> .	ining	120
3. I'd like to float down the Mississippi on a <u>raft</u> .	aft	121
4. I think I'd do it just for <u>laughs</u> .	augh	122
5. I like to be <u>treated</u> with some respect. Don't you?	eated	127
6. They bought each other matching swe <u>aters</u> .	eaters	128
7. Not everybody loves to go ice sk <u>ating</u> .	ating	132
8. We didn't go anywhere on vac <u>ation</u> .	ation	132
9. Our house needs some new insul <u>ation</u> .	ation	136
10. He went to the hospital for an oper <u>ation</u> .	ation	140
11. Do you understand the situ <u>ation</u> that you're in?	ation	144
12. Husbands should be devot <u>ed</u> to their wives.	oted	146
13. I hope she gets the promot <u>ion</u> .	otion	148
14. Almost everybody loves chocol <u>ate</u> .	ate	149
15. Unfortun <u>ately</u> , some people can't eat sweets.	ately	150
16. The liter <u>acy</u> movement is gaining ground.	acy	152
17. The couple got engag <u>ed</u> on St. Valentine's Day.	aged	155
18. Nobody likes people who are always brag <u>ging</u> .	agging	156
19. Nobody likes to missp <u>ell</u> a word.	ell	157
20. The injured elephant bellow <u>ed</u> long and loud.	ellowed	159

## FINAL EVALUATION TEST

	Pattern being tested	Lesson word is in
1. My neighbor has a lot of neph <u>ews</u> and nieces.	ews	2
2. It finally <u>dawned</u> on me that I goofed.	awned	7
3. My neighbor makes a living <u>tuning</u> pianos.	uning	12
4. I was <u>hoping</u> that you would ask that question.	oping	16
5. I hope everybody is rel <u>axed</u> and enjoying this test.	axed	27
6. We had to get our old <u>toaster</u> repaired.	oaster	32
7. I wish you would stop <u>humming</u> that song.	umming	44
8. We scr <u>ubbed</u> and waxed the floor.	ubbed	59
9. They bought a used car inst <u>ead</u> of a new one.	ead	63
10. I know that you all are impr <u>oving</u> your spelling.	oving	80
11. I hope I am not <u>stepping</u> on anybody's toes.	epping	92
12. Does anybody know who inv <u>ented</u> television?	ented	111
13. An ounce of prev <u>ention</u> is worth a pound of cure.	ention	111
14. I have to stop by the cle <u>aners</u> on the way home.	eaners	119
15. They <u>treated</u> us as if we were royalty.	eated	127
16. I think that they are sk <u>ating</u> on thin ice.	ating	132
17. This situ <u>ation</u> calls for tact and diplomacy.	ation	144
18. Did your sister get the prom <u>otion</u> ?	otion	148
19. Let others do the br <u>agging</u> for you.	agging	156
20. I'm glad we all contr <u>olled</u> our tempers.	olled	163
21. Very few people are completely <u>help</u> less.	elp	165
22. We should all be th <u>ank</u> ful.	ank	166
23. The lawyer had a tw <u>inkle</u> in her eye.	inkle	169
24. The defendant <u>begged</u> the judge for mercy.	egged	171
25. The car was totaled. So we <u>junked</u> it.	unked	175

## Grading

If your particular system requires that a grade be given for spelling, we would recommend that tests for grading purposes be given at a separate time and that the children be graded on their learning of the spelling of the sounds – not the words as the suggested tests for grading purposes are constructed to do. AVKO gives permission for parents (and teachers) to duplicate for classroom purposes only the tests on the following pages. Read the sentences to your children. All they have to do is fill in the blanks. Notice that you are not testing on the whole word. You are testing only on the spelling patterns taught. That is why the initial consonants or blends are given to the children. Note: You can use this as a pre-test as well as a post-test to show real gains. How you grade these tests is up to you. Or use the 0-1 wrong = A, 2-3 = B, 4-5 = C, 5-6 = D. We don't expect that you'll have any E's.

### Evaluation Test #1 (After 40 Days)

	Pattern being tested	Lesson word is in
1. Has that suspect <u>confessed</u> to the murder yet?	essed	2
2. I hope we don't have another <u>depression</u> .	ession	4
3. I have not <u>dismissed</u> this class yet.	issued	7
4. We'll have a group <u>discussion</u> tomorrow.	ussion	8
5. What was that group <u>protesting</u> over?	esting	12
6. I would like to make a <u>suggestion</u> .	estion	12
7. The policeman caught the <u>thief</u> red-handed.	ief	13
8. We <u>believe</u> * you.	ieve	14
9. I love going to wedding <u>receptions</u> *.	ceptions	16
10. I am really <u>puzzled</u> by your reaction.	uzzled	19
11. There is too much <u>suffering</u> in this world.	uffering	20
12. We should have our roof <u>repaired</u> before it leaks.	aired	23
13. I wish you would stop <u>staring</u> at me.	aring	24
14. We were <u>prepared</u> for almost any emergency.	ared	27
15. I wish you would stop <u>comparing</u> me to my sister.	aring	28
16. Do you know the <u>password</u> ?	wor	27
17. We were really <u>worried</u> about you.	wor	27
18. Yes, they called a <u>charging</u> foul on Michael Jordan.	arging	32
19. I can remember the last time I got a <u>whipping</u> .	ipping	32
20. My cousin <u>skipped</u> the fourth grade.	ipped	35

\* These words were never given, but other forms of these words were used.

## Evaluation Test #2

(After 80 Days)

	<b>Pattern being tested</b>	<b>Lesson word is in</b>
1. Did your neighbor sell his <u>property</u> ?	operty	36
2. The little kids <u>splashed</u> around in the pool all day.	ashed	39
3. We were simply <u>crushed</u> to find we weren't invited.	ushed	39
4. The thief was caught hiding in the <u>bushes</u> .	ushes	42
5. You can make paste by mixing <u>flour</u> with water.	our	45
6. Do the rains in April bring on the <u>flowers</u> in May?	owers	46
7. Oh, how I hate to get up in the <u>morning</u> .	orning	48
8. We <u>reported</u> the accident to the police.	orted	51
9. Sometimes names are hard to pron <u>ounce</u> .	ounce	51
10. My sister is taking up acc <u>ounting</u> in college.	ounting	52
11. I wish you would stop <u>clowning</u> around.	owning	56
12. I wonder what the Mona Lisa was <u>smiling</u> about.	iling	56
13. Would you like a rept <u>ile</u> for a pet?	ile	57
14. We won a cons <u>olation</u> prize.	olation	60
15. I sometimes have to be rem <u>inded</u> about the time.	inded	63
16. Would somebody please open that <u>window</u> for me?	indow	61
17. Have you ever fished with a bamb <u>oo</u> pole?	oo	63
18. It's no fun to be mar <u>ooned</u> on a desert island.	ooned	67
19. How would you like to be rem <u>embered</u> ?	embered	71
20. I wish they would stop <u>grumbling</u> all the time.	umbling	72

## Evaluation Test #3 (After 120 Days)

	<b>Pattern being tested</b>	<b>Lesson word is in</b>
1. I hope our neighbors weren't <u>swindled</u> .	indled	74
2. We <u>asked</u> them to come to our house first.	asked	79
3. They sent us several <u>baskets</u> of flowers.	askets	80
4. They had to trim several <u>branches</u> off the tree.	anches	78
5. Water really <u>quenches</u> your thirst.	enches	82
6. Children should be taught to never play with <u>matches</u> .	atches	86
7. The injured player was carried out on a <u>stretcher</u> .	etcher	88
8. If there's anything I hate, it's listening to <u>lectures</u> .	ectures	90
9. The player suffered a <u>fracture</u> .	acture	89
10. It's hard to <u>picture</u> a president in hair curlers.	icture	89
11. It's fun to play <u>volley</u> ball.	olley	93
12. You shouldn't have disob <u>eyed</u> orders.	eyed	95
13. We watched the ball game from the <u>bleachers</u> .	eachers	96
14. It's time we called a <u>screeching</u> halt to this nonsense.	eeching	100
15. Nitroglycerin is highly un <u>stable</u> .	able	99
16. Everybody has all kinds of different <u>abilities</u> .	abilities	100
17. Do you remember who <u>starred</u> in <i>Gone With the Wind</i> ?	arred	103
18. How many times do you have to be <u>warned</u> about that?	arned	103
19. When I hurt my foot, I had to walk on <u>crutches</u> .	utches	106
20. I love to hear the piano played with a light <u>touch</u> .	ouch	105

## Evaluation Test #4 (After 160 Days)

	Pattern Being Tested	Lesson word is in
1. What is the <u>cheapest</u> shot you've ever heard?	eapest	111
2. We have succ <u>eeded</u> where others have failed.	eeded	111
3. The lemonade needs some extra sw <u>ee</u> tening.	eetening	116
4. We were <u>slightly</u> late for church.	ightly	116
5. Look what the cat <u>brought</u> in! A dead mouse!	ought	117
6. Both my <u>daughters</u> are married and have careers.	aughters	118
7. Sometimes you need recomm <u>endations</u> to get a job.	endations	124
8. Diamond rings can be very, very exp <u>ensive</u> .	ensive	124
9. I wish you would stop pret <u>ending</u> to be an expert.	ending	123
10. What was Juliet doing up on the balc <u>ony</u> ?	ony	125
11. Nobody likes to be overl <u>ooked</u> .	ooked	130
12. We were <u>worried</u> about you.	orried	135
13. Has it ever occ <u>urred</u> to you that you might be wrong?	urred	135
14. Smoking is haz <u>ardous</u> to your health.	ardous	140
15. I think you need some more inf <u>ormation</u> before you go.	ormation	144
16. I wish you would stop squi <u>irming</u> in your seat.	irming	144
17. I hope you have <u>learned</u> your lesson.	earned	147
18. Nothing quenches your th <u>irst</u> like water.	irst	149
19. Jack is always <u>boasting</u> about how good he is.	oasting	156
20. This test will be contin <u>ued</u> tomorrow. Just kidding.	ued	159

## FINAL EVALUATION TEST

	Pattern being tested	Lesson word is in
1. I hope we don't have another <u>depression</u> .	ession	4
2. We'll have a group <u>discussion</u> tomorrow.	ussion	4
3. I love going to wedding <u>receptions</u> .	eptions	16
4. We were really <u>worried</u> about you.	worried	27
5. My cousin <u>skipped</u> the fourth grade.	ipped	35
6. We were simply <u>crushed</u> to find we weren't invited.	ushed	39
7. My sister is taking up <u>accounting</u> in college.	ounting	52
8. I sometimes have to be <u>reminded</u> about the time.	inded	63
9. It's no fun to be <u>marooned</u> on a desert island.	ooned	67
10. I wish they would stop <u>grumbling</u> all the time.	umbling	72
11. They had to trim several <u>branches</u> off the tree.	anches	78
12. The injured player was carried out on a <u>stretcher</u> .	etcher	88
13. The player suffered a <u>fracture</u> .	acture	89
14. Do you remember who <u>starred</u> in <i>Gone With the Wind</i> ?	arred	103
15. When I hurt my foot, I had to walk on <u>crutches</u> .	utches	106
16. We have <u>succeeded</u> where others have failed.	eeded	111
17. Both my <u>daughters</u> are married and have careers.	aughters	118
18. Has it ever <u>occurred</u> to you that you might be wrong.	urred	135
19. I hope you have <u>learned</u> your lesson.	earned	147
20. Jill is always <u>boasting</u> about how good she is.	oasting	156
21. What's <u>happening</u> ?	appening	164
22. I wish people were better <u>listeners</u> than talkers.	isteners	162
23. We are on a really tight <u>budget</u> .	udget	165
24. My cousin plays the <u>trumpet</u> .	umpet	171
25. I hate being called in and put on the <u>carpet</u> .	arpet	169

## Grading

If your particular curriculum requires that a grade be given for spelling, we would recommend that tests for grading purposes be given at a separate time and that the students be graded on their learning of the spelling of the sounds — not the words as the suggested tests for grading purposes are constructed to do. AVKO gives permission for parents to duplicate the tests for their home school only. Read the sentences to your students. All they have to do is fill in the blanks. Notice that you are not testing on the whole word. You are testing only on the spelling patterns taught. That is why the initial consonants or blends are given to the child. Note: You can use this as a pre-test as well as a post-test to show real gains. How you grade these tests is up to you. You could use the 0-1 wrong = A, 2-4 = B, 5-7 = C, 8-10 = D. We don't expect that you'll have any E's.

### Evaluation Test #1 (After 40 Days)

	Pattern being tested	Lesson word is in
1. We have some unfin <u>ished</u> business to attend to.	ished	4
2. Every house should have a fire extingui <u>sher</u> .	isher	8
3. Do you like bran muff <u>ins</u> ?	ins	8
4. You should try walking in another's moccas <u>ins</u> .	ins	12
5. Would you like an en <u>try</u> level job?	try	14
6. The English brought star <u>lings</u> to America.	lings	14
7. Speakers love appl <u>ause</u> .	ause	20
8. No one likes to be defra <u>uded</u> .	uded	19
9. I wish you wouldn't be so partic <u>ular</u> .	icular	19
10. Famili <u>arity</u> breeds contempt.	arity	18
11. Please give at least one spec <u>ific</u> example.	ific	21
12. My older sister is an electric <u>ian</u> .	cian	24
13. My older brother is a music <u>ian</u> .	cian	24
14. We told him not to panic, but he still panick <u>ed</u> .	ked	27
15. Afterwards, he was very apolo <u>getic</u> .	etic	27
16. Have you notic <u>ed</u> how quickly you're learning?	iced	31
17. AVKO spec <u>ial</u> izes in helping people learn.	cial	34
18. It is cruc <u>ial</u> that you learn certain spelling concepts.	cial	33
19. It will prove benefic <u>ial</u> if you can master them.	cial	33
20. Careful watching of commerc <u>ials</u> can help your reading.	cial	34

\* These words were never given, but other forms of these words were used.

## Evaluation Test #2

### (After 80 Days)

	<b>Pattern being tested</b>	<b>Lesson word is in</b>
1. It would be a mir <u>acle</u> if Chicago won the series.	acle	41
2. The patient made a mir <u>aculous</u> recovery.	aculous	43
3. The two countries signed a non-aggression <u>pact</u> .	act	45
4. Sugar attr <u>acts</u> ants.	acts	46
5. Do you like previews of coming attr <u>actions</u> ?	actions	48
6. We stand corr <u>ected</u> .	ected	51
7. Do you need dir <u>ections</u> on how to get there?	ections	52
8. You really should wear prot <u>ective</u> headgear.	ective	55
9. We attended three <u>lectures</u> last year.	ectures	54
10. That patient is on a restr <u>icted</u> diet.	icted	59
11. How many of the psychic's pred <u>ictions</u> came true?	ictions	60
12. How many heat <u>ducts</u> are there in this room?	ucts	62
13. My brother works for a constr <u>uction</u> company.	uction	64
14. I think my sister has a real attit <u>ude</u> problem.	ude	65
15. How do you think I arrived at that concl <u>usion</u> ?	usion	68
16. What would you like inscribed on your <u>tombstone</u> ?	omb	71
17. Have you seen the latest house des <u>igns</u> ?	igns	70
18. Our national debt seems to keep incre <u>asing</u> .	easing	76
19. I don't like to be threat <u>ened</u> by anyone.	ened	79
20. We gave them new swe <u>aters</u> for their anniversary.	eaters	80

## Evaluation Test #3 (After 120 Days)

	<b>Pattern being tested</b>	<b>Lesson word is in</b>
1. Do you like standing in a rec <u>ei</u> ving line?	ceiving	84
2. Most people enjoy going to a wedding recep <u>tion</u> .	ception	84
3. I like people who are che <u>er</u> ful.	eerful	85
4. They did what they were asked to do che <u>er</u> fully.	eerfully	86
5. It's no fun losing your <u>lugg</u> age on vacation.	age	87
6. Sometimes it's necessary to have a strict <u>bud</u> get.	udge	89
7. When was post <u>age</u> less than a dime?	age	91
8. Cattle are <u>slaught</u> ered everyday in stockyards.	aughtered	91
9. My neighbor enjoys lifting <u>weigh</u> ts.	eights	94
10. The squ <u>ea</u> ky wheel gets the grease.	eaky	95
11. Our motor needs to be overh <u>aul</u> ed.	auled	99
12. The two reb <u>el</u> s were caught and tried for treason.	els	98
13. Not all reb <u>ell</u> ions are successful.	ellions	99
14. Some people are very imp <u>uls</u> ive.	ulsive	104
15. I dislike people who are always qu <u>arre</u> ling ( <u>quarrelling</u> ).	arreling*	108
16. People should act <u>civil</u> ized.	ivilized	110
17. The <u>pro</u> wl <u>er</u> s were caught by the police.	owlers	112
18. The out <u>fiel</u> ders collided going for the flyball.	ielders	116
19. They prob <u>ab</u> ly didn't hear each other yell, "It's mine."	obably	114
20. The mayor was unav <u>ail</u> able for comment.	ailable	118

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\* Both -eling and -elling are correct! But a writer should be consistent. Either all words like quarrel, shovel, tunnel, etc. should take double -l's in the -ed and -ing forms or just single -l's. Single l's are traditionally American spelling. Double l's, British.

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## Evaluation Test #4 (After 160 Days)

	<b>Pattern Being Tested</b>	<b>Lesson word is in</b>
1. I just love Southern hospita <u>ality</u> .	ality	122
2. I wish you would stop being so irrita <u>ble</u> .	able	122
3. Your handwriting is absolutely illegi <u>ble</u> .	ible	125
4. Your work is incredi <u>bly</u> good.	ibly	126
5. We all have different responsi <u>bilities</u> .	ilities	132
6. There ought to be room in the program for flexi <u>bility</u> .	ility	135
7. Just what is trou <u>bling</u> you?	oubling	140
8. I wish you would stop nee <u>dling</u> me.	eedling	140
9. That movie was just absolutely overwh <u>elming</u> .	elming	144
10. I would love to hear a rapper sing a <u>folk</u> song.	olk	141
11. Everyone should have a good strong pu <u>lse</u> .	ulse	145
12. There's no excuse for <u>assaulting</u> another person.	aulting	148
13. What a rev <u>olting</u> development this is.	olting	152
14. Have you ever kept a New Year's res <u>olution</u> ?	olution	152
15. What's the <u>problem</u> ?	oblem	153
16. All syste <u>ms</u> are go.	tems	154
17. The governor procla <u>imed</u> today as NOW day.	aimed	155
18. That was an official procla <u>amation</u> .	amation	156
19. Do you know the sympto <u>ms</u> of pellagra?	ptoms	158
20. They held the school play in the auditor <u>orium</u> .	orium	160

## FINAL EVALUATION TEST

	Pattern being tested	Lesson word is in
1. We have some unfin <u>ished</u> business to attend to.	ished	4
2. Actors just love appl <u>ause</u> .	ause	20
3. Famili <u>arity</u> breeds contempt.	arity	18
4. My older sister is an electric <u>ian</u> .	cian	24
5. AVKO spec <u>ial</u> izes in helping people learn.	cial	34
6. Do you like previews of coming attr <u>actions</u> ?	actions	48
7. How many of the psychic's pre <u>dictions</u> came true?	dictions	60
8. How do you think I arrived at that concl <u>usion</u> ?	usion	68
9. We gave them new swe <u>aters</u> for their anniversary.	eaters	80
10. My sister works for a constr <u>uction</u> company.	uction	64
11. Do you like standing in a rece <u>iving</u> line?	ceiving	84
12. Most people enjoy going to a wedding rece <u>ption</u> .	ception	84
13. Cattle are sla <u>ughtered</u> everyday in stockyards.	aughtered	91
14. Some people are very imp <u>ulsive</u> .	ulsive	104
15. The mayor was unav <u>ailable</u> for comment.	ailable	118
16. I just love Southern hospita <u>lity</u> .	ality	122
17. We all have different respons <u>ibilities</u> .	ilities	132
18. Have you ever kept a New Year's resol <u>ution</u> ?	olution	152
19. The governor procl <u>aimed</u> today as NOW day.	aimed	155
20. That was an official procl <u>amation</u> .	amation	156
21. Have you re <u>membered</u> everything I've taught you?	membered	163
22. Never eat scr <u>ambled</u> eggs that have turned green.	ambled	163
23. Be careful when making an ass <u>umption</u> about anything.	umption	167
24. I hate to hear a dog wh <u>imper</u> ing.	impering	172
25. I have a friend who has become a veget <u>arian</u> .	arian	175

## Grading

If your particular system requires that a grade be given for spelling, we would recommend that tests for grading purposes be given at a separate time and that the students be graded on their learning of the spelling of the sounds — not the words as the suggested tests for grading purposes are constructed to do. AVKO gives permission for teachers to duplicate (for classroom purposes only) the tests on the following pages. Read the sentences to your students. All they have to do is fill in the blanks. Notice that you are not testing on the whole word. You are testing only on the spelling patterns taught. That is why the initial consonants or blends are given to the child. Note: You can use this as a pre-test as well as a post-test to show real gains. How you grade these tests is up to you. Or use the 0-1 wrong = A, 2-3 = B, 4-5 = C, 6-7 = D. We don't expect that you'll have any E's.

### Evaluation Test #1 (After 40 Days)

	<b>Pattern being tested</b>	<b>Lesson word is in</b>
1. If you can't take the heat, stay out of the <u>kitchen</u> .	itch+en	1
2. Where's the pencil <u>sharpen</u> er?	arp+en+er	3
3. What's <u>happ</u> ening?	appen+ing	4
4. I don't like to be <u>threat</u> ened.	eat+en+ed	7
5. I hope you're <u>listen</u> ing carefully.	isten+ing	8
6. The excuse was <u>sign</u> ed: "my mother."	ign+ed	7
7. The doctor's <u>sign</u> ature was impossible to read.	ign+a+ture	7
8. <u>Person</u> ally, I don't believe you.	on+al+ly	10
9. You have a very fascinating <u>person</u> ality.	on+al+ity	11
10. Do you like to go <u>danc</u> ing?	ance(e)+ing	12
11. Do you think a full moon is <u>rom</u> antic?	an+tic	11
12. It is very <u>imp</u> ortant for you to learn to spell.	port+ant	16
13. <u>Confid</u> entially, I think you're catching on fast.	en+tial+ly	20
14. I have a friend who works at a <u>conv</u> enience store.	en+i+ence	19
15. My friend is very <u>infl</u> uential.	en+tial	22
16. We were <u>surr</u> ounded by a hundred angry caterpillars.	ound+ed	27
17. I do not appreciate hearing <u>prof</u> anity.	an+ity	32
18. Did you pass your physical exam <u>in</u> ation?	in+a+tion	36
19. Make sure you take your <u>medic</u> ine.	ic+ine	33
20. Did you think this test was <u>chall</u> enging?	eng(e)+ing	39

## Evaluation Test #2

(After 80 Days)

	Pattern being tested	Lesson word is in
1. It would be a mir <u>acle</u> if Chicago won the World Series.	acle	41
2. The patient made a mir <u>aculous</u> recovery.	aculous	43
3. The two countries signed a non-aggression p <u>act</u> .	act	45
4. Sugar attr <u>acts</u> ants.	acts	46
5. Do you like previews of coming attr <u>actions</u> ?	actions	48
6. We stand corr <u>ected</u> .	ected	51
7. Do you need dir <u>ections</u> on how to get there?	ections	52
8. You really should wear prot <u>ective</u> headgear.	ective	55
9. We attended three <u>lectures</u> last year.	ectures	54
10. That patient is on a restr <u>icted</u> diet.	icted	59
11. How many of the psychic's pred <u>ictions</u> came true?	ictions	60
12. How many heat <u>ducts</u> are there in this room?	ucts	62
13. My brother works for a constr <u>uction</u> company.	uction	64
14. I think my sister has a real attit <u>ude</u> problem.	ude	65
15. How do you think I arrived at that concl <u>usion</u> ?	usion	68
16. What would you like inscribed on your <u>tomb</u> stone?	omb	71
17. Have you seen the latest house des <u>igns</u> ?	igns	70
18. Our national debt seems to keep incre <u>asing</u> .	easing	76
19. I don't like to be threat <u>ened</u> by anyone.	ened	79
20. We gave them new swe <u>aters</u> for their anniversary.	eaters	80

## Evaluation Test #3 (After 120 Days)

	<b>Pattern being tested</b>	<b>Lesson word is in</b>
1. Do they allow any spect <u>ators</u> at that event?	at(e)+or+s	82
2. What inv <u>ention</u> * sparked the modern era?	en+tion	84
3. You would think a capital would be in a <u>central</u> location.	entr(e)+al	87
4. I hope there isn't another dist <u>urbance</u> in L.A. this year.	urb+ance	88
5. Do you like to watch comm <u>ercials</u> ?	er+cial+s	91
6. Our country has many natural res <u>ources</u> .	ource+s	90
7. Most people appreciate sincer <u>ity</u> .	er(e)_ity	95
8. Cur <u>iosity</u> killed the cat.	o(u)s+ity	94
9. My confidence in you has been rest <u>ored</u> .	or(e)+ed	99
10. My cousin specializes in the rest <u>oration</u> of antique cars.	or(e)+a+tion	100
11. I have relatives who live on an Indian res <u>ervation</u> .	erv(e)+a+tion	104
12. Some of my best friends are highly cons <u>ervative</u> .	erv(e)+a+tive	103
13. Do you know what you should do in an em <u>ergency</u> ?	erge+ncy	107
14. Would you please stop sm <u>irking</u> .	irk+ing	108
15. My friend got his job through affirm <u>ative</u> action.	irm+a+tive	110
16. We need some more inf <u>ormation</u> .	orm+a+tion	114
17. It was an absolutely great <u>performance</u> .	orm+ance	115
18. We need a new pencil sh <u>arpener</u> .	arp+en+er	117
19. Did you go to the dress reh <u>earsal</u> ?	ears(e)+al	119
20. I don't remember having that conv <u>ersation</u> .	vers(e)+a+tion	117

\* We vote for the printing press.

## Evaluation Test #4 (After 160 Days)

	Pattern Being Tested	Lesson word is in
1. A judge is supposed to be <u>impartial</u> .	ar+tial	123
2. Tomorrow will not be my twenty- <u>first</u> birthday.	irst	122
3. I love driving a <u>convertible</u> .	vert+ible	127
4. I do expect common <u>courtesy</u> from all of you.	ourt+esy	127
5. Millions of people have died from <u>starvation</u> .	arv(e)+a+tion	131
6. A tailor must be accurate with <u>measurements</u> .	easure+ment+s	132
7. The traitor was arrested, tried, and convicted of <u>treason</u> .	eason	136
8. Everybody likes to be <u>praised</u> once in a while.	aise + (e)d	135
9. Have you ever tried to read any insurance <u>policies</u> ?	olic(y)+i+es	140
10. You should <u>loosen</u> up your muscles before exercising.	oos(e)+en	137
11. Have you ever met your oppo <u>sition</u> before today?	os(e)+ition	144
12. That was a rather am <u>using</u> story.	us(e)+ing	144
13. I enjoy having <u>refreshments</u> after playing golf.	esh+ment+s	148
14. Have you ever been to a <u>masquerade</u> ball?	asqu(e)+er+ade	147
15. Don't you hate to be embarr <u>assed</u> ?	ass+ed	151
16. It's <u>wasteful</u> to throw away perfectly good clothes.	aste+ful	151
17. It's no fun watching cattle being sla <u>ughtered</u> .	aught+er+ed	155
18. I'm not just tired. I'm exh <u>austed</u> .	aust+ed	155
19. I enjoy all sports. I love comp <u>etition</u> .	et(e)+ition	160
20. I also enjoy athl <u>etics</u> .	et(e)+ic+s	159

# Final Evaluation Test

	<b>Pattern being tested</b>	<b>Lesson word is in</b>
1. If you can't take the heat, stay out of the <u>kitchen</u> .	itch+en	1
2. The doctor's <u>signature</u> was impossible to read.	ign+a+ture	7
3. I have a friend who works at a <u>convenience</u> store.	en+i+ence	19
4. Did you pass your physical <u>examinations</u> ?	in(e)+a+tion	36
5. Make sure you take your <u>medicine</u> .	ic+ine	33
6. We spent hours <u>scrapping</u> off the old wallpaper.	ap(e)+ing	48
7. After we <u>wrapped</u> all the presents, we added bows.	ap+p+ing	51
8. Did you get that <u>circular</u> that advertises everything?	cle>cul+ar	63
9. Did the dish and the spoon ever get <u>married</u> ?	arr(y)+i+ed	67
10. The ship was <u>carrying</u> iron ore.	arry+ing	68
11. You would think that a capital would be in a <u>central</u> location.	entr(e)+al	87
12. I have relatives who live on an Indian <u>reservation</u> .	erv(e)+a+tion	104
13. Some of my best friends are highly <u>conservative</u> .	erv(e)+a+tive	103
14. We need some more <u>information</u> .	orm+a+tion	114
15. I don't remember having that <u>conversation</u> .	vers(e)+a+tion	117
16. A judge is supposed to be <u>impartial</u> .	art+tial	123
17. I love driving a <u>convertible</u> .	vert+ible	127
18. I'm not tired. I'm <u>exhausted</u> .	aust+ed	155
19. I enjoy all sports. I love <u>competition</u> .	et(e)+ition	160
20. You should <u>loosen</u> up your muscles before exercising.	oos(e)+en	137
21. Do you really believe that this is <u>unconstitutional</u> ?	u+tion+al	164
22. I hope to <u>contribute</u> something to mankind.	trib(e)+ute	165
23. Not everybody can become <u>wealthy</u> .	eal+th+y	166
24. Does anybody like to hear <u>suggestions</u> ?	es+tion+s	170
25. Have you ever met a fat <u>dietician</u> ?	i+cian	174

## Grading

If your particular system requires that a grade be given for spelling, we would recommend that tests for grading purposes be given at a separate time and that the students be graded on their learning of the spelling of the sounds — not the words as the suggested tests for grading purposes are constructed to do. AVKO gives permission for parents to duplicate (for classroom purposes only) the tests on the following pages. Read the sentences to your students. All they have to do is fill in the blanks. Notice that you are not testing on the whole word. You are testing only on the spelling patterns taught. That is why the initial consonants or blends are given to the student. Note: You can use this as a pre-test as well as a post-test to show real gains. How you grade these tests is up to you. Or use the 0-1 wrong = A, 2-3 = B, 4-5 = C, 6-7 = D. We don't expect that you'll have any E's.

### Evaluation Test #1 (After 40 Days)

	Pattern being tested	Lesson word is in
1. I would be lost without <u>electricity</u> .	ect+r+ic+ity	1
2. There's nothing wrong about being patri <u>otic</u> .	ot+ic	3
3. My spelling used to be atr <u>ocious</u> .	o+ci+ous	4
4. My spelling used to be quite ori <u>ginal</u> .	ig+in+al	7
5. My teachers did not like that kind of ori <u>ginality</u> .	ig+in+al+ity	7
6. I suppose I shouldn't be so pers <u>onal</u> .	on+al	8
7. We all have different pers <u>onalities</u> .	on+al+ities	7
8. My mem <u>ory</u> of that event is quite different.	ory	10
9. Buying in bulk qu <u>antity</u> may save money.	ant+ity	11
10. What should be the m <u>aximum</u> number of holidays?	ax+i+mum	11
11. What should be the m <u>inimum</u> ?	in+i+mum	11
12. Qu <u>ality</u> workmanship is often expensive.	al+ity	16
13. I would like a job prev <u>iewing</u> movies.	iew+ing	24
14. I'm sure it would be a <u>worthwhile</u> experience.	wor+th+wh+ile	17
15. Why do brides wear something <u>borrowed</u> ?	orrow+ed	27
16. We have too many leaders and not enough <u>followers</u> .	ollow+er+s	28
17. You're <u>probably</u> right.	ob+abl(e)+y	29
18. Most <u>private</u> investigations are quite boring.	iv+ate	29
19. We all have a right to <u>privacy</u> .	iv+acy	29

## Evaluation Test #2 (After 80 Days)

	<b>Pattern being tested</b>	<b>Lesson word is in</b>
1. That was the hung <u>riest</u> stray dog I've ever seen.	gr(y)+i+est	43
2. How many Latin American coun <u>tries</u> can you name?	tr(y)+i+es	42
3. Are you <u>qualified</u> for that job?	qual+if(y)+ed	46
4. You should always carry ident <u>ification</u> .	if(y)i+ca+tion	48
5. Who is test <u>ifying</u> against you?	ify+ing	51
6. Well, I hope you're satisf <u>ied</u> now.	is+f(y)+i+ed	50
7. The jury would not believe my test <u>imony</u> .	i+mony	52
8. I heard you had to make an apol <u>ogy</u> .	logy	53
9. What happened after you apol <u>ogized</u> ?	g(y)+ize+(e)d	55
10. There were at least three fam <u>ilies</u> living there.	il(y)+i+es	58
11. I can't believe I ate the <u>whole</u> thing!	wh+ole	60
12. I can't believe they lived happ <u>ily</u> ever after.	(y)+ily	61
13. Does the state of our nation's econ <u>omy</u> affect you?	omy	65
14. Let's buy the most <u>economical</u> one.	econ+om(y)+ical	68
15. Who is the <u>tiniest</u> person you know?	in(y)+i+est	71
16. Who is going to perform the wedding cer <u>emony</u> ?	mony	73
17. I'm sorry, but that room is already <u>occupied</u> .	cc+up(y)+i+ed	75
18. Who was the first person who <u>applied</u> for the job?	app+l(y)+ied	78
19. Can you fill out a job <u>application</u> ?	app+l(y)+i+cation	79
20. Always be careful around mach <u>inery</u> .	ch+ine+ry	79

## Evaluation Test #3 (After 120 Days)

	<b>Pattern being tested</b>	<b>Lesson word is in</b>
1. Did they convict him of committing per <u>jury</u> ?	j+ury	81
2. The poor cannot afford many lux <u>uries</u> .	ur(y)+ies	82
3. Sometimes I think I live in a fant <u>asy</u> land.	t+asy	85
4. It's none of your <u>business</u> .	bus(y)+i+ness	85
5. I think your work is just fant <u>astic</u> .	t+as(y)+t+ic	87
6. I prefer modern soci <u>ety</u> to primitive.	ci+ety	89
7. Bigotry is related to stup <u>idity</u> .	p+id+ity	91
8. It's not the heat; it's the hu <u>midity</u> .	m+id+ity	90
9. I hope I can depend upon your re <u>liability</u> .	l(y)+i+a+bil+ity	95
10. <u>Christianity</u> did not exist in 100 B.C., or 100 B.C.E.	Christ+ian+ity	94
11. Do you live in the vic <u>inity</u> of 1st and Main St?	in+ity	97
12. I can't get along without the ne <u>cessities</u> of life.	cess+it(y)+ies	98
13. Can you sing, "It ain't ne <u>cessarily</u> so"?	cess+ar(y)+i+ly	100
14. How many min <u>orities</u> can you name?	or+it(y)+ies	100
15. You don't have to be <u>psychic</u> to spell this word.	p+sy+ch+ic	103
16. It helps to know how to spell <u>psychology</u> .	p+sy+ch+ology	104
17. You can keep your <u>opinions</u> to yourself.	o+pin+ion+s	108
18. Please return my call at your earliest con <u>venience</u> .	ven(e)+i+ence	107
19. You should consult your <u>physician</u> .	ph+ys+ician	109
20. It's <u>physically</u> impossible for a human to lift two tons.	ph+ys+ical+ly	112

## Evaluation Test #4 (After 160 Days)

	<b>Pattern Being Tested</b>	<b>Lesson word is in</b>
1. Nobody really likes to receive <u>criticism</u> .	it+ic+ism	119
2. We should feel <u>sympathy</u> towards those less fortunate.	sym+path+y	121
3. There are different kinds of pen <u>alties</u> .	al+t(y)+ies	122
4. A soldier on leave may wear <u>civilian</u> clothes.	civil+i+an	125
5. They calmed the lion with a <u>tranquilizer</u> .	anq+uil+izer	127
6. My house could use a little modern <u>ization</u> .	ern+iz(e)+ation	132
7. We are all good at <u>memorizing</u> different things.	or(y)+iz(e)+ing	132
8. We should all show some sens <u>itivity</u> towards others.	s(e)+i+tiv(e)+ity	136
9. That dessert looks awfully <u>appetizing</u> .	ppet+iz(e)+ing	136
10. Would you try to be more <u>specific</u> ?	ec+if+ic	138
11. Choosing Mary was a strateg <u>ic</u> move.	eg(y)+ic	139
12. <u>Alcoholic</u> beverages are served in bars.	co+hol+ic	141
13. Which car is the most <u>economical</u> to drive?	con+om+ic+al	144
14. <u>Microscopic</u> organisms are hard to see.	micro+scop(e)+ic	148
15. Basketball players are <u>typically</u> taller than golfers.	typ(e)ic+al+ly	148
16. <u>Historically</u> , the Middle East has been fought over.	histor(y)+ic+al+ly	151
17. The woman next door is an <u>electrician</u> .	elec+tr+ician	152
18. We should <u>automatically</u> say, "Please" and "Thank you."	auto+mat+ic+al+ly	156
19. His answer appeared to be <u>apologetic</u> .	apolog(y)+et+ic	157
20. How many <u>politicians</u> does it take to tell the truth?	polit(e)+icians	159

## FINAL EVALUATION TEST

	<b>Pattern being tested</b>	<b>Lesson word is in</b>
1. I would be lost without <u>electricity</u> .	ect+r+ic+ity	1
2. My teachers did not like that kind of <u>originality</u> .	ig+in+al+ity	7
3. You're very <u>probably</u> right.	ob+abl(e)+y	29
4. We all have a right to <u>privacy</u> .	v+acy	29
5. There's nothing wrong about being <u>patriotic</u> .	ot+ic	3
6. Well, I hope you're <u>satisfied</u> now.	is+if(y)+i+ed	50
7. How does the state of our <u>economy</u> affect you?	omy	65
8. You should always carry <u>identification</u> .	if(y)+i+cation	48
9. The jury would not believe my <u>testimony</u> .	i+mony	52
10. Can you fill out a job <u>application</u> ?	pl(y)+i+cation	79
11. It's none of your <u>business</u> .	bus(y)+i+ness	85
12. I hope I can depend upon your <u>reliability</u> .	l(y)+i+abil+ity	95
13. <u>Christianity</u> did not exist in 100 B.C. or 100 B.C.E.	Christ+ian+ity	94
14. How many <u>minorities</u> can you name?	or+it(y)+i+es	100
15. Please return my call at your earliest <u>convenience</u> .	ven(e)+i+ence	107
16. Nobody really likes to receive <u>criticism</u> .	it+ic+ism	119
17. We should feel <u>sympathy</u> towards those less fortunate.	sym+path+y	121
18. Which car is the most <u>economical</u> to drive?	con+om+ic+al	144
19. How many <u>politicians</u> does it take to tell the truth?	polit(e)+cian+s	159
20. Would you try to be more <u>specific</u> ?	ec+if+ic	138
21. You don't have to be so <u>sarcastic</u> .	cast+ic	163
22. Let's try to be a little <u>realistic</u> .	real+ist+ic	164
23. It doesn't hurt to show a little <u>optimism</u> .	opt+im+ism	166
24. You can prove anything with <u>statistics</u> .	stat(e)ist+ic+s	167
25. Do you have an <u>analytical</u> mind?	ana+lyt+ic+al	168

## Grading

If your particular system requires that a grade be given for spelling, we would recommend that tests for grading purposes be given at a separate time and that your children be graded on their learning of the spelling of the sounds — not the words as the suggested tests for grading purposes are constructed to do. AVKO gives permission for parents to duplicate (for classroom purposes only) the tests on the following pages. Read the sentences to your children. All they have to do is fill in the blanks. Notice that you are not testing on the whole word. You are testing only on the spelling patterns taught. That is why the initial consonants or blends are given to the children. Note: You can use this as a pre-test as well as a post-test to show real gains. How you grade these tests is up to you. Or use the 0-1 wrong = A, 2-3 = B, 4-5 = C, 6-7 = D. We don't expect that you'll have any E's.

### Evaluation Test #1 (After 40 Days)

	Pattern being tested	Lesson word is in
1. You'll find the lettuce in the produce department.	-uce	1
2. Don't make a big production out of it.	-uction	4
3. Some accidents are unavoidable.	-cci- = k/si	6
4. I'm glad to make your acquaintance.	-cqu- = k/kw	8
5. Will you vouch for him?	-ouch	9
6. We did a thorough job of cleaning that room.	-or + ough	11
7. You're giving me a headache.	ch=k	13
8. We won the game on a technicality.	ch=k/-ality	13
9. Don't try to psych me out.	y=i/ch=k	13
10. Who needs a course in psychology?	y=i/ch=k + ology	13
11. Are we still on schedule?	ch=k/ule	17
12. We don't spell chic "SHEEK."	ch=sh; i=ee	23
13. It went down the chute.	ch=sh	24
14. Let your conscience be your guide, by Jiminy.	sci=sh/ence	26
15. I enjoy watching some commercials.	cial="shul"	27
16. Gold is considered to be a precious metal.	ci=sh/ous=us	29
17. Please try to be more diplomatic.	-atic	32
18. Are you interested in international diplomacy?	-acy	32
19. We just had time to get to the concession stand.	-ession	36
20. Did you hear that explosion?	-osion	36

## Evaluation Test #2

(After 80 Days)

	<b>Pattern being tested</b>	<b>Lesson word is in</b>
1. I'm sending you a big bou <u>quet</u> of roses.	quet=KAY	41
2. I still enjoy the game of cro <u>quet</u> .	quet=KAY	43
3. Did you fill out an <u>app</u> lication blank?	pp	43
4. It was my first big <u>disapp</u> ointment.	dis/pp/oint	48
5. I hope you're good at making <u>arrange</u> ments	rr/ange/ment	48
6. Yes in Spanish is <i>sí</i> . In French, yes is <u>oui</u> .	(o)/u=w/+i=ee	51
7. We <u>assumed</u> that you understood.	ss/ume/+(e)d	51
8. We should not have made that <u>assump</u> tion.	um+p+tion	51
9. Who said our taxes are an <u>excess</u> ive burden?	xc+essive	59
! 10. It's no fun being <u>excl</u> uded from what's going on.	ex/cl..	! 58
11. After running five miles, I'm completely <u>exhaust</u> ed.	ex/h/aust	62
12. In fact, I'm suffering from <u>exhaust</u> ion	ex/h/au/stion	64
13. Tom's fianc <u>ée</u> is planning a surprise for him.	ée=AY	65
14. Don't step on my blue <u>suede</u> shoes.	u=w/e=AY	65
15. I love pies, cakes, cookies, candy, <u>etc</u> .	abbr.	65
16. You can resume filling out your <u>résum</u> é.	é=AY	67
17. The phrase, for example, is abbreviated <u>e.g.</u>	abbr.	66
18. You become a <u>fore</u> igner when you leave our country.	eign+er	70
19. You shouldn't be so <u>conce</u> ited.	cei+t+ed	70
20. The <u>she</u> ik loved to wear <u>chic</u> ("SHEEK") clothing.	ch=sh/i=ee/c=k	75

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! The word *excluded* was not given, but the patterns necessary to spell *excluded* have been.

## Evaluation Test #3 (After 120 Days)

	<b>Pattern being tested</b>	<b>Lesson word is in</b>
1. It was a very <u>decisive</u> victory.	cive	77
2. Square circles are beyond my <u>comprehension</u> .	ension	79
3. Who is <u>responsible</u> for getting you here on time?	ible	81
4. Do you take <u>responsibility</u> for your own actions?	ibility	83
5. My friend is suffering from <u>depression</u> .	ession	82
6. Did she get elected to the state <u>legislature</u> ?	lature	87
7. It is <u>imperative</u> that you be here on time.	ative	89
8. The dog <u>instinctively</u> began to growl at the intruder.	inct+ive+ly	96
9. He showed no <u>sensitivity</u> to her feelings.	tiv(e)+ity	98
! 10. Were you <u>describing</u> me?	scrib(e) + ing	! 99
11. I'm not sure I like your <u>description</u> .	scrip + tion	100
12. Have you ever heard of male <u>intuition</u> ?	ition	98
13. That's a real oasis, not a <u>mirage</u> .	age="Ahzh"	101
14. Should your <u>rouge</u> match your lipstick?	oughe="Oozh"	101
15. What's the difference between <u>colleges</u> and universities?	ege="ij"	103
16. Charging \$5.00 for a cup of coffee is <u>outrageous</u> .	geous="jus"	103
17. You can put that in the <u>circular</u> file.	circ/ular	109
18. Why carry <u>collision</u> insurance on an old junker?	ision="izh un"	111
19. The salesperson earned a hefty <u>commission</u> .	ission="Ish un"	113
20. Please regard this information as <u>confidential</u> .	ential="en shul"	118

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! This word was never given! However, the patterns necessary to spell the word, were given.

## Evaluation Test #4 (After 160 Days)

	<b>Pattern Being Tested</b>	<b>Lesson word is in</b>
1. Nobody really likes to receive <u>criticism</u> .	it+ic+ism	119
2. We should feel <u>sympathy</u> towards those less fortunate.	sym+path+y	121
3. There are different kinds of pen <u>alties</u> .	al+t(y)+ies	122
4. A soldier on leave can wear <u>civilian</u> clothes.	civil+i+an	125
5. They calmed the lion with a <u>tranquilizer</u> .	anq+uil+izer	127
6. My house could use a little modern <u>ization</u> .	ern+iz(e)+ation	132
7. We are all good at <u>memorizing</u> different things.	or(y)+iz(e)+ing	132
8. We should all show some sens <u>itivity</u> towards others.	s(e)+i+tiv(e)+ity	136
9. That dessert looks awfully <u>appetizing</u> .	ppet+iz(e)+ing	136
10. Would you try to be more <u>specific</u> ?	ec+if+ic	138
11. Choosing Mary was a <u>strategic</u> move.	eg(y)+ic	139
12. <u>Alcoholic</u> beverages are served in bars.	co+hol+ic	141
13. Which car is the most <u>economical</u> to drive?	con+om+ic+al	144
14. <u>Microscopic</u> organisms are hard to see.	micro+scop(e)+ic	148
15. Basketball players are <u>typically</u> taller than golfers.	typ(e)ic+al+ly	148
16. <u>Historically</u> , the Middle East has been fought over.	histor(y)+ic+al+ly	151
17. The woman next door is an <u>electrician</u> .	elec+tr+ician	152
18. We should <u>automatically</u> say "Please" and "Thank you."	auto+mat+ic+al+ly	156
19. His answer appeared to be <u>apologetic</u> .	apolog(y)+et+ic	157
20. How many <u>politicians</u> does it take to tell the truth?	polit(e)+icians	159

## FINAL EVALUATION TEST

	Pattern being tested	Lesson word is in
1. Don't make a big <b>production</b> out of it.	-uction	4
2. We won the game on a technical <b>ality</b> .	ch=k/ality	13
3. I enjoy watching some <b>commercials</b> .	cial="shul"	27
4. Gold is considered to be a prec <b>ious</b> metal.	ci=sh/ous=us	29
5. We just had time to get to the conc <b>ession</b> stand.	ession	36
6. Did you hear that exp <b>losion</b> ?	osion	36
7. I'm sending you a big bou <b>quet</b> of roses.	quet=KAY	65
8. Tom's fianc <b>ée</b> is planning a surprise for him.	ée=AY	65
9. Don't step on my blue <b>suede</b> shoes.	u=w/e=AY	65
10. I think they're suffering from exh <b>haustion</b> .	au/stion	64
11. That's a real oasis, not a mir <b>age</b> .	age=Ahzh	101
12. Did she get elected to the state legis <b>lature</b> ?	lature	87
13. Charging \$5.00 for a cup of coffee is outr <b>ageous</b> .	geous=jus	103
14. The salesperson earned a hefty comm <b>ission</b>	ssion=shun	113
15. Please regard this information as confid <b>ential</b> .	ential=en shul	118
16. The judge ruled that the law was unconstit <b>utional</b> .	ution+al	56
17. Two of the accident victims were <b>critically</b> injured.	ic+al+ly	156
18. Do you know who wrote that edit <b>orial</b> ?	or+l+al	158
19. How many major lea <b>gues</b> are there?	-gues	150
20. They need to establish a dial <b>ogue</b> .	-ogue	149
21. Most teachers appreciate a little original <b>ity</b> .	ality	161
22. Most crim <b>inals</b> spend their lives in and out of prison.	-inals	161
23. Who needs indust <b>rial</b> strength mouthwash?	-trial=tree'll	159
24. A good doctor should be a good diagnost <b>ician</b>	ician	139
25. I haven't the <b>vaguest</b> idea what you're talking about.	ague+est	151