SELF-PACING IN SPELLING:

A COMPARATIVE STUDY

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by
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The placement of spelling as a subject in the curriculum has not yet ceased to be an anomaly despite the removal of its status as a drill subject and its acquisition of a position in the field of Language Arts. Dolch has reminded us that in former days people did not speak of spelling knowledge but of spelling ability. "Some people believed that children were born either with spelling ability or without it, and that the school could not do much about it."[1] Today it is not too unusual to hear a teacher express a lack of interest in the teaching of spelling. Can the reason for this apathy be explained by the fact that the modern spelling textbook is designed with a built-in, neatly-packaged teaching procedure which allows scant opportunity for breaking away from a structured teaching pattern? The following statements also made by Dolch were somewhat disconcerting to the writer, yet they provided some motivation for experimentation in the field for helping to increase spelling knowledge:

> All this bother about spelling has resulted, in many cases, in giving spelling a position out of all proportion to its true importance. Correct spelling is not one of the major accomplishments of an education. It does not rank with ability in reading or arithmetic. It is not worth as much as knowledge of geography or history. Failure in it does not mark a person as stupid or deficient in personality or ethics. Many worthwhile adults today are poor spellers.

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[1]Edward Dolch, Better Spelling (Champaign, Illinois: The Garrard Press, 1942), p. 24.

> They would be happier if someone helped them overcome this handicap. So let us take a reasonable attitude toward the poor speller. But we will also offer him our assistance in getting rid of this difficulty, this drawback, which is, after all, not really necessary.[2]

I. THE PROBLEM

Statement of the problem. The purpose of the following study was to compare the results of two methods of teaching spelling and to determine which method would yield the greater spelling knowledge. A control group was taught by the conventional group instruction method and an experimental group was taught by an individualized, self-pacing method.

Importance of the study. Experimentation in an individualized method of teaching spelling could contribute to a spelling curriculum geared to increase spelling knowledge at a pace to be determined by the learner. In the particular study described, the writer strove to adapt a common grade level textbook to the individual needs of fifth and sixth grade pupils.

II. DEFINITIONS OF TERMS USED

Self-pacing. In the context of this paper the term, "self-pacing" refers to an arrangement for instruction whereby each student pursues learning according to his own individual inventory of needs and abilities. Ordinarily, the pacing concept is used in the context of programmed instruction, the process in which the student works through an ordered

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[2] Ibid., p. 237.

sequence of items or frames enabling him to gain immediate knowledge of results. In the program for spelling instruction described by the writer, the student in the experimental group followed through the usual logical-sequenced spelling text assigned for the grade placement of his class at his learning pace.

Conventional instruction in spelling. The ordinary spelling text proposes an arrangement of sequential spelling lessons of columns of words numbering between 16 to 20 which the student is tested on weekly.

Subject words. In the spelling text used in this experiment, a set of words employed in the various subject fields for the grade level was listed at the end of each lesson. These words, however, were not, of necessity, to be included in the column dictation.

Phoneme-grapheme relations. This term occurs in Chapter II, Review of the Literature. The linguist sees language as an ascending hierarchy from sound (phoneme) to word (grapheme) to construction.

Phonological methods. A term in the context of spelling study which refers to teaching the student something of how some of the sounds are made and some of their distinctive features--such as the difference between voiced sounds and voiceless sounds, to impress upon him the difference between sounds and letters.

CHAPTER II

REVIEW OF THE LITERATURE

I. CURRENT RESEARCH

Abundance of research in the spelling area is not apparent when compared with the myriads of studies in the other Language Arts, discounting handwriting. Current reports disclose the following figures on spelling studies:[1]

Staiger: 14 studies out of 454 Language Arts studies for 1964.

Petty: 1 study and 2 related studies published since 1963.

Petty and Burns: 16 studies published from December, 1964, through December, 1965.

Horn laments that the present research limitations are the same as those brought to his attention at least twenty-five years ago:

> (a) fuzzy purposes and naive application of statistical analyses, (b) use of inadequate designs with elaborate statistical analyses for very practical instructional problems, and (c) inadequately designed studies of pressing instructional problems using sophisticated statistical analyses.[2]

New trends in the field involving the utilization of computer technology to educational research followed by field testing of actual findings indicate a more promising future for spelling studies. A Stanford group, Hanna, Hodges, and Rudorf, arrived at the findings

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[1] Thomas D. Horn, "Handwriting and Spelling," Review of Educational Research, XXXVII-No. 2 (April, 1967), 174.

[2] Ibid.

through computer analysis that "individual phoneme-grapheme relationship could be predicted with an accuracy of 89.6 per cent but not in terms of whole words."[3] Application of the Stanford study will be to incorporate the most promising features of this research to learning to spell in the classroom. Spelling textbook writers could more easily tabulate the numerous sound to word structures in terms of their occurrences in particular positions.

A more recent concept that spelling instruction should be determined by the totality of the spelling behavior is being explored by Carl Personke and Albert Yee.

> Whether spelling behavior develops primarily from conscious or unconscious needs, it is postulated that spelling behavior proceeds from needs to strategies, all of which begin with the speller's internal input. The internal input fulfills the system's phases of sensing and analyzing problems and needs and the processing of information before deciding what course of action to consider and take.[4]

They (Personke and Yee) have set up a model which purports to be a processing system of all the elements that go into spelling. The matter of situational choice and constant development of spelling efficiency would constitute their proposed pattern.

> No one channel is correct for spelling a particular word each time it is met. Reinforcement of the correct response enlarges the store of the memory drum. The internal inputs,

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[3] Ibid.

[4] Carl Personke and Albert H. Yee, "A Model for the Analysis of Spelling Behavior," Elementary English, XLIII-No. 3 (March, 1966), 278.

> particular of the immature speller, are subject to constant change. This shifting from one channel to another is perhaps the best indication of the complementarity of channels.[5]

Present day research still includes increasing studies in the area of selection of words to be taught and the superiority of the test-study method over the study-test method. Yee says that "definitive writings by spelling authorities have argued for balanced spelling programs which incorporate a variety of approaches, including phonological methods."[6] The question of attaining spelling competency through the use of generalizations remains still in the controversial arena. Conclusions of reviewed literature indicate that "the question of spelling generalizations may be maturing to one of degree and points to the need to fully investigate classroom applications before curriculum materials and methods are recommended for widespread use."[7] For the sake of clarity it might be well to insert an explanation of spelling generalizations.

> There has been so much dispute over the value of spelling rules that the psychology of the situation needs to be very strongly emphasized. Spelling rules, as usually thought of and as usually taught, have not been in any true sense spelling generalizations and have not really represented thought spelling. Instead they were verbal formulae that were supposed to be blindly accepted and blindly followed. They were supposed to be a mechanical substitute for thought. The child did not think "out" anything but was "handed" the rule already made. It was the teacher's generalization, not the child's and not even the teacher's if she had blindly memorized

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[5] Ibid., p. 279

[6] Albert H. Yee, "The Generalization Controversy on Spelling Instruction," Elementary English, XLII-No. 2 (February, 1966), 154.

[7] Ibid.

> it out of a book. When the child memorized it, he did not make it his. It is not strange that nine persons out of ten know only one rule for spelling, "i" before 'e' except after 'c' or when sounded as 'a' in neighbor and weigh," or some other form of jungle. That "rule" is learned mechanically because it remains in memory only because it is jingle form. From this point of view, it is much better to think of and to speak of spelling generalizations rather than spelling rules. Rules are too often thought of as something to be memorized by rote; generalizations are clearly things to be understood and used by logic. Memorized rules will always be of doubtful value because they are not often understood, have little meaning, and consequently are soon forgotten; generalizations will always be of vital importance because the human mind is irresistibly logical.[8]

Proofreading in spelling is assuming more prominence in the current application of spelling practices. Frasch[9] attacked the problem and concluded that the detection and correction of errors had a positive influence on the proofreading of most of the pupils. Oswalt[10] reported that girls were significantly better than boys in recognizing misspelled words and correctly reproducing words recognized as misspelled.

Plessas and Ladley have dealt with research relevant to the relationship between spelling and reading performances such as the feasibility of eliminating spelling instruction for corrective readers, teaching spelling through reading, and teaching word meanings as part of spelling instruction.

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[8]Edward Dolch, Better Spelling (Champaign, Illinois: The Garrard Press, 1942), p. 209.

[9]Walter T. Petty and Paul C. Burns, "A Summary of Investigations Relating to the English Language Arts in Elementary Education," Elementary English, XLIII-No. 3 (March, 1966) 271.

[10]Thomas D. Horn, "Handwriting and Spelling," Review of Educational Research, XXXVII-No. 2 (April, 1967) 172.

> Relationship between spelling performance and reading ability has significant implications in dealing with the poor reader; such as (a) children should not be expected to learn to spell words they cannot recognize; (b) persistent failure in spelling can only reinforce undesirable attitudes toward spelling; (c) there is little evidence to suggest that spelling instruction promotes growth in reading.[11]

Plessas and Dison explored the differences in spelling ability between good readers whose spelling ability was commensurate with their reading status and good readers whose spelling achievement was below their level of reading competency. Their findings suggested that "the good readers who spelled well use visual discrimination more effectively than poor spellers do, with the poor spellers tending to rely more on phonic clues."[12] The dynamics of this spelling-reading correlation is spelled out in more detail in the writings of Allen and Hullfish.

> The difference between the good speller and the poor speller largely boils down to the fact that the good speller increases his practice periods a countless number over the poor speller. He does this directly by the manner in which he reads. He likes to read more often, and early in life he has fallen into the habit--by good direction, accident, or for other reasons--of noting visually as he reads. This process becomes in time rapid and efficient. He notes words mostly for their meaning, but he also notes them for their spelling. It is a continuous learning process for him throughout his life.
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> As the good speller reads, his attention is drawn among other things, to the words that are still difficult for him to spell. The learning process then becomes a series of momentary, largely automatic repetition of attention upon these words--in a very

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[11] Gus. P. Plessas and Dorothea M. Ladley, "Some Implications of Spelling and Reading Research," Elementary English, XLIV-No. 2 (February, 1965) 142.

[12] Walter T. Petty and Paul C. Burns, "A Summary of Investigations Relating to the English Language Arts in Elementary Education," Elementary English, XLIII-No. 3 (March, 1966) 271.

> real sense, a learning-by-doing, "spaced" practice, for efficient and easier learning. Thus for an hour's reading, the good speller may have paused and noted the same difficult word dozens of times if necessary--until he almost instinctively recognizes that he needs to note it is no longer "difficult"--he has learned it. What the school could not teach, the good reading habit did.[13]

Effective application and the synthesizing of research studies in the compilation of spelling textbooks requires a fresh look. The entire area of spelling vocabulary demands longitudinal studies to help solve a problem of unifying grade placement of words. Ames[14] advises more work to be done in this area of determining the spelling needs of the pupils by individual school systems. Because of the strong relationship existing between vocabulary skills and spelling skills, he (Ames)[15] urges the teaching of word meanings in addition to the orthography of words.

> Classroom teachers should be careful in their use of spelling materials that are void of developing word meanings in spelling lessons with the justification that these are common words to children. Unfortunately, many common spelling words have specialized meanings, and the students should be aware of them so that they have a proper association of the varied meanings of these so-called "common" words.[16]

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[13]Jack Allen and William Hullfish, "What Can We do About Spelling Through Reading?" Elementary English, XLIII-No. 2 (February, 1965) 153.

[14]Wilber S. Ames, "A Comparison of Spelling Textbooks," Elementary English, XLII-No. 2 (February, 1965) 146.

[15]Ibid.

[16]Ibid.

Comparison of spelling textbooks as to the degree of phonics-orientation indicates a considerable variation of degree. O'Reilly[17] analyzed five spelling texts and discovered an apparent inconsistency between the purposes as stated in the manuals and the suggested pupil-study procedures. Examination of pupil-study procedures showed great similarity.

In line with textbook examination is concern with the problem of differential content validity and its interpretative problems in standardized testing. Hopkins and Wilkerson[18] advise greater attention to curricular-test relevance in the construction, comparing, selecting, and interpreting of tests.

II. SPELLING METHODS

Because spelling is more strongly linked with the instruction given in other language arts, research in assessing a method of instruction for systematic teaching of spelling is not pre-eminent. Hale C. Reid, in reporting a study evaluating five methods of teaching spelling, suggests that "effectiveness of spelling instruction is not so much a matter of method but rather of how adequately the method is implemented."[19] The controversy existing between the employment of direct, systematic

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[17]Robert C. O'Reilly, "Phonics in Spelling," Elementary English, XLIV-No. 2 (February, 1965) 126.

[18]Walter T. Petty and Paul C. Burns, "A Summary of Investigations Relating to the English Language Arts in Elementary Education," Elementary English, XLIII-No. 3 (March, 1966) 271.

[19]Hale C. Reid, "Evaluating Five Methods of Teaching Spelling--Second and Third Grades," Instructor, LXXV-No. 7 (March, 1966) 77.

spelling instruction and the more functional, incidental approach appears to be arriving at a stage of compromise between the two extremes. Some of the early studies maintained that the results from incidental study were not inferior to those obtained from the procedures of systematic study.

> While there is still no unanimity of belief on the question, many specialists in the field have the point of view, namely that the best results are obtainable when incidental means of teaching spelling are utilized in various activities in the school program providing these are supplemented by systematic teaching of spelling in a separate period of the school day or during a part of a block set aside for the language arts.[20]

The method commonly proposed in a basic spelling text is known as the test-study-test method, a method which has evolved from teaching experience, as well as from experimentation over the years. Essentially, this method allows for pre-testing of basic words in order that concentration on words not known by the pupil is emphasized. Consideration is also given to the study-test method which, in contrast to the test-study method, permits the student to look at the new words for the purpose of study before he is tested. The study-test method is recommended for young children and for intermediate grade children with spelling problems. "Young children may be confused and some unfavorable attitudes toward spelling may result if they are asked to write an entire list of completely unfamiliar words."[21]

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[20]Martha Dallman, Teaching the Language Arts in the Elementary School (Dubuque, Iowa: Wm. C. Brown Company, 1966), p. 156.

[21]Edith Cromwell Trager, "Teaching of Spelling: A Linguistic Approach," Guiding Children's Language Learning. Edited by Pose Lamb (Dubuque, Iowa: Wm. C. Brown Company, 1967), pp. 209-233.

The word-perception method utilized the same basal word list but the approach is concerned with the principles of word perception as taught in reading so that the application of these skills may be utilized to learn the possible variations of the basic words presented, thereby extending a basal weekly list of fifteen words to some thirty to fifty words.

The method of proofreading and correcting as mentioned earlier in this review is gaining momentum in the field. The application of this method may stem from a written selection in a regular textbook or from independently written compositions in which case the spelling lesson becomes strongly linked with the other language skills. The correcting of errors may be done by the children in pairs or individually by matching words against a model copy. This method is probably most closely allied to the more functional, incidental approach but still maintains the systematic learning of spelling.

Individualized instruction in spelling is slowly making inroads as standardized procedure and method. The use of the SRA Spelling Laboratory was compared with the conventional instruction by Scott[22] who reported its equality with conventional instruction and its effectiveness as a measure of individual pupil gains in preference to group achievement. Hildreth[23] advises the learning of all skills on a self-help basis and

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[22]Walter T. Petty and Paul C. Burns, "A Summary of Investigations Relating to the English Language Arts in Elementary Education," Elementary English, XLII-No. 3 (March, 1966) 272.

[23]Gertrude Hildreth, Teaching Spelling (New York: Henry Holt Co., 1955), p. 16.

contends that this principle of modern teaching is especially relevant to spelling because it involves such a large number of items to learn and check.

> In teaching the basic skills of literacy today, greater attention is paid to the needs of the individual learners. Pupils of the same age learning experience are not expected to achieve on the same level by the end of eight years in school. Modern teaching begins where the pupils are, in terms of present capacities and accomplishments, great or small as these may be. Each pupil is helped to develop at his own rate. The emphasis is on continuous growth rather than on requiring a fixed-grade achievement standard for all.[24]

III. VARIED SPELLING ACTIVITIES

A far cry from exhibition spelling as a motivating factor for learning spelling, self-motivation in learning is encouraged in the spelling area as well as in other curriculum areas. Bremer[25] proposes variety in learning experiences as an important factor in effective motivation. New, stimulating experiences in themselves are forms of reward. Among the suggestions he proposes to create challenge are the following:

(1) The drawing of cartoons to illustrate the origin of interesting words.

(2) The listing of spelling words that may be spelled correctly in more than one way.

(3) The listing of spelling words whose meanings have changed.

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[24] Ibid.

[25] Neville Bremer, "Helping Pupils Toward Self-Motivation in Learning to Spell and Write," Elementary English, XL-No. 2 (February, 1965) 128.

(4) Including a punch line or plot to carry a pupil along as he does an exercise in proofreading.

(5) The use of crossword puzzles.

(6) Using of a code to stimulate interest in word structure.

The use of technology for classroom spelling is not yet prevalent. The tape recorder plays the largest role in the teaching of spelling for obvious reasons. "For children who do not learn easily through visual imagery, the tape recorder provides opportunity for development of auditory images."[26]

IV. SUMMARY

In summary, this review of literature reveals a forward look in spelling research stemming principally from implementation of computerized technology utilized for the selection of linguistic patterns. Balanced spelling programs embracing the totality of spelling behavior are being advanced through the application of synthesized research to spelling textbooks. Experts point to the inadvisability of teaching spelling through reading in order to increase spelling competency, but they strongly urge a spelling vocabulary relatedness.

Compromise is being arrived at between the use of direct, systematic spelling and the more functional, incidental approach through the placement

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[26]Helen W. Vann, "Tailor Their Spelling Words with Tape," Grade Teacher, LXXXIV-No. 6 (February, 1967) 113.

of spelling with the other Language Arts while still making allowance for planned spelling procedures. The test-study and study-test methods retain high standing as approved and appropriate methods for spelling instruction. More recently, individualized spelling instruction is gaining momentum.

Varied learning experiences within the spelling area continue to increase motivation. Minimal use of technology in the field is confined to the tape recorder which can be used by both teacher and student.

CHAPTER III

THE EXPERIMENT

I. EXPERIMENTAL DESIGN

In testing the proposed null hypothesis that there is no difference in the spelling achievement between fifth and sixth grade children who have been taught by the method outlined in the standard spelling text and children who have been taught by a self-pacing method devised by the present writer, a control and experimental group were selected from each class. The children participating in this study were the fifth and sixth graders of St. Timothy School in Chicago, Illinois. The school's total population, discounting the children enrolled in the school for the deaf who attended classes in the same building, was approximately three hundred children.

By means of a scatter diagram these classes had been equated according to the grade level scores attained in Reading and Spelling of the Stanford Achievement Test, Intermediate Form X, which had been administered in March of 1966, the school year preceding the experiment. Seventy children comprised the population for the study. Each fifth grade group numbered 18 and each sixth grade group numbered 17.

The matched groupings resulting from the scatter diagram of grade level scores attained in Reading and Spelling appear in the Appendix. Tables I and II present the data computed from grade equivalent scores converted to months in both Reading and Spelling for Grade V and VI.

TABLE I

COMPARISON OF CONTROL AND EXPERIMENTAL GROUPS OF GRADE V ON THE BASIS OF GRADE LEVEL SCORES OBTAINED IN READING AND SPELLING OF THE STANFORD ACHIEVEMENT TEST ADMINISTERED IN MARCH, 1966

(Expressed in Months)

GROUP	N	MEAN	S.D.	S.E.$_{\bar{X}}$	S.E. diff.	t
			READING			
CONTROL	18	47.55	9.9	2.33		
EXPERIMENTAL	18	47.33	7.13	1.68		
					2.87	.08
			SPELLING			
CONTROL	18	46.55	12.38	2.91		
EXPERIMENTAL	18	50.39	14.94	3.52		
					4.5	.85

TABLE II

COMPARISON OF CONTROL AND EXPERIMENTAL GROUPS OF GRADE VI ON THE BASIS OF GRADE LEVEL SCORES OBTAINED IN READING AND SPELLING OF THE STANFORD ACHIEVEMENT TEST ADMINISTERED IN MARCH, 1966

(Expressed in Months)

GROUP	N	MEAN	S.D.	S.E.$_{\bar{X}}$	S.E. diff.	t
			READING			
CONTROL	17	54.41	15.93	3.87		
EXPERIMENTAL	17	54.0	13.13	3.19		
					5.01	.08
			SPELLING			
CONTROL	17	56.06	15.90	3.86		
EXPERIMENTAL	17	54.12	16.1	3.91		
					5.5	.35

On examination of the results of the computed data as revealed in Tables I and II, the closeness of the scores indicate that both groups of each class were approximately equal in the areas of Reading and Spelling. The "t" test results further corroborate this proximity of scores by indicating that there was no significant difference at the one per cent level of confidence. It follows, then, that the selected groups were comparable in ability and provided a suitable basis for the proposed study.

II. OTHER EQUATING FACTORS

In addition to the equating of groups on the standardized test results, other factors which were equated were the use of a common textbook, operation on an even time schedule, and control by one teacher. The teacher, who is also the writer, taught each group of both grades as an intact spelling class. The children participating in the study were aware that they were involved in a comparative study of methods employed in the teaching of spelling.

III. MATERIALS USED

Reference has already been made to the use of a common textbook as an equating factor. Grade level texts of BASIC GOALS IN SPELLING by Kottmeyer and Ware, Hoflich and Curtin published by the Webster Division, McGraw Hill Book Company, Copyright 1965, were used. This textbook was the assigned textbook for the schools of the Archdiocese of Chicago. Thirty-six units make up text. Each unit contains fifteen new words, two review words, and seven subject words. Two pages of word exercises accompany each unit of words. The control group used the text according to the mapped out plan of procedure. An adaptation of the text was made for the experimental group. Each student was provided with typewritten sheets of the sentences for each unit as they appeared in the teacher's edition of the text for dictation. Work sheets with blanks for the new words within the sentences were made to accompany the sentence sheets. These materials along with the text were kept in a spelling folder for

each child. Spelling folders were labeled with "C" for the Control group and "E" for the Experimental group. Each child was given a number to coincide with his number on the matching list in order to keep results organized. Ordinary lined paper was used for the correction sheets. Tests used were teacher made from the textbook review lessons. At no time were spelling words used from other sources. Sample sentences and all tests may be found in the Appendix.

IV. PROCEDURE OF INSTRUCTION

Since the same instructor was controlling the experiment for the two grades involved in the study, scheduling of the classes presented the problem of dividing the arranged time designated for spelling among the four groups participating. Each group was an intact class. Spelling classes were held in a room apart from the regular classroom. The most feasible arrangement resulted in conducting two 30-minute classes weekly for each group. The program was as follows:

Monday	- 1:30 - 2:00...Grade 6	- Control Group
	2:00 - 2:30...Grade 6	- Experimental Group
Tuesday	- 1:30 - 2:00...Grade 5	- Control Group
	2:00 - 2:30...Grade 5	- Experimental Group
Wednesday	- 1:30 - 2:00...Grade 5	- Control Group
	2:00 - 2:30...Grade 6	- Control Group
Friday	- 1:30 - 2:00...Grade 5	- Experimental Group
	2:00 - 2:30...Grade 6	- Experimental Group

The above schedule was adhered to as closely as possible. When changes had to be made, or holidays intervened, care was taken to keep the timing for each group equalized. Hence, the time factor as employed during the experiment remained constant.

V. METHOD FOR THE CONTROL GROUP

The conventional method for teaching spelling is usually described as the test-teach-test method. The trial test of spelling words was administered and corrected on the first weekday meeting of the class. Errors made on the test were corrected and studied. On completion of this task each child worked through the two assigned workbook pages accompanying the unit. When the class met again, workbook pages were checked and the final test was administered. The results of the final test were marked in the appropriate space in the record table which was printed inside the back cover of the speller. Ordinarily, the method described would be carried out in four 15-minute periods weekly. The arrangement explained allowed for the same amount of time but two short periods were clustered into one longer period of instruction.

VI. METHOD FOR THE EXPERIMENTAL GROUP

An individualized method of instruction devised by the writer and described as self-pacing and involving the contextual sentence element was used for the experimental group. The instructor worked with two or three children at a time. Each child presented his study sheet to indicate

the lesson which he was working. If he had no corrections to be made from his worksheet of the preceding lesson, he would immediately insert the proper words in the sentence blanks of his worksheet for the new lesson. The slower children would indicate their need for necessary help in the dictation. Each child's lesson was corrected before he returned to his seat. If he had made no errors and was prepared to complete the succeeding lesson, he was permitted to pursue the task. To insure equal opportunity for all the members of the group to perform their tasks regularly, a rotating system was used. In this fashion each child completing his work was replaced by another according to the number he was given when the class was set up. No special time was assigned to the children in the experimental group to complete the workbook sheets. In the space of time that elapsed between the completion of the sentence worksheets, the child was free to perform the workbook activities. Also he had access to the teacher's key to correct his work on completion. At the close of the school year, about two-thirds of the children in each experimental group completed the sentence exercises and the workbook pages. Subject words were not included in the sentences for the experimental group so that learning of these words was dependent upon the interest of the child to learn them as he worked through his workbook pages.

CHAPTER IV

RESULTS AND EVALUATIONS

The tables appearing on the ensuing pages record the data ascertained on the tests administered during the school year's experiment. The teacher-made tests used for evaluation were constructed by the writer who was at the same time the spelling instructor for both groups of each class involved in the experiment. The content of the tests was limited to the spelling words of the area of the spelling text which had been covered by the control groups. The tests administered in November, January, and April contained fifty items. The June test was a final review of the entire spelling text. There were one hundred fifty-two items in the fifth grade test and one hundred forty-nine items in the sixth grade test. Groups were combined by grade level when all tests were administered.

I. RESULTS OF TESTS

TABLE III

COMPARISON OF CONTROL AND EXPERIMENTAL GROUPS OF GRADE V ON THE BASIS OF NUMBER OF ERRORS MADE ON THE NOVEMBER, JANUARY, AND APRIL 1966-67 REVIEW TESTS OF FIFTY ITEMS

MONTH	GROUP	N	MEAN	S.D.	S.E.$_{\bar{X}}$	S.E. diff.	t
NOVEMBER	CONTROL	18	4.11	4.34	1.02		
	EXPERIMENTAL	18	4.0	3.7	.87		
						1.34	.08
JANUARY	CONTROL	18	7.55	5.66	1.33		
	EXPERIMENTAL	18	7.0	5.12	1.20		
						1.79	.31
APRIL	CONTROL	18	7.67	6.34	1.54		
	EXPERIMENTAL	18	6.22	8.95	2.17		
						2.66	.55

TABLE IV

COMPARISON OF CONTROL AND EXPERIMENTAL GROUPS OF GRADE VI ON THE BASIS OF NUMBER OF ERRORS MADE ON THE NOVEMBER, JANUARY, AND APRIL 1966-67 REVIEW TESTS OF FIFTY ITEMS

MONTH	GROUP	N	MEAN	S.D.	S.E.$_{\bar{X}}$	S.E. diff.	t
NOVEMBER	CONTROL	17	6.35	7.08	1.72		
	EXPERIMENTAL	17	5.56	6.27	1.52		
						2.29	.34
JANUARY	CONTROL	17	12.05	9.29	2.25		
	EXPERIMENTAL	17	10.82	10.6	2.57		
						14.1	.09
APRIL	CONTROL	17	16.76	39.9	9.7		
	EXPERIMENTAL	17	12.29	38.9	9.2		
						13.4	.33

TABLE V

COMPARISON OF CONTROL AND EXPERIMENTAL GROUPS OF GRADE V ON THE BASIS OF THE NUMBER OF ERRORS MADE ON THE JUNE, 1967 FINAL REVIEW TEST OF ONE HUNDRED FIFTY-TWO ITEMS

GROUP	N	MEAN	S.D.	S.E.$_{\bar{X}}$	S.E. diff.	t
CONTROL	18	32.33	25.7	6.05		
EXPERIMENTAL	18	23.94	20.1	4.7		
					7.7	1.07

TABLE VI

COMPARISON OF CONTROL AND EXPERIMENTAL GROUPS OF GRADE VI ON THE BASIS OF THE NUMBER OF ERRORS MADE ON THE JUNE, 1967 FINAL REVIEW TEST OF ONE HUNDRED FORTY-NINE ITEMS

GROUP	N	MEAN	S.D.	S.E.$_{\bar{X}}$	S.E. diff.	t
CONTROL	17	45.82	32.61	7.91		
EXPERIMENTAL	17	38.18	29.01	7.04		
					10.6	.72

II. INTERPRETATION OF RESULTS OF TESTS FOR GRADES V AND VI

An examination of the data recorded on Tables III through VI indicates a closeness of scores for both groups of each grade. On the basis of the statistical data arrived at in the value of the "t" scores, the null hypothesis as originally proposed by the author, namely that there is no significant difference between the spelling knowledge of children taught by the conventional method of spelling instruction and those taught by the method devised by the author, cannot be rejected. Each table's results confirm the fact that there is no significant difference in any test at the one per cent level of confidence. In other words any difference might be assumed to be attributed to chance factors.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

I. SUMMARY

Four groups of fifth and sixth grade students of St. Timothy School, Chicago, Illinois, were used to compare two methods of spelling instruction. Each class, under the tutelage of the same teacher and using the same textbook, contained a control group and an experimental group. The control group was taught by a conventional method of spelling instruction while the experimental group was taught by an individualized method of instruction involving the elements of self-pacing and the use of sentences. At the beginning of the 1966-67 school year, control and experimental groups of each class were matched on the basis of reading and spelling scores attained on the Stanford Achievement Test, Form X, which had been administered in March of 1966. Tests, constructed by the writer who was also the teacher for all groups involved in the study, were administered in November, January, April, and June to evaluate the retention of words taught at these particular intervals. The results of all tests for both grades indicated that there was no significant difference at either the one per cent or five per cent level of confidence.

II. CONCLUSIONS

This study has shown that the experimental groups have done as well as the control groups on the four teacher-made spelling tests comprising textbook content given at spaced intervals. However, statistically speaking, the method used for the experimental group has no claim to superiority over the conventional method.

From the point of view of the writer, who was also the instructor for all groups involved in the study, the advantages and the limitations of the project can be cited as follows:

Advantages of the study.

(1) The instructor derived more satisfaction from the experimental method in terms of ease in pupil-teacher relationships.

(2) Awareness of clear goals outlined for the student participating in the experimental method prompted some motivation for development in independent study.

(3) Less anxiety was manifested by the absentees in the experimental group when spelling classes were missed because of allowances made for variations among pupils in both rate and capacity.

Limitations of the study.

(1) Because of scheduling difficulties, the problem of delayed recall was present in both groups. Each class met only two days of the week.

(2) The emphasis on the visual perception of the words in sentence context used by the experimental group excluded other word analysis clues such as the use of phonics, recognition of root words, prefixes, and suffixes.

(3) The one-year study failed to provide sufficient follow-up in the area of sentence-sense development along with a more developed spelling conscience.

III. RECOMMENDATIONS

To the writer it seems clear that the field of experimentation in spelling instruction offers many challenges. Possibilities of continued experimentation can be considered from various angles. Suggestions stemming from the experiment described to augment varieties of method are the following:

(1) Evaluation of a similar study in terms of individual gains in preference to class achievement scores.

(2) Initial assessing of pupil's strengths and weaknesses in the spelling area through diagnostic tests to be followed by adequate provision of appropriate materials to help strengthen the designated areas of weakness.

(3) Provision by the teacher of variation of method used as well as variety of materials to promote more constant awareness of uses of spelling.

(4) Individualized approach should not rule out group spelling study.

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APPENDIX

MATCHED GROUPS FOR GRADE V

SCORES OBTAINED FROM STANFORD ACHIEVEMENT TESTS ADMINISTERED IN MARCH, 1966

INTERMEDIATE FORM X

CONTROL GROUP			EXPERIMENTAL GROUP		
NO.	READING	SPELLING	NO.	READING	SPELLING
1.	8.5	6.6	1.	6.7	9.5
2.	6.6	7.6	2.	6.0	8.0
3.	6.5	7.1	3.	6.3	7.6
4.	5.5	7.6	4.	6.2	6.2
5.	5.4	6.2	5.	5.4	7.1
6.	5.6	6.0	6.	5.8	5.6
7.	5.6	4.4	7.	5.8	4.2
8.	5.2	5.6	8.	5.3	5.2
9.	5.0	5.1	9.	5.4	4.5
10.	4.8	6.0	10.	4.8	6.4
11.	4.7	6.1	11.	4.8	6.0
12.	5.0	4.6	12.	4.9	4.6
13.	4.4	5.0	13.	4.2	5.4
14.	4.6	4.5	14.	4.7	4.3
15.	4.5	4.6	15.	4.7	4.6
16.	4.2	4.0	16.	4.2	3.9
17.	4.2	3.8	17.	4.2	3.9
18.	4.0	3.2	18.	4.3	3.0

GRADE V SAMPLE STUDY SHEET

NAME_____ DATE_____

NO._____

SPELLING SENTENCES:

UNIT XIII.

1. The engine worked like magic.
2. There is danger in regions where lions range.
3. At what age will you go to college?
4. I can't imagine what vegetables are in that strange package.
5. She is as pretty as an angel.
6. Many germ killers are now in general use.
7. We did the damage.
8. Turn the page in your language book.

UNIT XIV.

1. The princess paid twice the price he asked.
2. I haven't seen her since recess.
3. Their central office is some distance away.
4. There was a small icy space in the cellar.
5. The prince is certain to become king.
6. He has a chance to play center on the team.
7. All sentences are right except the last one.

UNIT XV.

1. The rubber balloon began to swell.
2. The officer held a drill for the men who were to attack the village.
3. We heard an especially good address on a business matter.
4. She put on different slippers to attend the party.
5. We tied the bull near the mill in the valley.

GRADE V SAMPLE STUDY SHEET

NAME_____

NO._____

UNIT XVI.

1. We did not expect such a queer question.
2. The bank will not open on Thanksgiving.
3. If we are quiet, we will not excite the squirrel.
4. We exercise a quarter of an hour a day.
5. She put the pink blanket in the trunk.
6. We will mix a quart of ink in the tank.

UNIT XVII.

1. The daughter of our neighbor broke her wrist and hurt her knee.
2. Honest folks ought to be honored.
3. Although we read the wrong sign, we found the island.
4. They say a ghost came to knock at their door.
5. Whose comb is this?
6. The autumn nights are cold.

GRADE V SAMPLE WORK SHEET

NAME_____ DATE_____

NO._____

SPELLING SENTENCES:

UNIT XIII.

1. The engine worked like magic.
2. There is danger in regions where lions range.
3. At what age will you go to college?
4. I can't imagine what vegetables are in that strange package.
5. She is as pretty as an angel.
6. Many germ killers are now in general use.
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GRADE V SAMPLE WORK SHEET

NAME_____

NO._____

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2. Honest folks ought to be honored.
3. Although we read the wrong sigh, we found the island.
4. They say a ghost came to knock at their door.
5. Whose comb is this?
6. The autumn nights are cold.

GRADE V SPELLING REVIEW TEST

NAME . . . . . DATE Nov. 14, 1966

I. DICTATION:

1. sharp	2. fear	3. creek
4. together	5. pants	6. drove
7. either	8. clear	9. rang
10. among	11. least	12. rush
13. whisper	14. speak	15. check
16. main	17. slept	18. bang
19. stream	20. twins	21. guard
22. trail	23. spoke	24. treat

II. WRITE THE CORRECT SPELLING WORD FOR EACH OF THE FOLLOWING PRONUNCIATIONS:

1. hwēt wheat	2. spēk speak	3. bēch beach
4. rang rang	5. whip whip	6. skrēm scream
7. shād shade	8. sīz size	9. prīz prize

III. SUBJECT WORDS. CIRCLE THE CORRECT SPELLING.

1. latitude, lattitude, latittude	2. mirackle, mirracle, miracle
2. tobacco, tobbaco, tobaco	4. cofee, coffe, coffee
5. citres, citrus, sitrus	6. strate, strait, straet
7. isthmus, ismus, istmus	8. paralel, parallel, paralell
9. platoe, plateau, plateu	10. prairey, prarie, prairie
11. circuit, circiut, serkit	12. conductor, conducter, conduckter
13. insulate, inselate, incelate	14. battery, batery, baterry

IV. SCRAMBLED WORDS. The following sentence contains three unscrambled words. Unscramble these words and write the sentence correctly.

1. The boys swam in the cerek and then rested in the hedas of an ako tree.

The boys swam in the creek and then rested in the shade of an oak tree.

GRADE V SPELLING REVIEW TEST

NAME. . . . . DATE. January 16, 1967

I. DICTATION:

1. toward	2. earn	3. worse
4. voice	5. wherever	6. guard
7. shouldn't	8. sir	9. farther
10. drown	11. you're	12. bow
13. hasn't	14. we've	15. route
16. lose	17. worry	18. they're
19. age	20. wore	21. crawl
22. fountain	23. joy	24. join

II. COMPOUND WORDS. Here are compound words that have their parts scrambled. Rewrite them correctly.

afterport aircame typemate beward playstand
railhead outwriter underfit foreroad

1. afterward	2. typewriter	3. before or became
4. railroad	5. outfit	6. playmate
7. airport	8. understand	9. forehead

III. Write the words for these abbreviations:

1. N.H. New Hampshire	Mass. Massachusetts	3. doz. dozen
4. gro. gross	5. Me. Maine	6. R.I. Rhode Island
7. N.J. New Jersey	8. Pa. Pennsylvania	9. Del. Delaware
10. N.Y. New York	11. Md. Maryland	12. Vt. Vermont

IV. CORRECTIONS:

Copy and correct this sentence. You will need to add or change five things to make it right.

theres the book that well be using when were studying norway.

There's the book that we'll be using when we're studying Norway.

GRADE V SPELLING REVIEW TEST

NAME. . . . . DATE. April 7, 1967

I. DICTATION:

1. thirteen	2. calves	3. knives
4. touches	5. divide	6. northwestern
7. industries	8. celebrating	9. decorating
10. practice	11. freeze	12. choose
13. arriving	14. invite	15. wrap
16. quit	17. shut	18. begging
19. excuse	20. escape	21. engine
22. danger	23. college	24. region
25. certain	26. effect	27. valley
28. attack	29. balloon	30. autumn
31. daughter	32. neighbor	33. although

II. CIRCLE THE INCORRECT SPELLING IN EACH GROUP.

1. Huren	Eerie	Ontario	Superior
2. Washington	Lincoln	Jeferson	Franklin
3. Indianna	Ohio	Illinois	Wisconsin
4. acid	solid	liquid	mercery
5. Cumberland	Catskills	Alliagheny	Appalachian
6. speech	usage	outline	dramatise
7. expeiriment	oxygen	iodine	carbon dioxide

III. Write out in words the following numbers listed:

1. 13 thirteen		2. 40 forty	
3. 16 sixteen		4. 50 fifty	
5. 17 seventeen		6. 70 seventy	
7. 30 thirty		8. 20 twenty	
9. 60 sixty		10. ½ one half	

GRADE V SPELLING DICTATION FINAL TEST

sharp	shouldn't	healthy	stirring
either	certain	couple	adventure
whisper	college	avenue	separate
drove	excite	knives	station
earn	happiness	touches	pleasant
voice	main	trail	pants
rang	neighbor	decorating	clear
wherever	possible	shutting	speak
forehead	whistle	education	twins
there	whether	auditorium	typewriter
address	stationery	subject	guard
valley	celebrating	anxious	route
railroad	weight	niece	toward
danger	thirteen	penmanship	worse
honest	arriving	contest	farther
cellar	begging	together	we've
capital	inviting	among	expect
scene	famous	spoke	daughter
balloon	divide	stream	engine
wonderful	excusing	fear	quiet
circle	meant	creek	region
unexpected	picnic	drown	honor
northwestern	captain	you're	trouble
calves	silver	bow	review
freezing	perfume	loose	Washington D.C.
industries	reason	worry	United States
practicing	least	sign	course
escaping	slept	autumn	weigh
spread	prize	attack	quitting
pleasure	hasn't	although	choosing

wrapping
appreciate
favorite
examination
topsoil
gloves

GRADE V SPELLING TEST NAME_____

SUBJECT WORDS

CIRCLE THE INCORRECT SPELLING IN EACH ROW.

1. grain coffee tobacco copper citris
2. spice raisons cape strait isthmus
3. peninsula latitude longitude parallel meridien
4. plains mesa bute swamp plateau
5. prairie pueblo canyen bishop cassock
6. chalice chapel missel Pope clergy
7. mirracle cell current circuit positive
8. negative insulate electromagnet canducts battery
9. average square triangle rectangle peerimeter
10. vowel consonant subject predicat adverb
11. adjective hiphen index singular plural
12. sedamentary metamorphic igneous granite quartz
13. fossil limestone sandstone slate shail
14. Pilgrims New England Massachusets Maine Vermont
15. Connecticult New Hampshere Rhode Island Mercury Venus
16. Earth Mars Jupiter Saturn Uranus Neptuen
17. Mississippi Tenessee Arkansas Allegheny Mts. Oklahoma
18. Deleware Pennsylvania Chesapeake Bay Adirondack Mts.
19. pronunciation anouncement courtesy usage liturgy
20. experiment clhorine oxygen acid liquid
21. Minnesota Nebreska Missouri Ozark Mts. Lake Superior
22. nmyph pupa abdomen thorax antenna
23. Toronto Ottawa Nova Skotia Newfoundland Quebec
24. Sierra Nevada Yosemitee Yukon Hawaii Nevada
25. Guatemala Venezuela Columbia Honduras Haiti
26. Caribbean Sea Amazon Paraguay Carabbean Argentina
27. Chile Uruguay Bolivia Peru Puarto Rico
28. cirrus cummulus stratus nimbus humidity

MATCHED GROUPS FOR GRADE VI

SCORES OBTAINED FROM STANFORD ACHIEVEMENT TESTS ADMINISTERED IN MARCH, 1966

INTERMEDIATE FORM X

CONTROL GROUP			EXPERIMENTAL GROUP		
NO.	READING	SPELLING	NO.	READING	SPELLING
1.	11.3	11.2	1.	8.2	10.5
2.	8.7	8.8	2.	7.9	8.8
3.	7.6	8.2	3.	7.2	6.6
4.	6.3	7.3	4.	6.8	7.0
5.	7.0	6.5	5.	7.5	7.8
6.	7.6	5.1	6.	7.3	5.6
7.	6.2	5.9	7.	6.3	6.4
8.	6.3	5.3	8.	6.9	4.4
9.	5.5	6.2	9.	5.9	6.2
10.	4.6	6.7	10.	4.7	6.8
11.	4.8	6.2	11.	3.9	7.6
12.	4.7	5.6	12.	5.7	5.4
13.	4.7	5.0	13.	4.9	5.1
14.	4.4	4.7	14.	5.7	3.7
15.	4.2	4.3	15.	4.4	4.5
16.	4.3	4.1	16.	3.8	4.0
17.	3.7	4.1	17.	3.8	3.8

GRADE VI SAMPLE STUDY SHEET

NAME_____ DATE_____

NO._____

SPELLING SENTENCES:

UNIT XIX.

1. He is tardy almost daily.
2. The camel is an ugly but useful animal in sandy deserts.
3. The tiny cherry tree bends over on windy days.
4. It is silly to copy work so easily done.
5. He became healthy under hard military training.
6. We climbed a slippery path to the holy temple.
7. We were thirsty, but our glasses were empty.
8. Industry is growing.

UNIT XX.

1. There is much improvement in that department of our government.
2. The entertainment gave us happiness and amusement.
3. Our community was an early settlement.
4. The statement about the development of the new treatment caused great excitement.
5. The safety lock on the basement door was forced by a metal instrument.
6. People in our neighborhood have a great deal of independence.

UNIT XXI.

1. Our national election is getting great attention.
2. The population of our nation is now many millions larger than it was when the Union was formed.
3. He got a decoration for winning the championship.

GRADE VI SAMPLE STUDY SHEET

NAME_____

NO._____

4. He raised the largest onion in our section.

5. As part of our education, we wrote a constitution for our club.

6. The map that he sent with his invitation told us which direction to take.

7. We found words in the dictionary for our penmanship lesson.

UNIT XXII.

1. They will provide for our complete comfort.

2. We should prepare for any unexpected mistake in our new project.

3. His bad record at Congress caused them to remove him from office.

4. Your being absent will prevent our program from being started on time.

5. Remind him that the drugs contain some poison.

6. Until we subtract, the answer will be unknown.

UNIT XXIII.

1. The girl's hat and the boy's cap are lost.

2. They're sure the girls' mothers and the boys' fathers will come.

3. You're the one to care for the men's hats and women's coats.

4. The babies' mothers went to the children's sale.

5. Dr. Smith helped our baby's sore throat.

6. The distance to the top of the bridge is 15 ft., 6 in.

7. The sign said: Butter, 80¢ per lb.; ten per cent off.

8. The fire burned our books, pencils, paper, etc.

GRADE VI SAMPLE STUDY SHEET

NAME_____

NO._____

UNIT XXIV.

1. Securing and improving his property is his business.
2. Stop wasting paste by squeezing the tube.
3. The cost, including the greasing, was ten dollars.
4. He was teasing the dog by shaking a stick at him.
5. She was practicing her weaving in order to enter the contest.
6. He saluted and began introducing celebrated officers.
7. After tasting a slice of her bread, we went dining there.

GRADE VI SAMPLE WORK SHEET

NAME_____ DATE_____

NO._____

SPELLING SENTENCES:

UNIT XIX.

1. He is tardy almost daily.
2. The camel is an ugly but useful animal in sandy deserts.
3. The tiny ugly tree bends over on windy days.
4. It is silly to copy work so easily done.
5. He became healthy under hard military training.
6. We climbed a slippery path to the holy temple.
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8. Industry is growing.

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2. The entertainment gave us happiness and amusement.
3. Our community was an early settlement.
4. The statement about the development of the new treatment caused great excitement.
5. The safety lock on the basement door was forced by a metal instrument.

GRADE VI SAMPLE WORK SHEET

NAME_____

NO._____

6. People in our neighborhood have a great deal of independence.

UNIT XXI.

1. Our national election is getting great attention.
2. The population of our nation is now many times larger than it was when the union was formed.
3. He got a decoration for winning the championship
4. He raised the largest onion in our section.
5. As part of our education, we wrote a constitution for our club.
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GRADE VI SAMPLE WORK SHEET

NAME_____

NO._____

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6. Until we subtract, the answer will be unknown.

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2. They're sure the girls' mothers and the boys' fathers will come.

3. You're the one to care for the women's hats and men's coats.

4. The babies' mothers went to the children's sale.

5. Dr. Smith helped our baby's sore throat.

6. The distance to the top of the bridge is 15 ft., 6 in.

7. The sign said: Butter, 80¢ per lb.; ten per cent off.

8. The fire burned our books, pencils, paper, etc.

UNIT XXIV.

1. Securing and improving his property is his business.

2. Stop wasting paste by squeezing the tube.

3. The cost, including the grease, was ten dollars.

4. He was teasing the dog by shaking a stick at him.

GRADE VI SAMPLE WORK SHEET

NAME_____

NO._____

5. She was practicing her weaving in order to enter the contest.

6. He Saluted and began introducing celebrated officers.

7. After tasting a slice of her bread, we went dining there.

GRADE VI SPELLING REVIEW TEST

NAME. . . . . DATE. Nov. 10, 1966

I. DICTATION:

1. leather	2. score	3. keen
4. jail	5. Zone	6. bother
7. screen	8. bleed	9. fact
10. length	11. tear	12. grain
13. leak	14. crept	15. hire
16. neat	17. stunts	18. hog
19. ripe	20. spade	21. hem
22. path	23. dust	24. lace

II. WRITE THE CORRECT SPELLING FOR THE FOLLOWING DICTIONARY SPELLINGS:

1. smīl smile	2. strīk strike	3. thred thread
4. bēf beef	5. thrōt throat	6. vīn vine
7. hōz hose	8. hō hoe	9. chōz chose
10. swēp sweep		

III. SUBJECT WORDS. CIRCLE THE CORRECT SPELLING.

1.	flucrum	(fulcrum)	fulcurm	2.	(meteor)	metoer	meetor
3.	bilion	biliion	(billion)	4.	gosple	goslep	(gospel)
5.	decumal	(decimal)	desimal	6.	(eclipse)	eclipes	eclipce
7.	cancell	cansel	(cancel)	8.	galaasy	(galaxy)	galasee
9.	screw	srcew	scrue	10.	telscope	telescoop	telescope

IV. PROPER NOUNS. COMPLETE THE SENTENCES.

1. England, Scotland, Wales, and North Ireland are called Britain.
2. The adjective form of England is English.
3. The adjective form of Britain is British.
4. A Swedish man would live in Sweden.
5. The Norwegians live in Norway.
6. A person who lives in Denmark is called a Dane.

GRADE VI SPELLING REVIEW TEST

NAME. . . . . DATE. Jan. 16, 1967

I. DICTATION:

1. barrel	2. pickle	3. purple
4. idle	5. author	6. voyage
7. noisy	8. cause	9. pillow
10. sour	11. regular	12. skirt
13. apart	14. regards	15. cockpit
16. radar	17. jar	18. fork
19. spoon	20. boil	

II. SYNONYMS. CIRCLE THE CORRECT SPELLING

1. farm machine: tracter tracktor ~~tractor~~
2. one living near by: neighbor nieghbor neighber
3. neckband: coller collar collor
4. study of use of words: grammer gramar grammar
5. warm garment: sweatar sweater swetter
6. engine: motor motar moter
7. caller: visiter visitor visitir
8. basement: celler celar cellar
9. to permit: allou allow alow
10. to enclose: surround suround surrownd

III. DICTIONARY SPELLINGS:

(Write the correct spelling for each dictionary spelling given.)

1. (krō)	crow	9. (bôl'tik)	Baltic
2. (brům)	broom	10. (ber'i)	berry - bury
3. (hůk)	hook	11. (chān)	chain
4. (lôn)	lawn	12. (chüz)	choose
5. (plej)	pledge	13. (kred'it)	credit
6. (buk'it)	bucket	14. (fyôrd)	fjord
7. (kwilt)	quilt	15. (grēs)	Greece
8. (waks)	wax		

IV. SUBJECT WORDS:

1. science of flying: aviation
2. plan for spending: budget
3. antonym for credit: debit
4. measure of a thing for length and thickness: depth
5. a kind of aircraft lifted and moved by horizontal propellers: helicopter

GRADE VI SPELLING REVIEW TEST

NAME. . . . . DATE. April 7, 1967

I. DICTATION:

1. thirsty 2. easily 3. military
4. neighborhood 5. excitement 6. development
7. entertainment 8. improvement 9. attention
10. visitation 11. dictionary 12. constitution
13. congress 14. prepare 15. project
16. subtract 17. eighth 18. eighteen
19. ourselves 20. coffee 21. orchestra
22. alphabet 23. chorus 24. juice
25. arrange 26. success 27. pledge
28. science 29. scarce 30. cement
31. Vice-President 32. hygiene 33. certain

II. CIRCLE THE INCORRECT SPELLING IN EACH GROUP OF WORDS:

1.	a. Russia	b. Urel	c. Volga	d. Poland
2.	a. Mediteranean	b. Alps	c. Switzerland	d. Italy
3.	a. Czechoslovakia	b. Danube	c. Hungery	d. Aegean
4.	a. astronaut	b. orbit	c. gantry	d. satelite
5.	a. Mesambique	b. Rhodesia	c. Madagascar	d. Sudan
6.	a. Angola	b. Sahara	c. Moroco	d. Congo
7.	a. Sphinx	b. Nigeeria	c. Liberia	d. Ethiopia

III. WRITE THE CORRECT WORDS FOR THE FOLLOWING ABBREVIATIONS:

1. sq. in. square inches
2. sq. ft. square feet
3. A. Acre
4. rd. rods
5. mi. miles
6. lb. pound
7. adv. adverb
8. Dr. Doctor
9. n. noun
10. adj. adjective

GRADE VI SPELLING DICTATION FINAL TEST

thirsty	development	dictionary	easily
entertainment	constitution	military	improvement
congress	neighborhood	attention	prepare
excitement	invitation	project	subtract
girls'	babies'	etc.	lb.
slicing	squeezing	including	introducing
sandwiches	liberties	groceries	forth
bare	dye	theirs	peace
principal	costume	empire	advice
injure	alley	commerce	fortune
iron	garage	medicine	idea
climate	acres	journey	cafeteria
various	double	lying	beauty
tobacco	attractive	measure	manufacture
scissors	sincerely	cocoa	cough
leather	bother	length	score
screen	tear	keen	bleed
grain	jail	beef	leak
zone	fact	crept	chose
hire	neat	smile	stunts
barrel	voyage	sour	visitor
pickles	noisy	allow	purple
cause	grammar	idle	pillow
tractor	author	surround	regular
visitor	sweater	skirt	apart
regard	eighth	ourselves	coffee
alphabet	chorus	orchestra	arrange
eighteen	success	juice	acquaint
bucket	bandage	hygiene	pledge
league	science	scarce	cement

GRADE VI SPELLING EXAM NAME_____

CIRCLE THE INCORRECT SPELLING IN EACH ROW.

1. decimal invert cancil billion hundredths
2. witness epistle doctrine layity gospel
3. resistence inclined plane screw force fulcrum
4. soler comet galaxy planet meteor
5. constalation eclipse astronomy telescope wedge
6. England Wales Ireland Scotland Great Britian
7. Norwegian Skandinavia Denmark Sweden Belgium
8. Luxemberg Netherlands Rhine Holland Germany
9. atmosphere helicopter propeler aviation radar
10. graph ratio angle demension diameter
11. launching pad countdown rockit orbit gravity
12. gantry satellite spaceship spacesuit astronot
13. Volga Danube Rhine Themes Rhone
14. Italian Hugnarian Russian Czechoslovakian Austrian
15. Adreatic Aegean Mediterranean Baltic Greece
16. Algeria Tunisia Libia Nigeria Sudan
17. Kenya Tangan yika Congo Rhodesie Angola
18. Mozambique Madagascar Kalahairy Desert Bechuanaland
19. acer area rod mile centimeter
20. phrase vocabulary sufix prefix diacritical
21. mushroom fungus bacteria yeast spoar
22. pistil stamin chlorophyll mold fungi
23. fertilizer petroleeum erosion topsoil contour
24. Jordan Israel Lebonon Turkey Iran
25. Persion Tigris Euphrates Iraq Arabia
26. Mohammedan Moslim religion Islam mosque
27. Korea New Zealand Philipines Manila Tokyo
28. Tailand Indonesia Formosa Ganges Hindu
29. vertebrate amphibean reptile protozoa mammal