

SPELL IT! T.M.

Spell!

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by Janice G. Davidson, Ph.D.
and Richard K. Eckert, Jr.
Apple Version

spell



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INTRODUCTION

Welcome to SPELL IT!

Prepare yourself. You are about to become a master speller. Whether you need to master spelling rules and learn to spell difficult words or just correct words you chronically misspell, SPELL IT will help you.

SPELL IT features four activities which challenge you to become a master speller. Together, they will allow you to review the spelling rules, study the words in syllables, and use the words in sentences so that you remember how to spell them. SPELL IT's activities also include a word scramble game to help you retain what you have learned. And SPELL IT's captivating arcade game will help you distinguish correctly spelled words from misspelled ones.

SPELL IT focuses on 1000 commonly misspelled words. The words are grouped into levels of difficulty and, when possible, by a spelling rule.

With the SPELL IT easy-to-use editor, you can enter your own spelling words and use them with all four learning activities.

SPELL IT was designed by Dr. Jan Davidson to review spelling rules as well as provide an effective format for making spelling easy and fun. Programmer Richard Eckert has maximized the computer's capability to entertain as well as enlighten.

Try it and you'll agree. SPELL IT turns spelling drudgery into spelling fun.

GETTING STARTED

Included in this Package

In this package you will find:

- a SPELL IT Program Disk
- a SPELL IT Data Disk
- the manual which you are now reading.

What You Need

To use SPELL IT you need:

- an Apple IIc, Apple IIe, Apple II Plus (or equivalent computer)
- one or two disk drives
- a monitor (or tv)
- the SPELL IT Program Disk
- the SPELL IT Data Disk
- a printer (optional).

Keep this manual handy and refer to it often until you are thoroughly familiar with the program.

Starting the Program

If you are using an Apple IIe, IIc, or equivalent computer, be sure that the CAPS LOCK or SHIFT LOCK is set.

To run the program, follow these steps.

1. Insert the Program Disk into the disk drive (drive 1 if you have more than 1 disk drive.)

2. Turn on your computer to boot the Program Disk. If your computer is already on, type PR#6 and then press <Return>.

3. While your disk is booting, you may press D to see a demonstration of the program. The demonstration will continue and repeat until you press the <ESC> key to exit.

4. After a brief introduction, you will be asked your name, if you wish to have sound effects, whether you have 1 or 2 disk drives, and whether you want regular or bold printing.

5. You will then be asked to select a level.

- 1 > Novice
- 2 > Intermediate
- 3 > Advanced
- 4 > Champion
- 5 > Grand Master

Type in the number of the level at which you wish to work.

6. You will then be asked to select a spelling word list numbered from 1 to 10. Enter the number of the list you want to work on and press <Return>. (The Appendix contains the spelling word lists for each level.)

7. The following menu will appear on the screen.

1. See It
2. Practice It
3. Unscramble It
4. Spell It!
5. Study a New List
6. Stop for Now

Your choice ? [1-6] ___

From items 1 through 4 on this menu you may select any of four different activities. In the chapter "Using the Program," each of the activities will be described in detail. Item 5 allows you to go on to another spelling word list. Item 6 allows you to exit the program.

Back-Up Copies

Program Disk —The Program Disk is protected and you will not be able to make a copy of it. However, if you wish to have a back-up copy on hand, you may purchase one for \$10.00 from Davidson & Associates. This may be done when you return your Warranty Card, or any time after that with a written request to Davidson & Associates, 6069 Groveoak Place #12, Rancho Palos Verdes, CA 90274. You must have a Warranty Card on file in order to purchase a back-up copy. (Davidson & Associates provides a one year warranty and will replace, free of charge, any malfunctioning or damaged disk.)

Data Disk —The Data Disk is formatted with DOS 3.3 and is not protected. You may make a back-up copy of it by using the copy program on the DOS System Master or ProDOS User's Disk which came with your computer.

USING THE PROGRAM

Selecting a Level

This program contains 1000 of the most commonly misspelled words. These words are grouped into five levels of difficulty with the easiest words at the Novice level and the most difficult words at the Grand Master level.

Within each level are 10 word lists also ascending in difficulty. You can look at the Appendix to help select a level or you can quickly test yourself at each level with the Practice It activity. If you miss as many as 5 words, start working at that level.

The Spelling Rules

Some spelling word lists relate to a specific spelling rule. When this is the case, the spelling rule will be presented along with examples to clarify it. The rules are also useful in learning how to spell other words not on the lists.

The rules covered in the program are presented at the beginning of the spelling lists in the Appendix.

Working through the Activities

1. See It
2. Practice It
3. Unscramble It
4. Spell It!
5. Study a New List
6. Stop for Now

Your choice ? [1-6] _____

For best results, begin with the first activity and work through the activities in the order they are presented. Once you have mastered the words, you can review them by returning to your favorite activity.

See It — This activity introduces the words on the list. Each word will also be displayed on the screen. If the word has more than one syllable, it will be shown divided into syllables. Then a sentence with a missing word will appear. Study the word and the syllables and when you feel you know how to spell the word, press the space bar. The word and syllables will disappear. Type the word in the blank. If you misspell the word, the correct spelling will reappear at the top of the screen for you to restudy. Repeat the process until you spell it correctly.



If you wish, you may type the word while it is still on the screen. To do this, press <Return> instead of the <space bar> and the word will remain on the screen as you type it.

When you have spelled all the words in the file, you will be shown the percentage of the words you spelled correctly on the first try. (Words that remained on the screen while you entered them will not be included in this percentage.) You will then be given an opportunity to retake the words you missed. Answer Y if you wish to retake the words and N if you wish to go on to another activity.



Practice It — This activity allows you to take a spelling test on the words that you have just learned to spell. Look at the box at the top of the screen. One of your spelling words will appear briefly in the box. After it disappears, type it in the sentence.

You may select the length of time the word stays on the screen. The display time is set at 1 second per word. You may adjust it from .25 to as long as 5 seconds per word by pressing M for more time or L for less time.



In the Practice It activity, the word should appear on the screen just long enough for you to recognize it so that you can then test your ability to spell it. You do not want the word to stay on the screen long enough to study it. After your score is shown, you are given a chance to retake the words you missed.

Unscramble It — This challenging activity will help reinforce the correct spelling of the words you have just learned. Unscramble It may be played with one or two players.

Nine boxes will appear on the screen. Select the box (by letter) you wish to try. The scrambled letters of the word that belongs in the box will appear at the top of the screen. If you unscramble the letters and correctly enter the word, you will earn 30 points. If you miss it the first time, you will earn 20 points for your second try, and 10 points for your third.

You may ask for the first letter of the word by pressing <Return> before you begin typing and it will appear, but the point value will drop by 10.

Spell It! — This captivating arcade game challenges you to distinguish correctly spelled words from incorrectly spelled ones.

The object of the game is to feed the Spell It Frog only correctly spelled words. He will not eat the misspelled words.

You may use a joystick or the keyboard. If you use the keyboard, move the frog left or right with the arrow keys and when he is under the correctly spelled word, press the Z key. The frog will jump and gobble up the word. He has a voracious appetite. Feed him as fast as you can, for the faster he eats, the more points you will earn per word.

When the spider spins his way down to the bottom of the screen and wiggles his legs, he is a candidate for the frog's dinner. And you get bonus points! The faster you play the game, the more bonus points you earn. Move the frog to the far right of the screen and press the Z key to get the spider.

Special Features

ESC Feature — The escape key <ESC> allows you to leave an activity at any time during the program. Simply press <ESC> and the program returns you to the menu.

Sound Effects — SPELL IT has sound effects which are activated by a correct answer. Shortly after starting the program, you will be asked if you want sound effects.

Reviewing Words You Missed — At the conclusion of the See It and Practice It activities, SPELL IT gives you an option to retake any words you missed. This will give you an opportunity to concentrate on the words that you have not yet mastered.

Changing the Options — You may change the options (i.e. number of drives, sound effects, type of print, joystick or keyboard) from either the activity or level menu by pressing O.

USING THE EDITOR

If you would like to use your own list of words with all the SPELL IT activities, you may enter them with SPELL IT's easy-to-use editor.

Many different kinds of editors were tried and tested in the development of this software package. The editor selected was one which had the greatest versatility. It allows you to make corrections with ease as well as to add or remove items from your file.

To use the editor, you will need:

- the SPELL IT Program Disk and
- a blank disk on which to save your new spelling lists.

Follow the steps outlined below.

Step 1 - Creating your Word List

First compose your list on paper. For each item on the list you will need:

- a spelling word
- the syllables of the spelling word
- a sentence with the spelling word missing
- three distractors (incorrectly spelled versions of the entry word, none of which is another word correctly spelled.)

Length Limits

In order for the program to work properly, your words and sentences must stay within these limits:

word - 12 letters maximum

syllables - 20 letters and spaces maximum

sentence - 3 lines, each line with 36 letters and spaces maximum

distractors - 12 letters maximum.

Note that these are maximum limits. The words and sentences must not exceed these limits. However, they may be less than these limits.

There is another important consideration — the length of your spelling list. Each list must contain at least 5 spelling words but no more than 20 spelling words. Generally a disk can hold 50 lists.

Step 2 - Formatting your Data Disk

Formatting a blank disk with DOS 3.3 prepares it to accept your new word list. Follow the procedure outlined below to format your new data disk.

- “boot” your system with the SPELL IT Data Disk
- remove the SPELL IT Data Disk and replace it with the new blank disk that you have labeled SPELL IT Data Disk Volume 2
- type INIT HELLO <Return>.

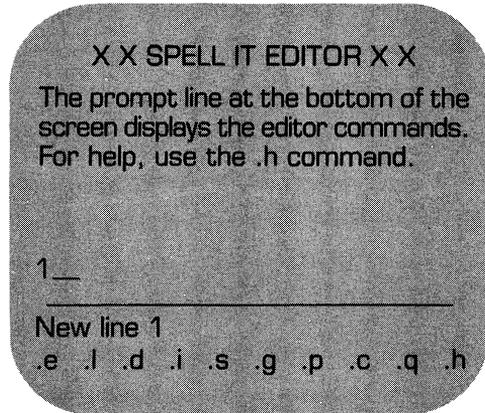
When the disk drive light goes out and the cursor appears, you have a DOS 3.3 formatted disk on which to store the spelling lists (data files) you create.

Step 3 - Accessing the Editor

Now that you have prepared your word list and formatted your new data disk, you are ready to begin using the editor.

Insert the SPELL IT Program Disk into the disk drive and boot the disk. As soon as the drive's red light is on, press E (for editor.)

When the drive stops, the screen will look something like this:



The editor is now ready to receive your new word list. **STOP AND READ CAREFULLY** all the remaining steps before proceeding.

Step 4 - Upper and Lower Case

When you begin entering your words, the letters will automatically appear in lower case.

While your entry words, syllables, and distractors should be entered in lower case, you will need to use upper case letters in your sentences. For upper case,

press <CTRL> and S at the same time, followed by the letter you want capitalized.

Step 5 - Entering your New Word List

In addition to knowing how to get the upper and lower case letters, you need to know the correct format for entering your word list. There are two important things to remember.

1. Each entry word must be allocated eight lines, even if some lines are left blank.

2. Your word list must contain from 5 to 20 words and must be from 40 to 160 lines long.

The format you use to enter your word list is outlined below:

Line 1 - entry word

Line 2 - syllables (leave blank if the entry word is a single syllable)

Line 3, 4, and 5 - a sentence containing a blank for the entry word (completion sentence)

Line 6 - first distractor

Line 7 - second distractor

Line 8 - third distractor

On line 1, enter the first word from your spelling list and press <Return>.

On line 2, enter the syllables of the word with a space between syllables <Return>.

On lines 3, 4, and 5, enter your sentence and press <Return> at the end of each line. If your sentence occupies less than three lines, just press <Return> leaving the remaining line(s) blank. Use the equal (=) sign to make the blank for the missing word. (It will appear on the screen as an underline.) Be sure to make your blank exactly the same number of spaces as the number of letters in the missing word.

On lines 6, 7, and 8, enter your distractors.

On line 9, enter your next word starting the process all over again.

If you follow this format, your word list should look something like this on the screen:

- 1 curious
- 2 cu ri ous
- 3 The children were _____ about
- 4 what was behind the locked door.
- 5
- 6 courious
- 7 curious
- 8 curius

- 9 curiosity
- 10 cu ri os i ty
- 11 One of the important qualities
- 12 of a student is _____.
- 13
- 14 curiosity
- 15 couriosity
- 16 coriosity

- 17 disaster
- 18 dis as ter
- 19 A tornado is a grave national
- 20 _____.
- 21
- 22 disasster
- 23 desaster
- 24 dissaster

Remember, to use the equal sign when making your blank. It will appear as an underline on the screen, but as an equal sign in a printout.

Make sure you follow the format exactly as it is outlined. If you find you have an incorrect number of lines, you can easily correct this using the delete and insert commands discussed at the end of the chapter.

Step 6 - Saving your File

The last step is to save your new file on the data disk. (Don't panic; this step is reversible. Later, if you find an error on it, you can easily access the file and correct it.) To save a file:

- remove your SPELL IT Program Disk
- insert your new data disk in the disk drive
- type `.s` and press `<Return>`
- when you are asked "Save file name?" type in the name of your data file.

The bottom of the screen will look something like this:

```
161 .s
Save file name? SPELLING LIST 1
```

When you press `<Return>`, the disk will whirl, and your word list will be saved onto your new data disk. To test your file with the program, exit the editor by typing `.q`, then follow the instructions on the screen.

Step 7 - Using your New File

To run the SPELL IT program with your own files, follow these steps:

- boot the SPELL IT Program Disk
- when you are asked to insert the data disk, insert the disk which contains your new data file
- when you are asked to select a level, type C (for catalog) and press <Return >
- the names of all the files on the disk will be displayed
- type in the name of your new list and press <Return >.

Editing your New File

You may want to change or edit your file to correct an error or to change a word. To do this:

- access the editor as described in Step 3
- type .g (to get the file)
- you will be asked to enter the name of your file

- if you aren't sure of the name, type `.c` to catalog the disk
- after you have typed your file's name, press `<Return>` and your file will be loaded into the computer's memory.

You may then list your file to review it or edit individual lines that need correcting.

Remember to save your file after you have changed it.

Commands of the Editor

Edit — This command allows you to change a line that has been entered. To use the edit command:

- type `.e` followed by the number of the line you wish to change
- press `<Return>`
- the line you wish to edit will appear and you may change or correct it as you wish
- press `<Return>` after you have changed the line to the way you want it.

You may move the cursor back and forth along the line using `←` and `→` arrow keys.

List — The list command allows you to review the entire file. To utilize this command:

- type `.l`
- press `<Return>`
- use the space bar to stop and restart the scroll.

You may begin listing at any point in the file. Simply type in `.l` followed by the line number you wish to begin listing. If you wish to stop the listing before all lines have been displayed, press `<Return>`.

Insert — This command allows you to insert one or more lines into the file. The lines following the insertion will be renumbered automatically. To use this feature:

- type `.i`
- press `<Return>`
- the screen will ask you “Insert which line?”
- answer with the number of the line you want to begin your insert
- insert as many lines as you wish.
- type `.q` at the beginning of the next line to quit inserting
- press `<Return>`.

Delete — This command allows you to remove any line from the file. This command will remove the entire line and renumber all the lines following it. (If you wish to remove the words and leave a blank line, use the edit command.) To use the delete command:

- type `.d`
- press `<Return>`
- you will be asked “Delete which line?”
- enter the number of the line you wish to delete
- press `<Return>`
- the line will appear and you will be asked “Delete this? (y/n)”
- if you press `y`, the line will be deleted; if you press `n`, it will remain
- now when you list the file, the lines following the deleted line will be renumbered.



Save — The save command allows you to save a new file or a corrected file onto a disk. Be sure you use this command each time you enter a new file or make any corrections on a file already on the disk. To use this command:

- type `.s`
- press `<Return>`
- enter the name of the file.

Be sure that you do NOT duplicate a name that has been used. You may type `.c` to list the existing files.



Get — The get command allows you to load a file which has previously been saved. To use this command:

- check to see that the disk in the drive is the one which has the data file you wish to access
- type `.g`
- press `<Return>`
- you will be asked “Get file name?”
- type in the exact name of the file you wish.



If you are not sure of the exact name of the file, type `.c` and press `<Return>`. This will list the files on the disk.

Print — The print feature allows you to print out your word list. To use this feature:

- be sure that the file you want printed is the one now loaded into the computer's memory
- turn on the printer (if you have a IIe or II+, it should be plugged into printer slot 1)
- type `.p`
- press `<Return>`.

If you wish to stop the printer before the file has been completely printed, press `<Return>`.

Clear — This command allows you to clear the screen to get ready for a new file. To use this feature:

- type `.c`
- press `<Return>`.

Be sure you have saved all data or corrections. The editor will double check to make sure you really want to clear the screen and the memory.

Quit — This command allows you to exit the editor and return to the SPELL IT program. To use this command:

- type `.q`
- press `<Return>`.

Remember to save your file first if you want to keep it.

Help — This command will give you a list of all the commands and their functions. So if at any point you are puzzled about which command to use:

- type `.h`
- press `<Return>`
- all the commands and their functions will appear on the screen.

Additional Notes on the Editor

If you do not wish to use your words with all four SPELL IT activities, you may not need to enter all the material described in Step 1. The following is a list of the material needed for each SPELL IT activity.

See It — spelling word (first line)
 syllables, optional (second line)
 sentence (third, fourth, fifth lines)

Practice It - (same requirements as See It)

Unscramble It - spelling word (first line)

Spell It — spelling word (first line)
 distractors (sixth, seventh, and eighth lines)

Note: be sure you enter the data you need on the correct line, leaving the lines assigned to other data blank.

The first few times you use the editor, create a small data file, using only 5 to 10 words. Try using the file with the SPELL IT program to be sure you're on the right track. You can add more to the file later.

It is a good practice to save your file every 15 minutes or so while you are working on it. Then if you should ruin a file in memory, you can retrieve a copy from the disk and prevent the loss of all your hard work.

Occasionally after you enter or edit a line, the editor will pause while it checks the line for control characters. You may also notice a brief pause after inserting or deleting a line in the file. The pauses are normal and have been designed to be as brief as possible.

When using the editor, a common mistake is the insertion of an extra line here and there. It is a good idea to check your program for extra lines before you try to run it. Remember, the last line number should be 8 times the number of words in the word list. If you have more, use the `.d` command to delete the extra lines.

You will find the SPELL IT editor a very versatile and easy-to-use tool. Take time to get acquainted with it.

ABOUT THE AUTHORS

Janice Davidson holds a B.A. from Purdue University, and an M.A. and Ph.D. from the University of Maryland. She is founder and director of Upward Bound, an educational center in Palos Verdes, California. She also serves as an educational computer consultant to schools in southern California.

Richard Eckert holds a B.S. degree in Electrical Engineering from Purdue University. He is a professional programmer and has written a variety of software, particularly educational software.

Other software packages written by the authors include MATH BLASTER, WORD ATTACK, SPEED READER II, and SPANISH FOR THE TRAVELER.

ACKNOWLEDGMENTS

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A special note of thanks also to Faye Schwartz and Cathy Johnson who prepared and edited the data.

APPENDIX

The following is a list of the words contained on the SPELL IT Data Disk. Spelling and word divisions are based on preferred usage as established in the WORLD BOOK DICTIONARY and WEBSTER'S NEW WORLD DICTIONARY.

Novice 1

Numbers. Be careful when spelling number words. Sometimes the spelling of the root changes.

Examples: four forty
 five fifty

eight
eighth
eighteen
eighty
five
fifteen
fiftieth
fifty
four
forty
fourteen
fourth
hundred
hundredth
nineteenth
ninth
ninety
ninetieth
seventh
seventy

Novice 2

Compound words are made up of two shorter words joined together.

Example: foot ball football

basketball
blueprint
bookmark
campground
cookbook
driveway
flagpole
flashlight
football
freeway
goldfish
midnight
railroad
schoolroom
seaweed
snowfall
spotlight
sunrise
weekend
wristwatch

Novice 3

Plurals. To form the plurals of most nouns, simply add **s**.

Example: balloon balloons

Add **es** to nouns ending in **ch, sh, s, x, and z**.

Example: church churches

aches
balloons
boxes
brushes
chairs
cameos
chiefs
churches
cupfuls
glasses
lawyers
lunches
monkeys
pictures
poets
radishes
radios
taxes
topazes
turkeys

Novice 4

The **neutral vowel** with r sound which usually appears in the unstressed syllable can be spelled **or, er, or ar.**

Examples: color tiger sugar

anchor
cellar
color
dollar
flower
grammar
harbor
humor
hunter
laughter
owner
polar
razor
shoulder
soccer
sugar
supper
teacher
tiger
weather

Novice 5

The **ir** sound can be spelled **ear, eer, ier, or ere.**

Examples: appear pierce
 career revere

bier
brigadier
career
cereal
cheerleader
disappear
dreary
earache
fearful
merely
pierce
pioneer
query
revere
serial
serious
shears
sphere
tier
vener

Novice 6

area
dropped
eager
entirely
fashion
guilty
heroes
hunger
hungry
laborer
lengthen
luxury
material
method
oppose
perceive
practice
regard
sentence
since

Novice 7

amount
attempt
beautiful
carrier
council
dealt
device
disgust
escape
except
heroic
listener
minutes
paid
really
sense
stepped
stories
woman
writing

Novice 8

across
addition
advice
among
clothes
collar
coming
dairy
decent
define
divide
fitness
friend
lose
mere
operate
quiet
simple
simply
studying

Novice 9

affect
afraid
against
careful
choose
during
enough
group
hoping
increase
involve
lonely
maybe
meant
passed
peace
rebel
scene
where
whole

Novice 10

allowed
already
bargain
boundary
certainly
cruelty
different
disease
divine
easily
exercise
further
immense
magazine
medicine
naturally
opposite
phase
response
source

Intermediate 1

When a word ends in **silent e**, drop the **e** before adding a suffix.

Examples: arrive arrival
 become becoming

accuse
accusing
argue
argument
arrive
arrival
become
becoming
continue
continuous
desirable
desirability
encourage
encouraging
movable
notice
noticing
shining
value
valuable

Intermediate 2

Pronouncing words carefully will help you to spell them correctly. Be sure not to add or omit sounds.

curious
curiosity
disaster
disastrous
enter
entering
entrance
explain
explanation
hinder
hindrance
pronounce
speak
speech
though
thought
thorough
threw
through
throughout

Intermediate 3

Pronouncing words carefully will help you to spell them correctly. Be sure not to add or omit sounds. For example, athlete has 2 syllables, not 3.

athlete
athletics
column
columnist
drown
drowned
drowning
govern
government
grieve
grievous
lighten
lightning
pamphlet
particular
particularly
rhythm
rhythmic
strict
strictly

Intermediate 4

The **oi** sound can be spelled **oi**, as in **poison** or **oy**, as in **voyage**.

anoint
appoint
avoid
boycott
decoy
embroidery
employer
exploit
loiter
loyal
moisten
oilcloth
oyster
pointless
poise
poison
rejoice
royalty
void
voyage

Intermediate 5

When a word ends with **silent e**, keep the **e** if the suffix begins with a consonant.

Examples: manage management
 complete completely

acute
acutely
arrange
arrangement
careless
complete
completely
extreme
extremely
hopeless
immediate
immediately
likely
likeness
manage
management
sincere
sincerely
safety
usefulness

Intermediate 6

applying
cabbage
certain
decision
effect
interest
losing
possible
prepare
pursue
receiving
separation
similar
stretch
stubborn
themselves
together
treasurer
useless
worked

Intermediate 7

advisor
annual
calendar
cyclone
despair
everybody
generally
loose
necessary
opinion
personal
practical
principal
principle
realize
religion
remember
satire
sponsor
strength

Intermediate 8

apartment
apology
barbecue
category
dining
expense
fiery
greenish
library
occasion
opponent
original
permanent
pertain
playwright
presence
relative
resources
roommate
useful

Intermediate 9

acquire
alcohol
amateur
desperate
develop
discuss
fascinate
favorite
forward
fulfill
genius
ideally
knowledge
license
medical
potato
prisoner
represent
several
therefore

Intermediate 10

awkward
cemetery
commission
conscience
definite
embarrass
laboratory
marriage
misspell
occurred
persuade
recognize
restaurant
schedule
sergeant
straight
terrific
unusual
villain
women

Advanced 1

Use **i** before **e**, except after **c**.

Examples: achieve quotient receive

achieve
belief
believe
brief
chief
deceive
fiendish
fierce
hygiene
mischief
niece
piece
quotient
receive
relieve
shield
shriek
siege
sieve
yield

Advanced 2

There are exceptions to the **i before e** rule.

Examples: leisure neither

Use **ei** when the word has a **long a** sound.

Examples: weight freight

beige

either

foreign

freight

height

heir

heirloom

leisure

neigh

neighbor

neither

protein

seize

seizure

sleigh

veil

vein

weigh

weight

weird

Advanced 3

When **final y** is preceded by a consonant, change the **y** to **i** before adding a suffix, except when the suffix begins with **i**.

Examples: carry carried carrying

accompany
accompanying
accompanied
busy
business
carry
carried
carrying
company
companies
enemy
enemies
family
families
lively
livelier
livelihood
satisfy
satisfied
satisfying

Advanced 4

Most words that end with the **seed** sound, are spelled **cede**.

Examples: recede concede

Exceptions: proceed exceed succeed

accede

access

accessory

antecedent

cede

concede

concession

exceed

excess

intercede

precede

procedure

proceed

procession

recede

recession

secede

succeed

success

supersede

Advanced 5

The **neutral vowel with r** sound which usually appears in an unstressed syllable can be spelled **ar, er, ir, or, or ur**.

Examples: burglar semester directory
 equator murmur.

bachelor

burglar

calculator

carburetor

directory

equator

foreigner

governor

murmur

muscular

passenger

percolator

predecessor

prosecutor

radiator

refrigerator

scholar

semester

singular

vinegar

Advanced 6

bureau
chocolate
committee
courteous
disappoint
fascinating
loneliness
mischievous
mortgage
parallel
privilege
probably
recommend
sandwich
secretary
stationery
surprise
tragedy
vegetable
whether

Advanced 7

alumni
approaches
beginning
challenge
confusion
difficult
discussion
entertain
excellence
fantasy
generally
happiness
industry
intellect
literary
morale
physical
ridicule
sherbet
suppose

Advanced 8

aluminum
appropriate
attitude
behavior
burial
cigarette
concentrate
counselor
destruction
dilemma
disguise
familiar
ignorant
indefinite
mathematics
morally
pheasant
simile
summary
tomorrow

Advanced 9

aggravate
anticipate
beauteous
commercial
condemn
devastation
emperor
equipment
fallacy
imagination
likelihood
narrative
obstacle
peculiar
prestige
ridiculous
sacrifice
shepherd
sophomore
symbol

Advanced 10

abscess
arguing
author
bankruptcy
candidate
changeable
conferring
descent
describe
elementary
genealogy
momentum
pageant
personnel
profession
quantity
repetition
syllable
technique
transferred

Champion 1

The **k** and **g** sounds are usually followed by the **ant** ending, as in elegant.

The **s** and **j** sounds are usually followed by the **ent** ending, as in magnificent.

abundant
agreement
consistent
convenient
descendant
document
dominant
efficient
elegant
employment
expectant
important
independent
pleasant
magnificent
persistent
prevalent
prominent
significant
warrant

Champion 2

The **k** and **g** sounds are usually followed by the **ance** ending, as in significance. The **s** and **j** sounds are usually followed by the **ence** ending, as in adolescence.

absence
acquaintance
adolescence
ambulance
annoyance
appearance
attendance
audience
conference
evidence
existence
experience
guidance
ignorance
intelligence
interference
remembrance
residence
resistance
significance

Champion 3

The **sh** sound can be spelled with **ti**, **ci**, or **si**.

Examples: reception conscious expansion

abbreviation
ambition
artificial
beneficial
conscious
crucial
description
dietitian
distinction
exemption
expansion
facial
gracious
musician
precious
reception
spacious
spatial
substantial
vicious

Champion 4

Double the final consonant when adding a suffix if the word has only one syllable or the last syllable is accented.

Examples: quitting referring

acquittal
admittance
allotted
beginner
benefited
controlled
difference
equipped
gladden
happened
listening
occurrence
offered
omitted
preferred
quitting
referring
revealing
spurring
swimming

Champion 5

When using the prefixes **dis** and **un**, do not change the spelling of the root word.

disability
disagree
disapprove
disarray
discourage
dishonor
disillusion
disqualify
dissimilar
dissatisfied
uncommon
unconscious
unearned
unequaled
unguarded
unknown
unmoved
unnamed
unnatural
unnecessary

Champion 6

aggressive
analysis
atheist
basically
capitalism
communist
contemporary
defensible
divisible
efficiency
friendliness
incidentally
interrupt
mechanics
nutrient
political
propaganda
satellite
suspense
vacuum

Champion 7

asterisk
astronaut
brilliance
competition
criticism
emphasize
exhaustion
financier
guarantee
influential
maneuver
mysterious
organization
philosophy
reminisce
stability
sufficient
temperament
theory
varies

Champion 8

accelerate
alleged
association
compatible
credible
criticize
discipline
eliminate
evidently
financial
gaiety
humorous
ingredient
jealousy
manufacture
numerous
optimism
sarcastic
subtle
various

Champion 9

abundance
accidentally
adolescent
assassin
colonel
crocheting
elicit
finally
hypocrisy
imaginary
initiative
occurring
possession
predominant
prophecy
sociology
succession
synonymous
undoubtedly
unusually

Champion 10

alleviate
approximate
catechism
competitor
diligence
forcible
fundamental
hospitalized
ingenious
laboriously
melancholy
paralyzed
politician
psychology
sabotage
suppress
tendency
tremendous
ubiquitous
vengeance

Grand Master 1

The **k** and **g** sounds are usually followed by the **ant** ending.

Example: extravagant

The **s** and **j** sounds are usually followed by the **ent** ending.

Example: negligent

arrogant
assistant
brilliant
competent
compliant
confident
defiant
dependent
diligent
divergent
excellent
extravagant
fluorescent
indulgent
insistent
intelligent
negligent
tolerant
turbulent
violent

Grand Master 2

The **k** and **g** sounds are usually followed by the **ance** ending.

Example: elegance

The **s** and **j** sounds are usually followed by the **ence** ending.

Example: innocence

abstinence
alliance
appliance
assurance
clearance
compliance
consequence
disturbance
elegance
endurance
inference
influence
innocence
insurance
maintenance
nuisance
performance
preference
reference
reliance

Grand Master 3

The **able** suffix is used more often than the **ible** suffix.
The **s** and **j** sounds are usually followed by the **ible** suffix.

Examples: legible accessible

acceptable
accessible
admirable
admissible
available
contemptible
convertible
digestible
disposable
eligible
excitable
incredible
inevitable
irresistible
irritable
legible
permissible
plausible
responsible
susceptible

Grand Master 4

acquiesce
aesthetic
baroque
bellicose
cryptic
curriculum
epitome
euphemism
hemorrhage
nemesis
ostracize
panacea
panache
paradigm
physics
psychiatry
separate
subpoena
synonym
verbatim

Grand Master 5

accommodate
admission
advertising
auxiliary
clientele
comparative
environment
exaggerate
experiment
fictitious
hysterical
medieval
primitive
psychic
recipient
rheumatism
saccharin
scissors
situation
sovereign

Grand Master 6

accumulate
advantageous
allegiance
apparatus
authority
conqueror
cylinder
excitement
exhilarated
harass
hypocrite
hypothesis
leisurely
noticeable
oblique
paralysis
persuasive
phenomenon
raspberry
spontaneous

Grand Master 7

Words of Spanish origin.

abalone
alligator
armadillo
avocado
barracuda
cafeteria
desperado
enchilada
filibuster
guerrilla
hacienda
mosquito
palomino
pueblo
sierra
stevedore
tapioca
tobacco
tortilla
vigilante

Grand Master 8

Words of Italian origin.

bologna
broccoli
campaign
corridor
dilettante
espresso
fettucine
fiasco
ghetto
imbroglio
incognito
influenza
intrigue
lasagna
minestrone
miniature
mozzarella
picturesque
scenario
spaghetti

Grand Master 9

Words of French origin.

aperitif
bizarre
bouffant
bouillon
burlesque
champagne
chignon
connoisseur
croissant
decolletage
julienne
mayonnaise
mousse
parliament
peignoir
quiche
roux
syndicate
talisman
vichyssoise

Grand Master 10

aberration
abysmal
adjudicate
anathema
auspicious
corroborate
diaphragm
extraneous
facsimile
ingenuous
ingratiate
inveigle
narcissistic
obsequious
perspicacity
rambunctious
resuscitate
subterranean
supercilious
tortuous



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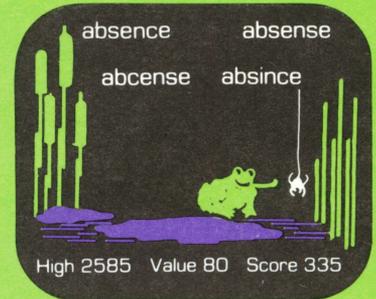
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