SPELL IT! T.M.

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spell

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has received the following awards for excellence:

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TABLE OF CONTENTS

INTRODUCTION 1

GETTING STARTED 2

- Included in this Package 3
- Starting the APPLE Version 3
- Starting the IBM Version 4
  - Making *Spell It* Self-Booting 5
  - Using *Spell It* with a Hard Disk 6
- Starting the COMMODORE Version 6
- Starting the ATARI Version 7
- The Menus 8

USING THE PROGRAM 9

- Selecting a Level 9
- The Spelling Rules 9
- The Activities 10
  - See It 10
  - Practice It 11
  - Unscramble It 11
  - Spell It! 12
- Special Features 13

USING THE EDITOR 14
Step 1 - Composing Your Word List 14
Step 2 - Formatting a New Data Disk 15
APPLE Version 15
IBM Version 16
COMMODORE Version 16
ATARI Version 17
Step 3 - Entering Your New Word List 18
Step 4 - Saving Your Data File 20
Step 5 - Using Your New File 21
Editing a File 21
Commands of the Editor 22
Additional Notes on the Editor 25
Having Trouble? 27

NOTE TO TEACHERS 28

ABOUT THE AUTHORS 30
Acknowledgments 30

APPENDIX - WORD LISTS 31
Novice 32
Intermediate 37
Advanced 42
Champion 47
Grand Master 52

INTRODUCTION

Welcome to *Spell It!* You can become a master speller. Whether you need to master spelling rules, 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. The first two will allow you to review spelling rules, study words in syllables, and use words in sentences – helping you to learn quickly and thoroughly. The word scramble will help reinforce what you have learned. The captivating arcade game will help you learn to distinguish correctly spelled words from misspelled ones.

Spell It focuses on 1000 commonly misspelled words which are grouped into levels according to difficulty. Many lists include an important spelling rule which relates to that group of words. With the editor, it is easy to 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.

This *Spell It* manual contains the instructions for four computer systems. Follow the specific instructions for your computer regarding start up and use of the editor. Throughout the manual, <Return> will be used to indicate a carriage return.

GETTING STARTED

Before you begin using *Spell It,* please complete the registration card and return it to Davidson & Associates, Inc. This will ensure that you receive important information and technical support for *Spell It,* announcements of updates, and information on new products. Davidson & Associates, Inc. will replace, free of charge, any malfunctioning or damaged disk for a period of five years after purchase.

The program files are protected and you will not be able to copy them. You may purchase a back-up copy for $10.00 at the time you send in your registration card, or later by writing to Davidson & Associates, Inc. Back-ups are available on 3 1/2" or 5 1/4" disks.

If you are using an Atari computer, you may make a back-up copy of the data files directly from the *Spell It* Data disk. Boot the Data disk and follow the directions below.

- When the cursor appears, type **DOS** <Return>.
- When the DOS menu appears, remove the Data disk and insert your blank disk.
- Choose option **I**, format the disk; then select option **J** to duplicate the disk. Follow the screen prompts.

Included in this Package

In this package you will find:

- the *Spell It* program and complete data files
- the registration card
- the manual which you are now reading.

Starting the APPLE Version

To use *Spell It*, APPLE version, you need:

- an Apple II+, IIe, IIc or IIGS computer with one or two disk drives
- a monitor (or tv)
- the *Spell It* disk
- a joystick (optional)
- a printer (optional).

To run the program, follow these steps.

1. Insert the Program into drive 1 and turn on the computer. (If you are using an Apple IIe or IIc, be sure the Caps Lock is set.)
2. 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.

3. If you are using only one drive, you will be instructed when to re-insert the disk, data side up.

Pressing **O** when the main menu is on the screen will allow you to change options which you selected at the beginning of the program.

Starting the IBM Version

To use *Spell It,* IBM version, you need:

- an IBM PC, PC jr, or compatible computer with one or two double-sided disk drives
- a Color/Graphics Adapter
- a monitor (or tv)
- DOS 1.1 or greater and 128K of memory
- BASIC (BASICA) or GW BASIC
- a joystick (optional)
- a printer (optional).

To run the program, follow these steps.

1. Insert the DOS disk which was supplied with your computer into drive A and boot your system. If you are using a PCjr, make sure the BASIC cartridge is inserted.
2. Enter the date and time; at the A>, type **basica** or **gwbasic** <Return>.
3. Remove the DOS disk, insert the *Spell It* disk, and type **run"color** <Return>.

From the Main menu, press **P** for a preview of the program. The preview will continue and repeat until you press <Esc>. Pressing **O** will allow you to change the options you selected at the beginning of the program.

Making *Spell It* Self-Booting

Spell It can be made self-booting by transferring the DOS files and the file named basica. com to the *Spell It* disk.

For some IBM compatible computers, it may be necessary to move the data files to a separate disk in order to make room for the DOS and basica files. Format a separate disk for the data. Put the program in drive A and the formatted disk in drive B. When the A> appears, type **a:copydata.bat a: b:** <Return>. After you have copied the files to your new data disk, delete the files from the original disk.

Follow the instructions below to make the disk self-booting.

1. Insert your DOS disk in drive A, and boot your system. Enter the date and time.
2. If you are using a two-drive system, insert the *Spell It* disk in drive B. (If you have only one drive, you will need to swap disks several times; follow the instructions as they appear on the screen.)
3. At the A>, type **b:c-config.bat** <Return>.

Using Spell It with a Hard Disk

If you are using *Spell It* on a computer with a hard disk and one floppy drive, you must first transfer the basica.com file directly to the *Spell It* disk. Put the *Spell It* disk in drive A. At the C>, type **copy c:basica.com a:** <Return>. Most compatibles require the transfer of the gwbasic.exe file as well.

To run *Spell It*, place the Program disk in drive A and boot your system. At the C>, type **a:** <Return>. At the A>, type **basica color** <Return>.

To copy the data files to a subdirectory on your hard disk, insert the Spell It disk into the drive and at the A>, type **a:fixedisk.bat a: c:** <Return>. Any data files you create using the editor will be saved to this subdirectory as well.

Starting the COMMODORE Version

To use *Spell It*, Commodore version, you need:

- a Commodore 64 or 128 computer
- a 1541 or compatible disk drive
- a monitor (or tv)
- a joystick (optional)
- a printer (optional).

To run the program, follow these steps. If your computer is a Commodore 128, switch it to the 64 mode before you begin.

1. Begin with your system turned off. Turn on the disk drive; then, turn on the computer.
2. Insert the *Spell It* Program disk (Commodore side up); type **LOAD"SPELL",8** <Return>, then **RUN** <Return>.

Select #6 from the Main menu to see a preview of the program. The preview will continue and repeat until you press **<f1>**. Press **O** when the Main menu is on the screen to change options.

Starting the ATARI Version

To use *Spell It,* Atari version, you need:

- an Atari 800XL, 1200 XL, 65E or 130XE computer
- a monitor (or tv)
- a joystick (optional)
- a printer (optional).

To run the program, follow these steps.

1. Make sure your computer is off and that there is no disk in the drive. Turn on the drive and the monitor.
2. Insert the *Spell It* Program disk (Atari side up) into the drive and turn on the computer.

Press **P** while the drive light is on to see a preview of the program. Select **#7** from the Main menu to change options you selected at the beginning of the program.

The Menus

The Main menu will appear on the screen.

1. **Novice**
2. **Intermediate**
3. **Advanced**
4. **Champion**
5. **Grand Master**

Indicate the level at which you wish to work <Return>, then select a spelling word list numbered from 1 to 10 and enter its number <Return>. The Appendix contains the complete spelling word lists and the rules they illustrate.

The Activity menu will appear on the screen.

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

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

USING THE PROGRAM

Selecting a Level

This program contains 1000 of the most frequently misspelled words. These words are grouped into five difficulty levels, with easier words at the Novice level and more difficult words at the Grand Master level. Each level contains 10 word lists, also ascending in difficulty. See the word lists in the Appendix or quickly test yourself at each level using the Practice It activity.

The Spelling Rules

When a specific rule applies to a word list, the rule will be presented along with examples. The rules are also helpful in learning how to spell many other words not included in these lists.

The Activities

For best results, begin with the See It activity and work through the remaining activities in the order 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 be displayed on the screen. If the word has more than one syllable, the syllabication will also appear. Study the word and the syllables until you think you know the correct spelling. Press the space bar and the word will disappear. Type the word into the blank in the sentence. If you misspell the word, the correct spelling will reappear at the top of the screen for you to study again. Repeat the process until you spell each word correctly.

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

When you have completed the exercise, you may retake the words you needed help with or missed. Answer **Y** if you wish to retake the words or **N** if you wish to go on to another activity. Your score shows the number of words you spelled correctly without help.

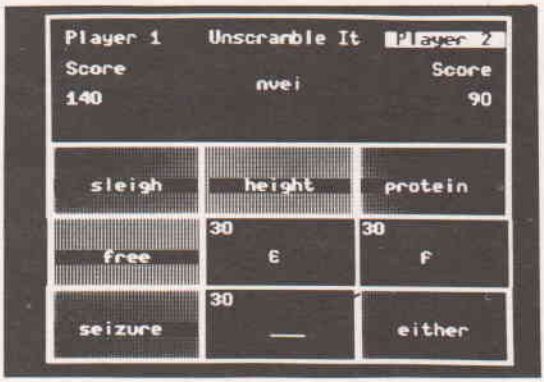
Practice It - This activity allows you to test yourself. Look at the box at the top of the screen. One of your spelling words will appear briefly in the box. After it disappears, type it into the blank in the sentence.

You may select the length of time the word remains on the screen. The default display time is set at 1 second per word. You may adjust the display time from .2 to 5 seconds per word by pressing **M** for more or **L** for less.

In this activity, the word should appear on the screen just long enough for you to recognize it, not study it. After your score is shown, you may retake the words you missed.

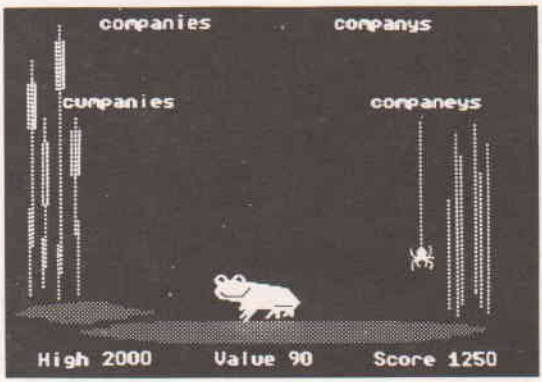
Unscramble It - This challenging activity will help reinforce the correct spelling of the words you have just studied. Unscramble It may be played by one or two players.

Nine boxes will appear on the screen. Select by letter the box you wish to try. Scrambled letters 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 the first time, 20 points may be earned for a correct second try, and 10 points for a third.



Ask for the first letter of the word by pressing <Return> before you begin typing. 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 correctly spelled words to the *Spell It* frog; it won't eat misspelled words. Use a joystick or the keyboard to move the frog left or right. Press the **Z** key to make the frog jump up and gobble up the word. Feed it as fast as you can, for the faster it eats, the more points you will earn per word.

When the spider spins its way down to the bottom of the screen and wiggles its legs, it 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 or the joystick button to zap the spider.

Special Features

Positive Reinforcement - Throughout the *Spell It* program, your correct answers are rewarded with positive, encouraging messages. You are never scolded for an incorrect answer. If your first response is incorrect, you will be encouraged to "Try again."

Escape Function - Pressing <Esc> (Apple, IBM, Atari) or <f1> (Commodore) allows you to leave an activity at any time during the program. Simply press the key and the program will return to the menu.

Sound Effects - *Spell It* has optional sound effects which are activated by each correct response.

Reviewing Words Missed - At the conclusion of the See It and Practice It activities, *Spell It* gives you an opportunity to retake any words you missed, allowing you to concentrate on those which you have not yet mastered.

USING THE EDITOR

Use the *Spell It* editor to enter your own lists of words to use with all four *Spell It* activities. To use the editor, you will need:

- the *Spell It* Program disk and
- a blank, formatted disk on which to save your new files.

Step 1 - Composing Your Word List

For each spelling word you enter, 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).

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 34 letters and spaces maximum.

Each list should contain at least 9, but no more than 20, spelling words. Single word entries with all lower case letters work best with the program. Do not use upper case letters, hyphens or spaces in the spelling words.

Step 2 - Formatting a New Data Disk

APPLE Version

Before you access the editor, format a blank disk to prepare it to accept your new spelling list.

If you are using the DOS 3.3 version of *Spell It* (on a 5 1/4" disk), follow the steps below.

- Boot your system with the *Spell It* Data (Side 2).
- Remove the *Spell It* Data and insert a new, blank disk.
- Type **INIT HELLO** <Return>.

If your *Spell It* is the ProDOS version (on a 3 1/2" disk), format a blank disk with ProDOS using the ProDOS Utilities disk which came with your computer.

Upper and Lower Case

As you enter your words, the letters will appear in lower case. Even though entry words, syllables, and distractors should be entered in lower case, you will occasionally need to use upper case letters in your sentences. Press **<Ctrl>** and **S** at the same time, followed by the letter you want capitalized.

Accessing the Editor

Insert the *Spell It* Program Disk (Side 1) into the disk drive and boot the disk. When the main menu appears, press **E** (for Editor) and follow the screen prompts.

IBM Version

Formatting a blank disk prepares it to accept your new spelling list. Follow these simple steps.

- Insert the DOS disk into drive A and turn on the computer.
- If you are using a two-drive system, place the new disk in drive B. If you are using a one-drive system, you will be prompted to insert the new disk after you have typed the formatting command.
- Enter the date and time <Return>.
- At the A>, type **format b:** <Return>.

The screen will tell you when the formatting is complete. You now have a disk on which to save your own spelling lists.

Accessing the Editor

To use the editor, start *Spell It* as described in the "Getting Started" section of this manual. When the main menu appears, press **E** (for editor), and follow the screen prompts.

COMMODORE 64 Version

To format your new data disk, follow these simple steps.

- Turn on the printer first, if you are going to use one. Turn on the disk drive before turning on the computer.
- Insert the new blank disk into the disk drive and type **OPEN15,8,15,"NEW0:Spell It Data,02"** <Return>.

When the disk drive light goes out, the formatting process is complete. You now have a formatted disk on which to store the spelling lists (data files) you create.

Accessing the Editor

Start your system as described in the Getting Started section. Insert the *Spell It* Program disk, and type **LOAD"EDITOR",8** <Return>. Type **RUN** <Return>.

ATARI Version

To format a new disk with DOS 2.0, follow these steps.

- Turn on your disk drive and insert the *Spell It* Data disk (Atari side up).
- Turn on the computer to boot the disk.
- When the menu appears, select **I**.
- Remove the *Spell It* disk and insert your blank data disk and follow the screen prompts.

Accessing the Editor

Turn on the disk drive and insert the Spell It Program disk. Turn on the computer. Press **E** (for Editor) while the program is loading.

Step 3 - Entering Your New Word List

The editor is now ready to receive your new word list. *Stop and read carefully* all the remaining steps before proceeding. The editor screen will look something like this.

```
X X  Spell It Editor  X X
The prompt line at the bottom of the
screen displays the editor commands.
For help, use the .h command.


1"
New line 1
.e  .l  .d  .i  .s  .g  .p  .c  .q  .h
```

Each entry word must contain no more than twelve letters and must be allocated eight lines, even if some lines are left blank. Your list should contain from 9 to 20 words, and be from 72 to 160 lines long.

To enter your word list, use the format described below.

Line 1	entry word (12 letters maximum)
Line 2	syllables (leave blank if the entry word is a single syllable)
Lines 3, 4, 5	a sentence containing a blank for the entry word (completion sentence)
Lines 6, 7, 8	first, second, and third distractors

- On line **1**, enter the first word and press <Return>.
- On line **2**, enter the syllables of the word, leaving a space between syllables <Return>.
- On lines **3**, **4**, and **5**, enter your sentence; press <Return> at the end of each line. If your sentence uses less than three lines, press <Return> to leave blank lines.

Make the blank in your sentence **exactly** the same number of spaces as the number of letters in the missing word:

APPLE, use the = key;
IBM, use the underline key;
COMMODORE, use the Commodore key and the @ key;
ATARI, use the underline key.

- On lines **6**, **7**, and **8**, enter your distractors.
- On line **9**, enter your next spelling word and continue.

Your word list should look something like this.

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

Be sure to follow this format. You can easily make corrections using the commands described at the end of this chapter.

The last step is to save your new file onto the formatted data disk. If you find an error later, you can easily access the file and correct it.

- Be sure your new data disk is in the correct disk drive.
- Type **.s** <Return>.
- When you are asked "Save file name?" type the name of your data file, being sure to stay within these limits:

  APPLE - 15 characters and spaces

  IBM - 8 characters with no spaces

  COMMODORE - 15 characters

  ATARI - 8 characters with no spaces

The bottom of the screen will look something like this:

```
161 .s
Save file name? LIST5
```

Be sure that you do **not** duplicate a name that has been used. Press **.c** for catalog (Apple) or **.d** for directory (IBM, Commodore, Atari) at this time if you wish to list files already on the disk.

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

Step 5 - Using Your New File

To use your new file with *Spell It*, follow these steps.

- Start the program as outlined in the Getting Started section of the manual.
- At the prompt to insert the data disk, insert the disk which contains your new data file.
- When you are asked to select a level, type **C** (Apple) or **D** (IBM, Commodore, Atari), press <Return>, and the files on the disk will be listed on the screen.
- Type the name (Apple, IBM, Atari) or number (Commodore) of the file you wish to access <Return>.

Editing a File

You may correct an error or make a change in your file.

- Access the editor.
- Type **.g** (to get the file) <Return>.
- If you aren't sure of the name, type **.c** (Apple) or **.d** (IBM, Commodore, Atari) to list existing files.
- Type the name of your file <Return>.

When your file is loaded into the computer's memory, you may list it or edit individual lines that need correcting. Remember to save your file after you make corrections or changes.

Commands of the Editor

The following commands are used to correct, extend, or shorten your file. You may use these commands to edit your material at any time.

Edit - This command allows you to make a change in a line that has been entered.

- Type **.e** followed by the number of the line you wish to change <Return>.
- The line you wish to edit will appear and you may make corrections <Return>.

List - The list command allows you to view the entire file.

- Type **.l** <Return>.
- Use the space bar to stop and restart the scrolling.

You may begin listing at any point in the file. Type **.l** followed by the line number at which you wish to begin. To stop the listing before all lines have been displayed, press <Return>.

Delete - This command allows you to remove a line from the file. (If you wish to remove the words and leave a blank line, use the edit command.)

- Type **.d** followed by the number of the line you wish to delete <Return>.
- The line will appear and you'll be asked "Delete this? (y/n)."
- Press **y**, the line will be deleted; press **n**, it will remain.

When you list the file, the lines following the deletion will have been renumbered.

Insert - This command allows you to insert one or more lines into the file.

- Type **.i** followed by the number of the line where you wish to place your insertion <Return>.
- Insert as many lines as you wish. The lines which follow your insert will be renumbered automatically.
- Type **.q** at the beginning of the next line to quit inserting <Return>.

Save - The save command allows you to save information onto a disk. Use this command each time you enter a new file or make corrections.

- Type **.s** <Return>.
- Type the name of the file <Return>.

Do NOT duplicate a name that has been used unless you wish to replace that existing file. You may type **.c** or **.d** (depending upon your computer type) to list the existing files.

Get - The get command allows you to load a file from the disk into the computer's memory.

- Be sure that the disk in the drive is the one containing the data file you wish to access.
- Type **.g** followed by the exact name of the file you wish to load <Return>.

If you are not sure of the exact name of the file, type **.c** (Apple) or **.d** (IBM, Commodore, Atari) and press <Return> to list the files already on the disk.

Print - You may print out your entire file. The file you want to print must be loaded into the computer's memory, and the printer turned on. (It should be plugged into Slot 1.)

- Type **.p** <Return>.

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

Clear - This command clears the screen to get ready for a new file.

- Type **.c** <Return>.
- Be sure you have saved your data or your corrections on the disk.

The editor will double check to make sure you really want to clear the screen and the computer's memory.

Quit - This command allows you to exit the editor and return to the *Spell It* program.

- Type **.q** <Return>.

Help - This command will list all the commands and their functions on the screen.

- Type **.h** <Return>.

All the commands and their functions will appear on the screen.

Additional Notes on the Editor

Weekly spelling lists can be entered using the *Spell It* Editor. If you do not wish to use your words with all four *Spell It* activities, you may not need to enter data on all the lines as described in Step 1. The following is a list of the material needed for each *Spell It* activity:

See It	spelling word (line 1) syllables, optional (line 2) sentence (lines 3,4,5)
Practice It	same requirements as See It
Unscramble It	spelling word (line 1)
Spell It	spelling word (line 1) distractors (lines 6,7,8).

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

You may enter special rules or instructions which will appear at the beginning of the See It activity, just as they do at the beginning of some of the *Spell It* data files. To insert a rule, follow these steps.

- Enter the rule in the last 7 lines at the end of your list. A file without a spelling rule may include up to 20 words, but a file with a rule will hold only 19.

- Use no more than seven lines for a rule. Seven lines of text fill up one screen, so arrange the words on these seven lines just as you want them to appear on the screen.
- Enter the rule, line by line, at the end of your list of words. Your file now has an *uneven* number of lines – 8 lines for each spelling word entry and 7 lines at the end for your rule.

The first time you use the editor, create a small data file, using only 5 or 6 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.

Save your file often while you are working on it. This may prevent the loss of a lot of hard work on your part.

Check your file for extra lines before you try to run it. Delete extra lines using the .d command.

Follow these instructions to delete an entire file from the disk.

APPLE - Boot the DOS disk. At the prompt, type **DEL** and the name of the file you wish to delete.

IBM - Boot the DOS disk. At the prompt, type **ERASE** or **DEL**, and the name of the file you wish to delete.

COMMODORE - Type **OPEN15,8,15,"I"** <Return>, **PRINT#15,"S0:NAME OF FILE"** <Return>.

ATARI - Boot the *Spell It* Data disk. When the DOS menu appears, put in the disk which contains the file you wish to delete. Answer **N** to the format question. When the cursor appears, type **DOS** <Return>. Select **D** and follow the screen prompts.

Having Trouble?

During the See It or Practice It activity, you keep getting the "Try Again" message even when you correctly enter the spelling word.

You have probably entered a space before or after the word (lines 1,9,17, etc). Return to the editor and retype the entry word; be sure to leave no spaces before or after the word.

You get a bad subscript error or the screen freezes when using your new list with the See It and Practice It activities.

Check the blanks in the sentences.
Be sure there is a blank in every sentence.
Be sure you pressed the correct key to make the blank.
Be sure each blank contains the correct number of spaces.

Parts of a word are left on the screen during the Spell It game.

The entry word or one of the distractors is longer than the allowable length (12 letters).

The program is operating slowly; there are long pauses between words.

Your file is too full. Shorten some of the sentences to only one or two lines.

NOTE TO TEACHERS

Spell It has been tested extensively in our lab and in the classroom. The following ideas and suggestions have come from teachers around the country who have used *Spell It* successfully in their classrooms. We hope their suggestions will be useful for you.

Words from other subject areas, such as math, science, and social studies, are often difficult to spell and require extra study. *Spell It* can make the study of these words more interesting for your students. It is important to note, however, that only words entered in all lower case letters will function properly in all four learning activities. The editor can also be used to personalize lists for students who require specific help with a particular spelling problem.

Special word lists from a state text or district list may be entered by volunteers or students for use throughout the school district.

Spell It can provide opportunities for pairs of students to work together on the various activities. In the See It activity, one student can pronounce the word aloud before the other student types in the missing word. During Practice It, one student may keep a record of words missed by the other student. The Unscramble It has a two-student option, and students playing the *Spell It* game have the extra incentive of trying to top each other's scores.

Teachers have found that short, frequent sessions are most beneficial when studying spelling words on the computer. Shorter sessions make it possible for a larger number of students to review and practice their spelling words.

Because the sound can be turned off, students with particular needs can use *Spell It* in the classroom without disturbing others. For instance, students who have missed material due to class absence can use *Spell It* to catch up with current assignments. Students who complete their assignments early can be rewarded with opportunities to reinforce what they have already learned.

If you have additional ideas for ways to use *Spell It* in the classroom, please share them with us. We'd be happy to hear from you.

ABOUT THE AUTHORS

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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.

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APPENDIX - WORD LISTS

The following are lists of the words contained in the *Spell It* Data files. Spelling and word divisions are based on preferred usage as established in the WORLD BOOK DICTIONARY and WEBSTER'S NEW WORLD DICTIONARY.

Novice 1

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
veneer

Novice 6

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

Novice 7	Novice 8
amount	across
attempt	addition
beautiful	advice
carrier	among
council	clothes
dealt	collar
device	coming
disgust	dairy
escape	decent
except	define
heroic	divide
listener	fitness
minutes	friend
paid	lose
really	mere
sense	operate
stepped	quiet
stories	simple
woman	simply
writing	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

If 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: freight weight

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, unless the suffix begins with **i**.

Example: carry carried carrying

accompany
accompanying
accompanied
busy
business
carry
carrying
carried
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: exceed proceed succeed

accede
access
accessory
antecedent
cede
concede
concession
exceed
excess
intercede
precede
procedure
proceed
procession
recede
recession
secede
succeed
success
supersede

Advanced 5

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

Examples: burglar equator semester directory 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	Advanced 8
alumni	aluminum
approaches	appropriate
beginning	attitude
challenge	behavior
confusion	burial
difficult	cigarette
discussion	concentrate
entertain	counselor
excellence	destruction
fantasy	dilemma
generally	disguise
happiness	familiar
industry	ignorant
intellect	indefinite
literary	mathematics
morale	morally
physical	pheasant
ridicule	simile
sherbet	summary
suppose	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.

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 **ant.**

Example: extravagant

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

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 **ance.**

Example: elegance

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

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 **ible.**

Examples: irritable

legible accessible

acceptable
accessible
admirable
admissible
available
contemptible
convertible
digestible
disposable
elegible
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
guerilla
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

Additional Data Disks
Now Available - for Spell It!

Additional data disks are now available to expand the range of Spell It! These data disks are for use with the original Spell It program disk. Included with each disk is a glossary listing all the words presented, their meanings, and complete directions for using the new data with all the activities in Spell It.

Data Disk 5-6 The disk contains 1000 words arranged into 50 spelling lists for fifth and sixth grade levels.

Data Disk 3-4 The disk contains 1000 words arranged into 50 spelling lists for third and fourth grade levels.

Data Disk 1-2 This disk contains 600 words arranged into 40 lists for first and second grade levels. Spelling lists at this level are shorter, and are grouped according to principles of phonics.

Apple, IBM, Commodore, and Atari versions are available.
Suggested retail price: Additional data disks $19.95 each

For more information, call Davidson & Associates, Inc.

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(800) 556 - 6141 outside California