

1956

A word list for articulation testing and practice classified by speech sounds and arranged by reading grade levels.

<https://hdl.handle.net/2144/10482>

"Downloaded from OpenBU. Boston University's institutional repository."

Thesis
Joyce, S. N.
1956

Thesis

A WORD LIST FOR ARTICULATION TESTING
AND PRACTICE CLASSIFIED BY SPEECH
SOUNDS AND ARRANGED BY READING
GRADE LEVELS

Submitted by:

Sheila Noreen Joyce

A.B., Regis College, Weston, Mass., 1954

in partial fulfillment of

requirements for the degree of

Master of Education

1956

Boston University
School of Education
Library

First Reader: Wilbert Pronovost, Associate Professor of
Speech Education.

Second Reader: Albert T. Murphy, Associate Professor of
Special Education.

TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
I. THE PROBLEM AND ITS JUSTIFICATION	
The Problem	1
Justification	2
Scope	3
II. REVIEW OF RELATED LITERATURE	4
III. PROCEDURE	
Selection of the Sources for the List	8
Selection of Words to be Included	8
Criteria for Level Placement of Words	11
Selection of Speech Sounds to be Included	12
IV. RESULTS	18
V. SUMMARY AND CONCLUSIONS	86
Limitations	87
Suggestions for Further Research	87
APPENDIX	88
BIBLIOGRAPHY	95

CHAPTER I

INTRODUCTION

There are innumerable word lists available from which a public school speech therapist may draw material. These include lists which are intended primarily for speech correction and lists which are fundamentally concerned with the reading factor.

The majority of the speech lists concentrate on the classification of the words by speech sounds and pay little or no attention to the reading level of the words.

The majority of the reading lists concentrate on the reading level of the words and usually exclude any classification by speech sounds.

It would not be impossible for a speech therapist to adapt either type list to her own needs, but it would be much more convenient to have both classifications combined in one source. This type of a list would be particularly beneficial to a public school speech therapist who may have a need for material ranging from the First Grade level up to the Junior or Senior High School levels.

Purpose

The purpose of this paper was to construct a word list, primarily for use in speech correction, which would be classified by American speech sounds and arranged by reading grade levels.

Justification

Van Riper, while warning against their misuse as dull, meaningless drill, says, " Nevertheless, since the errors occur in words, they must be eradicated in words and for this purpose the word lists are very valuable.... The text by Schoolfield ... is a most welcome addition to modern speech therapy because the words most commonly used by children are classified according to sounds."¹ It would seem, therefore, that words which children are using in their classroom reading and language activities everyday would constitute the basis for a very practical word list and one that would be highly correlated with the school curriculum.

Another justification for such a list lies in the fact that many of the children who are found among the articulation cases in a public school are also having difficulty in their reading. In a list such as the one proposed here words from any grade level would be easily accessible in one source.

1. Van Riper, Charles, Speech Correction Principles and Methods, Prentice-Hall, Inc., New York, 1954, p. 262.

Finally, the convenience of having material which covers a number of grade levels compiled in one source would be extremely beneficial for any public school speech therapist whose case load may include children from all twelve grades.

Scope

This word list is to be based on the vocabulary presented in grades one through six of three basic reading series, with one of the series considered as the primary source and the other two considered as the secondary sources. This limits the accuracy of the list to those school systems in which the primary source is used as the basic reading series.

The words in the list will be classified according to the speech sounds of American English, and will be limited to the consonants and consonant blends.

CHAPTER II

REVIEW OF RELATED LITERATURE

As it has been previously stated, there are many word lists available to a public school speech therapist. These include those which are specifically adapted for use in speech correction and those which are primarily concerned with the written or spoken aspect of the word.

The more prominent of the latter group are the lists of Horn, Rinsland, Thorndike and Lorge, Gates and Dolch, each of which will be discussed briefly.

In 1925 Horn comprised a list of approximately 1000 words, based on the spoken vocabulary of children in grades one to six throughout the entire country.¹ The greatest value of this study lies in the interest it has aroused in research in this area by showing the value of such a project.

Twenty-five years later Rinsland presented a list which went a little further and gave the actual frequency of the use of words by many children from all sections of the country, arranged grade by grade.²

1. Horn, E., "The Commonest Words in the Spoken Vocabulary of Children Up to and Including Six Years of Age", Twenty-Fourth Yearbook, National Society for the Study of Education, Public School Publishing Company, Bloomington, Illinois, 1926.

2. Rinsland, Harry, Basic Vocabulary of Elementary School Children, Macmillan Company, New York, 1945.

Thorndike and Lorge compiled a list of 30,000 words, based on an analysis of their previous research, which indicates how common a word is in standard English reading matter.¹

Gates analyzed four accepted sources or frequency lists of the written and spoken vocabulary of young children and ranked the most common words from one to fifteen hundred. He grouped these fifteen hundred words into three divisions, each division representing one of the three primary grades. The words ranking from one to five hundred comprised group one and were acceptable for the first grade level. The words ranking from five hundred to one thousand were within group two or the second grade level. The words ranking from one thousand to fifteen hundred comprised group three or the third grade level.²

Dolch presented a basic sight vocabulary of two hundred and twenty words, which has been widely used since its first appearance in 1941. It should be noted, however, that this list does not include any nouns.³

1. Thorndike, E. and Lorge, I., The Teacher's Word Book of 30,000 Words, Teacher's College, Bureau of Publication, Columbia University, New York, c. 1944.

2. Gates, Arthur, A Reading Vocabulary for the Primary Grades, Teacher's College, Bureau of Publication, Columbia University, New York, 1926.

3. Dolch, E.W., Teaching Primary Reading, The Gerrard Press, Champaign, Illinois, 1941.

Although very little has been done to control the reading factor in speech correction word lists to a specific grade level, there is some material available in which the vocabulary has been controlled in one way or another.

The most widely known and used of these is Schoolfield's Better Speech and Better Reading.¹ This book appeared in 1937 and was the first speech correction manual to attempt to limit the words presented to any age level. In it the author classified, according to speech sounds, many of the words found in Gate's list A Reading Vocabulary for the Primary Grades and many of the words found within the first fifteen hundred words of the Thorndike and Lorge list The Teacher's Word Book of 30,000 Words.

In 1951 Wells constructed a paragraph type articulation test for use in speech correction in the elementary grades in which the vocabulary was controlled by including only those words which were found within the first five hundred words of Gate's primary grade vocabulary list.²

A similiar type test was constructed by Kelley for use in the intermediate grades and the vocabulary was controlled by confining the words to those found in the Gate's list and, therefore to the first, second and third grade level. In this

1. Schoolfield, Lucille, Better Speech and Better Reading, Expression Company, Boston, c. 1937.

2. Wells, Esther, The Construction of a Paragraph Type Articulation Test, Unpublished thesis, Boston University School of Education, 1951.

test it should be noted that the classification into the American speech sounds is slightly different in the Medial¹ position.

Mecham and Jones compared four frequency lists as the basis for their " Nucleus Vocabulary - for use in building oral language skills of the cerebral palsied child [sic.]"². They checked the lists of Ausherman and Black,³ Dolch,⁴ Thorndike and Lorge,⁵ and Voekler⁶ and from these chose those words which were common to at least two of the lists and which were found in each list within the first five hundred words. These were classified according to parts of speech and no classification into speech sounds was included.

1. Kelley, Mary Jane, The Construction of a Paragraph Type Articulation Test for Intermediate Grades, Unpublished thesis, Boston University School of Education, 1952.

2. Mecham, Merlin and Jones, Dixie, " A Nucleus Vocabulary- for use in building oral language skills of the cerebral palsied child ", Journal of the International Council for Exceptional Children, V.22, April 1956.

3. Ausherman, M and Black, J.W., Formal Spoken Vocabulary of College Students, Ohio State University Research Foundation and U.S.N. School of Advanced Medicine, Joint Report # 3, May 5, 1950.

4. Dolch, E.W., op. cit.

5. Thorndike, E. and Lorge, I., op. cit.

6. Voekler, C.H., 1000 Most Frequently Spoken Words, Quarterly Journal of Speech, V. 28, April 1942.

CHAPTER III

PROCEDURE

Selection of the Sources for the List

The three basic reading series chosen for this study were those published by Scott-Foresman, Ginn and Houghton-Mifflin. The Scott-Foresman series was selected as the primary source as it is the basic reading series favored in the majority of school systems in this locality. The Ginn and Houghton-Mifflin series were chosen as the secondary sources as they are used as the supplementary readers in the public schools of Malden, Massachusetts, and would have the most practical value for the author.

Selection of Words to be Included

1. The vocabulary lists of the Scott-Foresman basic readers (Grades 1 - 6) were indexed individually on plain white cards. The grade level at which the word was presented was placed in the bottom left hand corner and the cards were then arranged alphabetically.

2. The vocabulary lists of the Ginn basic readers were checked. If a word was already indexed under Scott-Foresman the grade level at which it was presented in Ginn was added to the card. If a word was not already indexed under Scott-Foresman it was listed on a separate paper under the grade level at which it was presented.

3. The vocabulary lists of the Houghton-Mifflin basic readers were checked. If a word was already indexed under Scott-Foresman the grade level at which it was presented was added in the right hand corner of the card. If a word was not already indexed under Scott-Foresman it was listed on a separate paper under the grade level at which it was presented.

4. These cards were then sorted. Those words which were not common to all three series were discarded and those which were common to all three series were arranged, still alphabetically, according to the Scott-Foresman grade levels.

5. These words were then placed in one of three groups.

Group I those words which were common
 to all three series at the
 same level.

Group II those words which were common
 to all three series, at the same
 level in Scott-Foresman and one
 of the other two and at a lower
 level in the third.

Group III those words which were common
 to all three series, but at a
 lower level in Ginn and Houghton-
 Mifflin than in Scott-Foresman.

This excluded or eliminated any words which were common to all three series but at a higher level in either the Ginn or Houghton-Mifflin series than in the Scott-Foresman series.

6. The words of these three groups, still arranged

alphabetically and by the Scott-Foresman grade levels, were phonetically transcribed by the author.

7. The phonetic transcriptions were then rechecked by two other public school speech therapists - Mrs. Honora Foster, Supervisor of Speech and Hearing in the Waltham Public Schools, Waltham, Massachusetts, and Miss Jeanne O'Sullivan, Assistant to the Supervisor of Speech and Hearing in the Waltham Public Schools, Waltham, Massachusetts. Any differences as to the correct pronunciation were checked with Webster's New International Unabridged Dictionary, Second Edition, 1950, and where necessary were changed accordingly.

8. Each word was now analyzed and recorded under every consonant sound or consonant blend found in the word. This placement also included the position in which the various sounds occurred and the reading grade level at which it was presented.

9. The words in these lists under the Medial and Final positions were then arranged alphabetically, and the final word list was compiled.

10. Each reading grade level was set up individually, starting with the first. The sounds were presented as they had been presented in Van Riper¹ with the inclusion of [j] after [w] and the inclusion of [z] after [dz]. This arrangement was chosen as the grouping of the sounds here was more practical than in any of the other lists studied.

1. Van Riper, Charles, op. cit., p. 182.

CRITERIA FOR LEVEL PLACEMENT OF WORDS

Level	Criteria
I	presented at the Primer and First grade levels in Scott-Foresman and at the same levels in Ginn and Houghton-Mifflin.
II	presented at the Second grade level in Scott-Foresman and at the same level or lower in Ginn and Houghton-Mifflin.
III	presented at the Third grade level in Scott-Foresman and at the same level or lower in Ginn and Houghton-Mifflin.
IV	presented at the Fourth grade level in Scott-Foresman and at the same level or lower in Ginn and Houghton-Mifflin.
V	presented at the Fifth grade level in Scott-Foresman and at the same level or lower in Ginn and Houghton-Mifflin.
VI	presented at the Sixth grade level in Scott-Foresman and at any level in Ginn and Houghton-Mifflin.

Selection of Speech Sounds to be Included

In selecting the speech sounds to be included in this word list it was decided to examine the speech sounds of American English and then study the existing test/drill lists most widely used in speech correction at the present time.

Thomas lists the following as the sounds of American English, and in his book Introduction to the Phonetics of American English presents them in the order in which they are listed now.

Consonants	Vowels	Diphthongs (phonemic)
p	i	aɪ
b	I	ɔɪ
m	e	aʊ
v	ɛ	
t	ae	
d	ɑ	
n	ɜ	
l	ʒ	
s	ɔ	(non-phonemic)
z	ə	
k	ɔ	iɪ
g	o	eɪ
w	a	oʊ
j	u	Uu
θ	ʌ	
ʒ	ɑ	
ŋ		
r		
sh		
ch		
ʒ		
dʒ		
h		
hw		

1. Thomas, Charles K., Introduction to the Phonetics of American English, The Ronald Press Company, New York, c. 1947, Chapters 4 - 15.

Van Riper, in his articulation test, lists the following.¹

Consonants	Vowels	Diphthongs
p	ɑ	
b	e (eI)	
m	i	
n	ɔ	
t	o	
d	u	
k	æ	
g	ɛ	
ng	I	
f	a ()	
v	ʌ	
θ	U	
ʒ	ɑI	
s	ju	
z	ɔI	
sh	ɑU	
ch	j	
dʒ		
l		
r		
h		
w		
hw		

In his consonant list Van Riper omits [ʒ], which he refers to previously as a [ʒ] blend and he does not include [j], which he considers a vowel and lists accordingly.

In his vowel list he omits [ɜ-ɜ̄-ə-ə̄-] and does not make any distinction between the vowels and diphthongs.

In his test material he includes many sounds, chiefly blends and common sound combinations, which he does not include in the actual test and test recording chart.²

1. Van Riper, Charles, op. cit., p. 182.

2. Ibid, pp. 176 - 178.

Anderson, in his articulation test, includes the follow-
 1
 ing.

Consonants	Vowels	Diphthongs
p	i	a I
b	I	a U
t	e	ɔ I
d	ɛ	j U
k	æ	
g	ɔ	
θ	o	
ð	u	
ʃ	ʌ	
f	ɜ	
v	ɝ	
sh	ə	
ʒ		
s		
z		
h		
ch		
dʒ		
hw		
w		
j		
l		
r		
m		
n		
ng		

This list includes the twenty-five consonants presented by Thomas, fifteen of the seventeen vowels, [ɔ] and [a] being omitted, the three phonemic diphthongs, plus [jU], which is not listed by Thomas.

1. Anderson, Virgil, Improving the Child's Speech, Oxford University Press, New York, 1953, p. 49.

These twenty-five consonant sounds, plus the following "l", "r" and "s" blends, are included in Arnold's practice manual.¹

bl - fl - gl - pl - sl

br - dr - fr - gr - kr - pr - thr - tr

sk - skr - skw - sm - sn - sp - spr - st - str - sw

In this manual a definite classification of the vowel sounds is not included and the twenty-five consonant sounds are presented in the following order.

w
y
h
wh
p
b
m
f
v
th
ð
t
d
n
s
z
sh
ch
j
l
r
k
g
ng
3

1. Arnold, Genevieve, A Practice Manual for the Correction of Speech Sounds, Speech Clinic, University of Houston, Houston, Texas, c. 1950, pp. 6 - 7.

In Better Speech and Better Reading Schoolfield presents
 the speech sounds as follows.

Consonants

p
 b
 m
 hw
 w
 f
 v
 θ
 ð
 t
 d
 n
 l
 r
 s
 z
 sh
 ʒ
 ch
 dʒ
 j
 k
 ʒ
 ng
 n

Vowels

i
 I
 ɛ
 æ
 e
 a
 ʌ
 ʊ
 u
 U
 a
 a

Diphthongs

eI
 aI
 oU (o)
 aU
 jU

This includes the twenty-five consonant sounds presented by Thomas and included in all the lists studied so far, fifteen of the seventeen vowel sounds, omitting [ʒ] and presenting [o] as the diphthong [oU], the three phonemic diphthongs and two of the non-phonemic diphthongs, plus [jU].

1. Schoolfield, Lucille, op. cit., pp. 6 - 11.

After an analysis of this data it was decided to include the twenty-five consonant sounds presented by Thomas and contained in all but one of the four sources studied, the "l", "r" and "s" blends presented in Arnold and the sound combinations [ks] and [kw].

It was also decided to exclude the vowels and diphthongs as these sounds have been mastered by the majority of children by the time they enter school, and because the words in this list would be classified according to the Eastern New England pronunciation and in many instances would differ from the accepted pronunciations in other speech areas. It is assumed that any speech therapist would have a sufficient knowledge of phonetics to transcribe the words in the list according to the accepted pronunciation in his or her speech region. An example of this is found in the word "pond", which in ENE would be pronounced [pɔnd] and classified under the [ɔ] vowel sound, and which in General American would be pronounced [pɑnd] and classified under the [ɑ] vowel sound.

RESULTS

Three basic reading series were compared and every word which was common to all three series and which met certain specific requirements regarding grade levels were included in the final list.

These words were classified into the twenty-five consonant sounds of American English, plus the "l", "r" and "s" blends, [ks] and [kw], and each word was listed, in the appropriate position, under every consonant sound and consonant blend contained in the word. These lists were arranged in the order presented in Van Riper and mentioned in the preceding chapter.

The final list, therefore, consisted of words which were common to three basic reading series at approximately the same level, classified by American speech sounds and arranged by reading grade levels, beginning with Level I and ending with Level VI.

The list can be used both for articulation testing and as practice material in therapy. For testing it is recommended they be printed on flash cards, especially for the younger grades, or incorporated in short sentences or paragraphs. As drill material it can be used in place of *er* as a supplement to the existing picture drill cards.

It should be noted that words which contained [r] as a vowel have been omitted from the list and that some of the words contain an [r] sound, which may be omitted in Eastern

New England and in Southern speech.

KEY TO THE CONSONANT SOUNDS TO BE FOUND IN THIS LIST

<u>Speech sound</u>	<u>Key words</u>		
p	pony	apple	top
b	boy	rabbit	cub
m	man	hammer	come
n	nose	cannon	fun
t	toe	patter	sit
d	do	candy	did
k	cat	turkey	lick
g	go	begin	dog
ŋ (ng)		anger	bang
f	fan	before	cuff
v	very	river	have
θ (th)	thin	bathrobe	both
ð (th)	the	mother	bathe
s	some	message	us
z	zoo	sizzle	buzz
ʃ (sh)	she	dishes	wish
tʃ (ch)	chair	matches	each
dʒ (j)	joy	enjoy	George
ʒ		pleasure	
l	lady	salad	ball
r	rain	carry	star
h	hat	inhale	

w

wet

hw

where

j (y)

yellow

CONSONANT SOUNDS AND CONSONANT BLENDS CONTAINED IN THIS LIST
 (indicating in which of the three positions they are found)

INITIAL	MEDIAL	FINAL
p	p	p
b	b	b
m	m	m
n	n	n
t	t	t
d	d	d
k	k	k
g	g	g
-	ng	ng
f	f	f
v	v	v
θ(th)	θ(th)	θ(th)
ð(th)	ð(th)	ð(th)
s	s	s
z	z	z
ʃ(sh)	ʃ(sh)	ʃ(sh)
tʃ(ch)	tʃ(ch)	tʃ(ch)
dʒ(j)	dʒ(j)	dʒ(j)
	ʒ(zh)	
l	l	l
r	r	r
h	h	h

w

hw

j(y)

bl

bl

bl

fl

gl

gl

kl

kl

pl

pl

sl

br

br

dr

dr

fr

fr

gr

gr

kr

kr

pr

pr

thr

tr

tr

sk

sk

sk

skr

sm

sn

sp

sp

st

st

st

str

str

str

sw

kw

kw

ks

ks

SOUND	GRADE LEVELS IN WHICH IT IS FOUND					
	I	II	III	IV	V	VI
p --	x	x	x	x	x	x
b --	x	x	x	x	x	x
m --	x	x	x	x	x	x
n --	x	x	x	x	x	x
t --	x	x	x	x	x	x
d --	x	x	x	x	x	x
k --	x	x	x	x	x	x
g --	x	x	x	x	x	x
ŋ --	x		x	x	x	x
f --	x	x	x	x	x	x
v --	x	x	x	x	x	x
θ --	x	x	x	x	x	
ð --	x	x	x	x		
s --	x	x	x	x	x	x
z --	x	x	x	x	x	x
ʃ --	x	x	x	x	x	x
tʃ --		x	x	x	x	x
dʒ --	x	x	x	x	x	x
ʒ --			x	x		
l --	x	x	x	x	x	x
r --	x	x	x	x	x	x

	I	II	III	IV	V	VI
h --	x	x	x	x	x	x
w --	x	x	x	x	x	x
hw --	x	x	x	x	x	x
j --	x					x
bl --	x	x	x	x	x	x
fl --		x	x	x		
gl --			x	x	x	x
kl --		x	x	x	x	x
pl --		x		x	x	x
sl --	x				x	
br --		x	x	x	x	x
dr --		x	x	x		x
fr --	x	x	x	x	x	x
gr --		x	x	x	x	x
kr --		x	x	x	x	x
pr --			x	x	x	x
thr--	x	x	x	x	x	
tr --		x	x	x	x	x
sk --			x	x	x	x
skr--		x	x			
sm --		x	x			x
sn --			x			

	I	II	III	IV	V	VI
sp --			x	x	x	x
st --	x	x	x	x	x	x
str--	x		x	x	x	x
sw --			x	x		x
ks --		x	x	x	x	
kw --		x	x			x

LEVEL I

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
_____	[p]	_____
paint pocket	happy	help jump sleep up
_____	[b]	_____
back be began Bill boat boys	rabbit	
_____	[m]	_____
make man may me mother must my	jump	am came farm from him time
_____	[n]	_____
know new next night now	can't paint wanted went	again began kitten man on ran run soon then wagon when

	_____ [t] _____	
take time	after kitten wanted	at boat can't it laughed night out paint pocket rabbit sat street went what white that

	_____ [d] _____	
Dick did do dog	had	called could did good walked wanted

	_____ [k] _____	
call called came can't kitten color could	pocket	back black Dick like look make take thank think walk work

	_____ [g] _____	
good give going	again begin wagon	dog

_____ [ŋ] (ng) _____

thank
think

along
going

farm

_____ [f] _____

after
laughed

_____ [v] _____

over

give
have

thank
think

_____ [θ] (th) _____

that
then
there
they

_____ [ð] (th) _____

mother
other

sat
saw
soon

_____ [s] _____

house

_____ [z] _____

as
boys
has
his
was

she

[sh]

jump
just

[ch]

[dʒ]

[ʒ]

[l]

laughed
like
looked

along
called
color
help
yellow

all
Bill
call

rabbit
ran
run

[r]

farm
hurry

color
mother
other
over
where
your

had
happy
has
have
he
help
her
him
his
house
how
hurry

[h]

_____ [w] _____

wagon
walk
wanted
was
way
went
were
work

_____ [hw] _____

what
when
where
white

_____ [j] (y) _____

yellow
your

Consonant Blends

black
blue

_____ [bl] _____

sleep

_____ [sl] _____

from

_____ [fr] _____

three

_____ [thr] _____

just
must
next

street

_____ [st] _____

_____ [str] _____

LEVEL II

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
	[p]	
pan paper parade park people pick pictures policeman pull	happen paper	sheep step tap top
	[b]	
bag bake because been before beside best better bigger both build burn	about	
	[m]	
men might Miss money more most mouth much	almost policeman summer tomorrow	climb cream I'm same

[n]

knew
knock
need
never
noise
nose

around
didn't
end
enough
fence
front
hand
honey
kind
money
only
sand
stand
window

alone
Ann
been
burn
clean
clown
done
earn
even
garden
gone
happen
learn
listen
men
own
pan
policeman
seen
sign
station
sun
than
turn

[t]

table
tap
tell
tie
tired
top
together
tomorrow
turn

better
butter
city
letter
pictures
Saturday
water

about
caught
cut
didn't
foot
front
gate
goat
got
hat
hot
left
light
might
quiet
right
short
shout

 [t] (continued)

sit
start
trot
wait
wet

 [d]

didn't
dig
does
done

didn't
garden
hand
hard
heard
hide
ready
Saturday
window

afraid
around
beside
bread
build
cold
end
field
ground
kind
loud
need
parade
sand
should
side
stand
tired
tried
wad
would

 [k]

care
catch
caught
caw
kind
cold
cut

because
breakfast
circus
pictures

bake
drink
knock
park
pick
quick
trick
truck

	_____ [g] _____	
garden	bigger	bag
gate	together	dig
gave		
goat		
gone		
got		
	_____ [ŋ] (ng) _____	
	drink	bring
	hungry	
	longer	
	uncle	
	wings	
	_____ [f] _____	
fence	before	enough
field	left	if
far		off
fire		wire
fish		
face		
follow		
foot		
	_____ [v] _____	
	even	gave
	ever	wave
	never	
	shovel	
	_____ [θ] (th) _____	
		both
		mouth
	_____ [ð] (th) _____	
than	clothes	
their	together	
these		

[s]

circus
 city
 same
 sand
 Saturday
 seen
 sell
 side
 sign
 silly
 sit
 six
 such
 summer

beside
 listen
 Miss
 policeman

circus
 dress
 else
 face
 fence
 ice
 place

[z]

always
 because
 clothes
 does
 eyes
 flowers
 legs
 noise
 nose
 stairs
 these
 wings

[sh]

shall
 sheep
 shoe
 short
 should
 shout
 shovel
 show

station

fish
 wash

 [ch]

catch
each
much
such
watch

 [dʒ]

large

 [ʒ]

 [l]

large
learn
legs
left
letter
light
listen
longer
loud

almost
alone
always
build
cold
else
field
follow
only
policeman
should
silly

hole
pull
roll
sell
shall
shovel
small
still
tell
while

 [r]

ready
right
roll

around
flowers
garden
hard
hungry
large
parade
park
pictures
Saturday
short
stairs
start
tired
tomorrow

before
better
bigger
butter
care
ear
far
fire
floor
hair
hear
letter
longer
more
never

_____ [r] (continued) _____

paper
queer
summer
together
water

_____ [h] _____

hair
happen
hand
hard
hat
hear
heard
hide
high
hole
honey
hot
hungry

_____ [w] _____

wad
wait
wash
watch
water
wave
wet
wife
wings
window
would

_____ [hw] _____

while

_____ [j] (y) _____

Consonant Blends

_____ [bl] _____
 blow table

_____ [fl] _____
 flew
 floor
 flowers

_____ [kl] _____
 clean Uncle
 climb
 clothes
 clown

_____ [pl] _____
 place
 plan

_____ [br] _____
 bread
 breakfast
 bring

_____ [dr] _____
 dress
 drink

_____ [fr] _____
 front afraid

ground
grows

_____ [gr] _____

cream

_____ [kr] _____

across

_____ [pr] _____

through

_____ [thr] _____

trick
tried
trot
truck

_____ [tr] _____

small

_____ [sk] _____

_____ [sm] _____

stairs
stand
station
stay
step
still

_____ [sp] _____

_____ [st] _____

almost
best
breakfast
most

_____ [ks] _____

six

_____ [kw] _____

queer
quick
quiet

LEVEL III

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
	[p]	
pack	crept	camp
pail	empty	chop
palace	except	cup
passenger	scampered	leap
pass	stupid	ripe
patient	suppose	shop
paw		stripe
peanut		turnip
peddler		
piece		
pole		
post		
posture		
pound		
pour		
purple		
	[b]	
beat	number	
beg	ribbon	
begin		
belong		
between		
bicycles		
bottom		
bowed		
bunch		
bus		
bush		
bath		
beasts		
bent		
Betsy		
born		
bounce		

[m]

mark
market
meat
mile
mind
mine
monkey
mud

among
ashamed
camp
empty
lamp
number
promise
scampered
women

bottom
lamb

[n]

knees
narrow
nibble
number

against
bent
bunch
chance
danger
different
enter
enjoy
finish
frightened
hundreds
hunt
husband
Indian
inn
instead
interest
mind
passenger
patient
peanut
pound
princess
sandwich
send
sent
servant
signal
tent
trunk
turnip
twenty

begin
between
born
eleven
gun
Indian
mine
ocean
plan
reason
ribbon
son
twin
warn
win
women

[t]

tears
teeth
tent
tiger
tight
tick
turnip
(twinkle)
(twin)
(twelve)
(twenty)

Betsy
(between)
bottom
creature
Doctor
empty
enter
frightened
interest
practice
safety
twenty
vegetable

act
beat
bent
bit
blanket
crept
daughter
different
dirt
eight
except
felt
fruit
heart
hit
hunt
market
meat
patient
peanut
quite
seat
sent
set
shot
servant
sight
suit
sweet
tent
tight

[d]

danger
daughter
delicious
dirt
different
dish
doctor

Friday
held
hundreds
husband
idea
Indian
ladder
lady
peddler
sandwich
shadow
shoulder

ashamed
bowed
child
crowd
frightened
gold
instead
lead
led
load
mind
mud

 [d] (continued)

pound
 rode
 scampered
 scold
 send
 sold
 stupid
 trade
 world

 [k]

camp
 cage
 kick
 kill
 king
 coach
 cup

act
 blanket
 doctor
 practice
 mark
 market
 monkey
 tractor
 twinkle

awake
 block
 break
 broke
 drank
 kick
 lock
 luck
 pack
 rock
 speak
 smoke
 strike
 thick
 tick
 track
 trunk
 weak
 wink
 woke

 [g]

gold
 gun

against
 begin
 signal
 sugar
 tiger

beg
 fog
 tug

 [ŋ] (ng)

blanket	among
drank	belong
fingers	brushing
hang	king
monkey	rang
twinkle	ring
wink	song

 [f]

fair	different	giraffe
farther	office	life
felt	safety	safe
feel		
fellow		
fur		
finish		
fog		
fingers		

 [v]

vegetable	clever	arrive
	eleven	brave
	servant	drove
	several	stove
	silver	twelve
	travel	

 [θ] (th)

thick	bath
	breath
	cloth
	teeth

 [ð] (th)

either
farther

[s]

circle
safe
safety
sandwich
sea
seat
send
sent
servant
set
several
sight
signal
silver
soil
sold
soldiers
son
song
suit
suppose

also
Betsy
bicycles
passenger
princess
whistle

bounce
bus
chance
chase
close
delicious
glass
office
palace
pass
piece
practice
princess
promise

[z]

husband
reason
whose

bicycles
close
fingers
grows
hundreds
knees
prize
soldiers
suppose
tears

[ʃ] (sh)

shadow
shell
shop
shore
shot
shoulder
sugar

ashamed
brushing
delicious
ocean
patient

bush
(delicious)
dish
finish
flash
fresh
rush

 [tʃ] (ch)

chance
chase
child
chuckle
chop

bunch
coach
inch
rich
sandwich
scratch
stretch
switch

 [dʒ]

giraffe
George
jar
joy

danger
enjoy
passenger
soldiers
vegetable

cage
edge
George
huge
orange

 [z]

treasure

 [l]

ladder
lady
lamb
lead
leap
led
life
load
lock
luck

also
belong
child
delicious
eleven
felt
follow
gold
held
palace
peddler
scold
shoulder
silver
sold
soldiers
swallow
twelve
twinkle
world

feel
growl
kill
mile
owl
pail
pole
several
shell
signal
soil
trail
travel
wall
wheel
whistle
wool

[r]

rang
reason
ribbon
rich
ring
ripe
roast
rock
rode
rush

arrive
born
circle
different
dirt
enter
farther
fingers
George
giraffe
heart
interest
mark
market
narrow
orange
scampered
several
soldiers
tears
turnip
warn
world

air
clear
clever
creature
danger
daughter
doctor
fair
farther
hour
jar
ladder
number
passenger
peddler
posture
pour
shore
shoulder
silver
sugar
tiger
tractor
treasure
wear
wore

[h]

hang
heart
held
hit
hour
huge
hundreds
hunt
husband

[w]

wall
warn
weak
wear
win

_____ [w] (continued) _____

wink
woke
women
wool
wore
world

_____ [hw] _____

whistle
wheel
whose

_____ [j] (y) _____

Consonant Blends

	_____	[bl]	_____
blanket			able
block			nibble
			trouble
			vegetable

	_____	[fl]	_____
flash			

	_____	[gl]	_____
glass			

	_____	[kl]	_____
clear			bicycle
clever			circle
close			chuckle
cloth			

	_____	[br]	_____
brave			
break			
breath			
broke			
brushing			

	_____	[dr]	_____
drank		hundreds	
draw			
drove			
dry			

_____ [fr] _____

free
Friday
frightened
fruit
fresh

_____ [gr] _____

growl

_____ [kr] _____

creature
crept
crowd

_____ [pr] _____

practice
princess
prize
promise

_____ [thr] _____

threw
throw

_____ [tr] _____

track
tractor
trade
trail
travel
treasure
trouble
trunk

patrol

	_____	[sk]	_____	
scampered				mask
scold				
	_____	[skr]	_____	
scratch				
	_____	[sm]	_____	
smoke				
	_____	[sn]	_____	
snort				
	_____	[sp]	_____	
speak				
	_____	[st]	_____	
stove		instead		against
stupid		posture		(beasts)
				post
				roast
	_____	[str]	_____	
stretch				
strike				
stripe				
	_____	[sw]	_____	
sweet				

_____ [ks] _____

except

_____ [kw] _____

quite

LEVEL IV

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
	[p]	
partner	captain	lamp
patrol	capture	lip
paused	propeller	pipe
peer	upward	nip
perched	whimper	whip
person		weep
pine		
pipe		
pitch		
pity		
port		
power		
	[b]	
balance	husband	cab
bars	lumber	job
beak	object	
bid		
bones		
booming		
bottle		
borrow		
buried		
	[m]	
mad	American	dim
mail	booming	dream
measured	comfortable	form
message	demande d	gleam
messenger	examine	team
month	famous	
music	humming	
musicians	lemonade	
	lumber	
	rumble	
	remark	
	whimper	

[n]

needle
net
nip

Andy
annoy
attention
bones
canoe
Chinese
contented
continued
Daniel
demanded
earnestly
honor
insects
island
Jonathan
lemonade
messenger
month
musicians
partner
sense
sent
swans
Tony
wound

American
attention
captain
chain
curtain
drown
examine
grain
Jonathan
lane
person
pine
prison
seven
stern
thin

[t]

tangled
team
tease
till
toe
tongue
Tony
tower
turkey
(twig)

attention
bottle
captain
capture
comfortable
contented
continued
curtain
insects
partner
pity
thirty

colt
court
cricket
difficult
float
fought
net
object
port
root
sent
snort
strut
throat

[d]

Dad
Daniel
demanded
difference
difficult
dim
double
dull

Andy
demanded
hissed
huddled
needle
radio

bid
buried
contented
continued
Dad
demanded
fold
forehead
glide
guard
island
lemonade
mad
measured
paused
perched
railroad
speed
tangled
upward
wound

[k]

cab
canoe
captain
capture
cents
coffee
collar
colt
comfortable
contented
continued
court
curious
curtain

American
difficult
echo
insects
object
section
stocking
success
turkey

beak
music
remark
sank
seek
traffic
wreck

[g]

gasp
gather
guard

dragging
legs

twig

 [ŋ] (ng)

anxious
jungle
length
sank
tangled

booming
dragging
humming
sewing
stocking
tongue
weaving

 [f]

famous
fold
folks
forehead
form
fought

coffee
comfortable
different
difficult
therefore
traffic

cliff
rough
thief

 [v]

valley

savage
seven
weaving

shove

 [θ] (th)

thief
thin
thirty

length
month
south

 [ð] (th)

therefore

although
gather

 [s]

sank
savage
seek
sense
sent
seven

blossoms
hissed
insects
message
messenger
person

anxious
balance
Chinese
curious
difference
famous

 [s] (continued)

sewing
south
success
supply

less
precious
press
price
sense
success

 [z]

paused
prison
music
musicians

bars
blossoms
breeze
bones
Chinese
choose
examine
graze
musicians
swans
tease
whiskers

 [ʃ] (sh)

shawl
ship
shore
shove

anxious
attention
musicians
precious

 [tʃ] (ch)

chain
Chinese
choose

perched

pitch

 [dʒ]

job
Jonathan
judge
jungle

message
messenger
object

judge
savage

[3]

measured

[1]

lamp
lane
lemonade
length
less
lip
list
lumber

although
balance
collar
colt
difficult
earnestly
fold
huddled
island
propeller
railroad
tangled
valley

bottle
Daniel
dull
jungle
mail
needle
oil
patrol
rule
shawl
stool
till
whirl

[r]

radio
railroad
wreck
remark
root
rough
rule
rumble

American
bars
borrow
buried
comfortable
court
curious
difference
forehead
form
guard
measured
partner
person
port
railroad
remark
snort
therefore
whiskers

capture
collar
gather
honor
lumber
messenger
partner
peer
power
therefore
their
there
tower
war
whimper
wire

_____ [h] _____
hissed
honor
huddled
humming

_____ [w] _____
waist
war
weaving
weep
west
wire
wound

_____ [hw] _____
whiskers
whimper
whip
whirl

_____ [j](y) _____

Consonant Blends

_____ [bl] _____
 blossoms comfortable
 double
 rumble

_____ [fl] _____
 float

_____ [gl] _____
 gleam
 glide

_____ [kl] _____
 cliff

_____ [pl] _____
 supply

_____ [br] _____
 breeze

_____ [dr] _____
 dragging
 dream
 drown

_____ [gr] _____
 grain
 graze

_____ [kr] _____
 cricket

_____ [pr] _____
 precious
 press
 price
 prison
 propeller

_____ [thr] _____
 throat

_____ [tr] _____
 traffic

_____ [sk] _____
 whiskers

_____ [sp] _____
 speed gasp

_____ [st] _____
 stern earnestly gasp
 stocking
 stool

_____ [str] _____
 strut

swans
swallow
switch

_____ [sw] _____

_____ [ks] _____

anxious
examine
success

folks
ox

LEVEL V

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
	[p]	
parka	capital	lope
particular	copper	lump
paste	Mississippi	soup
polish	repair	type
position	stampede	
powder	straps	
	toppled	
	[b]	
bamboo	bamboo	club
batter	harbor	tub
bay	obedient	tube
beetle		
berth		
birch		
Boston		
boss		
buckskin		
bud		
buffalo		
burden		
	[m]	
magazine	amount	gloom
mane	bamboo	platform
marsh	human	ram
Mississippi	lump	slam
mule	refreshment	
	stampede	
	[n]	
knowledge	amount	Boston
Nan	canvas	brain
nervous	conversation	buckskin
	current	cone
	crayon	conversation

 [n] (continued)

control	cushion
engineer	gasoline
fins	human
grind	lawn
obedient	Nan
occasion	magazine
recent	mane
refreshments	position
tend	scene
Wednesday	section
	stain

 [t]

telegraph	batter	amount
tend	beetle	current
tide	capital	decorated
toast	grateful	freight
toppled	particular	height
tourist	platform	obedient
tub	regretful	plot
tube		recent
tug		skirt
type		twilight
(twilight)		

 [d]

deaf	according	afford
decorated	bridle	arched
degrees	burden	bud
disgust	power	conquered
	procedure	decorated
	wedding	grind
	Wednesday	lizard
		record
		sod
		stampede
		tend
		tide
		toppled

[k]

canvas
capital
cone
conquered
control
conversation
copper
current
cushion

according
buckskin
conquered
decorated
occasion
parka
particular
record

fork

[g]

gang
gasoline

disgust
magazine
regular

jug

[ŋ] (ng)

conquered

according
clang
gang
wedding

[f]

fins
fork

afford
buffalo
grateful
platform
regretful
suffer

bluff
deaf
reef
telegraph

[v]

canvas
conversation
nervous

sleeve

[θ] (th)

thaw
thermometer
thud

berth

_____ [θ] (th) _____

cellar
scene
section
sod
soup
sour
suffer

conversation
disgust
gasoline
Mississippi
recent

boss
canvas
express
nervous
produce
spice
straps
trace

_____ [s] _____

_____ [z] _____

zero

crazy
lizard
magazine
position
Wednesday

crayons
degrees
fins
pictures

_____ [ʃ] (sh) _____

shrill

conversation
cushion
glacier
occasion
position
refreshments
section

hush
marsh
polish

_____ [tʃ] (ch) _____

arched

birch

_____ [dʒ] _____

jug

engineer

knowledge
ridge
trudge

_____ [ʒ] _____

[l]

law
lawn
lizard
lope
lump

alley
buffalo
cellar
gasoline
grateful
knowledge
particular
polish
regular
shriveled
telegraph
twilight

beetle
bridle
capital
control
mule
rascal
regretful
shrill
whale

[r]

ram
raw
recent
record
reef
refreshments
regretful
regular
repair
ridge
wrist

according
afford
arched
current
decorated
fork
harbor
history
lizard
marsh
oriole
parka
particular
platform
record
tourist
zero

batter
cellar
copper
engineer
glacier
harbor
particular
powder
regular
repair
score
sour
suffer

[h]

harbor
height
human
hush

wedding _____ [w] _____
Wednesday
weigh
wobbly

_____ [hw] _____
whale

_____ [j] (y) _____

Consonant Blends

_____ [bl] _____
 bluff wobbly

_____ [gl] _____
 glacier
 gloom

_____ [kl] _____
 clang
 club
 clue

_____ [pl] _____
 platform
 plot

_____ [sl] _____
 slam
 sleeve

_____ [br] _____
 brain
 bridle eyebrow

_____ [fr] _____
 freight refreshments

_____ [gr] _____
 grateful
 grind degrees
 telegraph
 regretful

_____ [ks] _____

express
example

LEVEL VI

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
	[p]	
parachute	apartment	gap
pardon	compass	rip
patience	contraption	
pencil	emperor	
performance	evaporate	
pill	leopards	
pillar	property	
pinch	transparent	
possibility	tropic	
public		
purchase		
	[b]	
barges	abundant	
boost	caboose	
bulging	habit	
	possibility	
	public	
	ribs	
	ruby	
	shabby	
	turban	
	[m]	
mask	apartment	column
million	automatic	dam
mitten	charming	groom
mustache	committee	lime
mutt	compass	plum
	complete	system
	comrade	term
	crimson	zoom
	emperor	
	example	
	hermit	
	performance	
	Roman	
	salmon	

[n]

abundant	cane
advantage	contraption
anvil	design
apartment	dragon
arena	drain
conduct	expalnation
connect	million
consult	mitten
contact	orphan
continent	pardon
council	Roman
explanation	rotten
generous	salmon
ginger	situation
identify	
innocent	
insult	
patience	
pencil	
performance	
pinch	
principal	
resistance	
science	
scientist	
tense	
transparent	
yonder	

[t]

tense
term
towel
turban

advantage	abundant
apartment	accurate
automatic	apartment
blurted	appreciate
committee	conduct
continent	connect
gutter	complete
identify	consult
lettuce	contact
mitten	continent
mustache	evaporate
photo	habit
possibility	hermit
property	innocent
rotten	insult

 [t] (continued)

scientist	mutt
situation	parachute
strictly	raft
system	recite
	refrigerator
	route
	shaft
	shift

 [d]

dam	abundant	blurted
design	advantage	comrade
	conduct	coward
	horrified	God
	identify	liquid
	leopards	rumpled
	pardon	sagged
	smoldered	smoldered
	yonder	solid
		staggered
		wheezes

 [k]

kangaroos	accurate	automatic
cane	larks	brake
caboose	local	cock
cock	smacked	connect
column	strictly	contact
committee	structure	junk
compass		public
complete		stake
comrade		steak
conduct		tropic
connect		
consult		
contact		
continent		
contraption		
coral		
council		
coward		
cure		

	_____ [g] _____	
gap God gust gutter	dragon sagged staggered	
	_____ [ŋ] (ng) _____	
	junk kangaroos	bulging charming strung
	_____ [f] _____	
photo	affair horrified identify orphan performance raft shaft shift	
	_____ [v] _____	
verses voyage vulture	advantage anvil crevice evaporate gravely shriveled	olive relieve resolve
	_____ [θ] (th) _____	
	_____ [ð] (th) _____	
	_____ [s] _____	
sagged salmon science scientist siren situation solid	consult council icicle innocent insult pencil possibility	across caboose compass crevice generous larks lettuce

[s] (continued)

source
system

principal
recite
system
verses

patience
performance
purchase
release
resistance
science
source
tense
us
wince

[z]

zoom

crimson
design
resistance
resolve
transparent
trousers
wheezed

barques
igloos
kangaroos
leopards
ribs
switches
trousers

[ʃ] (sh)

shabby
shaft
shift
shriveled

appreciate
contraption
explanation
parachute
patience
situation

leash
mustache

[tʃ] (ch)

charming

purchase
structure
switches
vulture

pinch

[dʒ]

generous
gesture
ginger
junk

barques
bulging
ginger
refrigerate

advantage
voyage

[3]

[1]

larks
leash
leopards
lettuce
lime
liquid
local

anvil
capital
coral
council
hull
local
oriole
owl
pencil
pill
principal
towel

[r]

raft
rascal
recite
refrigerate
release
relieve
resistance
resolve
ribs
rip
Roman
rotten
route
ruby
rumpled

accurate
apartment
arena
barges
blurted
charming
comrade
coral
coward
emperor
evaporate
generoush
hermit
hero
horrified
kangaroos
larks
leopards
orphan
parachute
pardon
performance
property
refrigerate
siren
smoldered
source
staggered
transparent
trousers

affair
cure
emperor
gesture
ginger
gutter
pillar
plaster
propeller
scholar
spire
swear

habit
hermit
hero
horrified

_____ [h] _____

wince
worst

_____ [w] _____

wheezed

_____ [hw] _____

yonder

_____ [j] (y) _____

Consonant Blends

_____ [bl] _____
 blurted stubble

_____ [gl] _____
 igloo

_____ [kl] _____
 icicle
 speckle

_____ [pl] _____
 plaster complete
 plum expalnation

_____ [br] _____
 brake

_____ [dr] _____
 dragon
 drain

_____ [fr] _____
 refrigerate

_____ [gr] _____
 gravely
 groom

crevice
crimson

_____ [kr] _____

principal
property

_____ [pr] _____

appreciate

transparent
tropic
trousers

_____ [tr] _____

contraption

scholar

_____ [sk] _____

rascal

_____ [sm] _____

smacked
smoldered

speckle
spire

_____ [sp] _____

staggered
stake
steak
stitched
stubble

_____ [st] _____

gesture
plaster
resistance
mustache

boost
gust
worst
scientist

strictly
structure
strung

_____ [str] _____

swear

_____ [sw] _____

_____ [kw] _____

liquid

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to construct a word list for use, primarily, in speech correction which would be classified by American speech sounds and arranged by reading grade levels.

The words for the list were obtained by checking the vocabulary presented in three basic reading series, and accepting only those words which were common to all three series and which met certain requirements regarding grade levels as set up by the author.

The result was a word list that contained the twenty-five consonant sounds of American English, the "l", "r" and "s" blends, "ks" and "kw". Any definite classification into the vowel sounds and diphthongs had been purposely omitted.

It is felt by the author that the list will be of limited value in the primary grades as there were considerably less words found at this level for the majority of the sounds. It is also felt that the number of words found in the Initial position is limited, but that the larger numbers in the Medial and Final positions will prove valuable as these are more likely to be carelessly omitted or distorted in conversational speech. This could possibly result in a more extensive use of this list in Speech Improvement classes where the diffi-

culty lies mainly in carelessness rather than in actual sound substitutions, omissions and distortions.

Limitations

The sources for this study were limited to three basic reading series employed in one particular school system.

The words included in the list are only those which are common to all three series at approximately the same level. This excludes many common, useful, everyday words which did not meet this specification.

The number of words found for the speech sounds is proportionate to the frequency of occurrence of the sound in general and not proportionate to the frequency of occurrence of the sound in error.

As the list progresses in difficulty there is more material available for use in the higher elementary grades and, therefore, of less practical value in the primary grades where the majority of articulation cases are found.

The consonant sounds are not perfectly balanced in the Initial, Medial and Final positions.

Suggestions for Further Research

Construct a sentence articulation test using the words found in this list and supplemented with Dolch's basic sight vocabulary.

APPENDIX

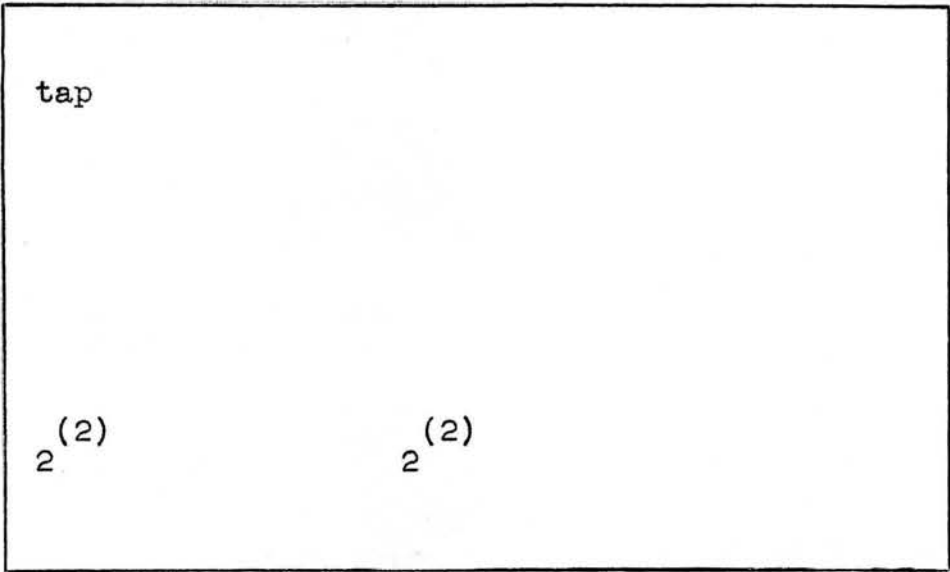
Examples of the card technique used for comparing the three reading series.

Step # 1

tap

₂(2)

Step # 2



Step # 3

tap

$2^{(2)}$

$2^{(2)}$

$2^{(2)}$

Step # 5

Group I

both

$2^{(1)}$

$2^{(1)}$

$2^{(1)}$

Group II

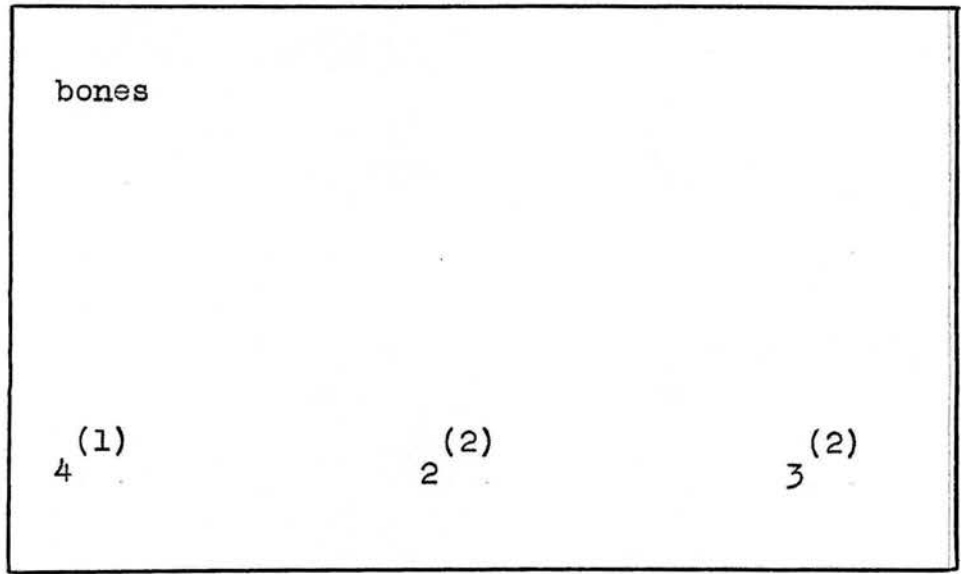
because

$2^{(1)}$

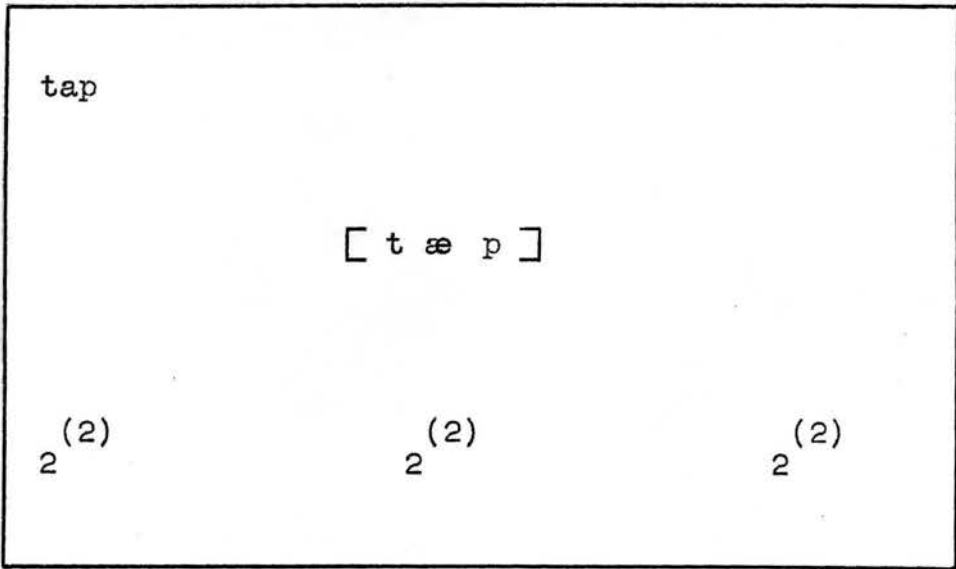
$1^{(2)}$

$2^{(1)}$

Group III



Step # 6



BIBLIOGRAPHY

- Anderson, Virgil, Improving the Child's Speech, Oxford University Press, New York, 1953.
- Arnold, Genevieve, A Practice Manual for the Correction of Speech Sounds, Speech Clinic, University of Houston, Houston, Texas, c. 1950.
- Dolch, Edward, Teaching Primary Reading, The Gerrard Press, Champaign, Illinois, 1941.
- Gates, Arthur, A Reading Vocabulary for the Primary Grades, Bureau of Publications, Teacher's College, Columbia University, New York, 1926.
- Gray, William et al., The New Basic Readers, Curriculum Foundation Series, Primer - Grade Six, Scott-Foresman and Company, Chicago, c. 1953.
- Horn, E., "The Commonest Words in the Spoken Vocabulary of Children Up to and Including Six Years of Age", Twenty-Fourth Yearbook, National Society for the Study of Education, Public School Publishing Company, Bloomington, Illinois, 1925.
- Kelley, Mary Jane, The Construction of a Paragraph Type Voice and Articulation Test for Intermediate Grades, Unpublished thesis, Boston University School of Education, 1952.
- McKee, Paul et al., Reading for Meaning, Primer - Grade Six, Houghton-Mifflin Company, Boston, c. 1953.
- Mecham, Merlin and Jones, Dixie, "A Nucleus Vocabulary" (for use in building oral language skills of the cerebral palsied child), Journal of the International Council for Exceptional Children, V. 22, April 1956.
- Rinsland, Harry, Basic Vocabulary of Elementary School Children, Macmillan Company, New York, 1945.
- Russell, David et al., The Ginn Basic Readers, Primer - Grade Six, Ginn and Company, Boston, c. 1953.
- Schoolfield, Lucille, Better Speech and Better Reading, Expression Company, Boston, c. 1937.

Thomas, Charles, Introduction to the Phonetics of American English, The Ronald Press Company, New York, c. 1947.

Thorndike, E.L. and Lorge, I., The Teacher's Word Book of 30,000 Words, Bureau of Publications, Teacher's College, Columbia University, New York, c. 1944.

Van Riper, Charles, Speech Correction Principles and Methods, Prentice-Hall, Inc., New York, 1954.

Wells, Esther, The Construction of a Paragraph Type Articulation Test, Unpublished thesis, Boston University School of Education, 1951.