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A comparison of the vocabularies of ten standardized reading tests with the vocabulary of the Curriculum foundation series

Fox, R.E.
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A compar. of the vocab. of 10 standardized reading tests . . . . . .

FOR REFERENCE
Do Not Take From This Room

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A COMPARISON OF THE VOCABULARIES OF TEN STANDARDIZED READING TESTS WITH THE VOCABULARY OF THE CURRICULUM FOUNDATION SERIES

Submitted by

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I wish to express my most sincere appreciation to Dr. Helen A. Murphy, Associate Professor of Education, Boston University whose guidance and encouragement have made possible the completion of the study.

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INTRODUCTION

STATEMENT OF THE PROBLEM

The purpose of this study is to compare the vocabularies of the ten reading tests with the vocabulary of the Curriculum Foundation Series.[1]

Two factors were considered:

1. The percentage of the words included in the test and in the basal series.

2. The percentage of the vocabulary of the basal series tested.

JUSTIFICATION

Since reading achievement tests are used extensively in the first and second grades the problem of selecting a suitable test for a system is important. Buros substantiates this when he states, "Studies should continually be in progress to appraise tests from various viewpoints for various specific purposes. It is my opinion that there is a greater immediate need for critical evaluation of existing tests and their uses than for the construction of new tests."[2]

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1 [1] William S. Gray and others, Basic Readers: Curriculum Foundation Series (New York: Scott, Foresman and Company, 1946-47)

[2] Oscar Buros, The Nineteen Thirty Eight Mental Measurement Yearbook (New Brunswick: Rutgers University Press, 1938), p 14.

CHAPTER I

SUMMARY OF PREVIOUS RESEARCH

THE DEVELOPMENT OF STANDARDIZED TESTS

Early Tests. The measurement of school achievement can be traced back many centuries, however, the testing movement is commonly dated from the work of Thorndike and his students.

Stone,[1] one of Thorndike's students, in 1908 published an arithmetic reasoning test. This was the first standardized instrument to make its appearance. In 1909 Courtis[2] also published a test to measure achievement in elementary arithmetic. The Thorndike[3] handwriting scale was published in 1910. The next year Ayers[4] published a scale in which the samples of handwriting were arranged in order of increasing legibility as determined by the rate at which they would be read. Hillegas[5]

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[1] Cliff W. Stone, "Arithmetic Abilities and Some Factors Determining Them," Contributions to Education, Vol. 19, Teachers College Columbia, New York, 1908.

[2] S. A. Courtis, "Measurement of Growth and Efficiency in Arithmetic," Elementary School Teacher, Vol. 10, 1909. pp 58-74.

[3] E. L. Thorndike, "Handwriting," Teachers College Record, Vol. 11, March, 1910. pp 83-175.

[4] L. P. Ayers, "A Scale for Measuring the Quality of Handwriting of School Children," Russell Sage Foundation, 1911.

[5] M. B. Hillegas, "A Scale for the Measurement of Quality in English Composition by Young People," Teachers College, 1912. p 54.

in 1912 published a composition scale and Buckingham[1] published a spelling scale in 1913.

Reading tests were among the last to be constructed. The first venture was made in 1915 when Courtis[2] in the Fourteenth yearbook reported an attempt to determine standard scores in some of the measurable elements of reading.

In 1915 Starch[3] reported a silent reading test which he had devised.

Other early reading tests which appeared by 1918 were:

Brown Silent Reading Test[4]

The Kansas Silent Reading Test[5]

Courtis Silent Reading Test[6]

Monroe Standardized Reading Test[7]

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[1] B. R. Buckingham, "Spelling Ability Its Measurement and Distribution," Contributions to Education, No. 59, Teachers College Columbia, New York, 1913.

[2] S. A. Courtis, "Minimum Standards and Current Practices in the Formal Subjects," Fourteenth Yearbook of the National Society for the Study of Education, Part I. Bloomington, Illinois: Public School Publishing Company, 1925. pp 44-58.

[3] Daniel Starch, "The Measurement of Efficiency in Reading," Journal of Educational Psychology, Vol. 6, January, 1915. pp 1-24

[4] H. A. Brown, "The Measurement of the Efficiency of Instruction in Reading," Elementary School Journal, 14:477-91, June, 1914.

[5] F. J. Kelly, "The Kansas Silent Reading Tests," Journal of Educational Psychology, Vol. 7, February, 1916. pp 63-80.

[6] S. A. Courtis, "Problems of Measuring Ability in Silent Reading," American School Board Journal, Vol. 54, May, 1917.

[7] W. S. Monroe, "Monroe's Standardized Silent Reading Tests," Journal of Educational Psychology, Vol.9, June,1918. pp 303-312.

Reasons for Growth. Three early developments which stimulated the spread of standardized tests were:

1. "Many studies of the accuracy of school marks revealed the fact that school marks are highly subjective and hence inaccurate. This demonstration revealed the need for instruments which would yield more accurate measures of achievement."[1]

2. Surveys of school systems resulting from a dissatisfaction with existing conditions and a desire to reveal true conditions.

3. The development of educational measurement was greatly facilitated by the establishment of research organizations.

Max Meyer[2] made a study of the marks collected from forty instructors for a period of five years at the University of Missouri. He found variations such as 55 per cent of the A's in philosophy and only 1 per cent in Chemistry III while there were 28 per cent of the failures in English II and none in Latin I.

Johnson[3] found a similar condition in the University of Chicago High School. In a two year period he found that the marks for German showed 17.1 per cent A's, 8.4 per cent F's whereas marks in English 6.5 per cent A's, 15.5 per cent F's.

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[1] H. A. Greene, A. H. Jorgensen and J. R. Gerberich, Measurement and Evaluation in the Elementary School (New York: Longmans, Greene and Company, 1943) p. 46

[2] Max Meyer, "The Grading of Students," Science, Vol. 28, August 21, 1908. pp 243-250.

[3] Franklin W. Johnson, "A Study of High School Grades," School Review, Vol. 19, January, 1911. pp 13-24.

Starch and Elliot[1] had 116 high school teachers of mathematics mark identical copies of the same geometry paper. The values assigned ranged from 28-92.

Starch[2] found that college instructors assigned different marks to the same paper when they regraded it without knowledge of their former marks.

Ashbaugh[3] had forty-nine Ohio State University seniors and graduate students rate on a percentage basis a seventh grade arithmetic paper three times at intervals of four weeks between ratings. He found that only one student gave the same total score on all three trials and only seven gave the same total score on any two successive trials. He found variations as much as twenty-seven points on successive trials by the same scorer and as much as ten points variation on values assigned to the first problem on two successive trials approximately ninety days apart.

Hulten[4] found twenty-eight Wisconsin High School English

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[1] Daniel Starch and Edward C. Elliott, "Reliability of Grading Work in Mathematics," School Review, Vol. 21, April, 1913. pp 254-259.

[2] Daniel Starch, "Reliability and Distribution of Grades," Science, Vol. 38, October, 1913. pp 630-636.

[3] E. J. Ashbaugh, "Reducing the Variability in Teachers Marks," Journal of Educational Research, Vol. 9, March, 1924. pp 185-198.

[4] C. E. Hulten, "The Personal Element in Teachers Marks," Journal of Educational Research, Vol. 12, June, 1925. pp 49-55.

teachers of experience differed widely on trials at an interval of two months in the values assigned an English Composition. Fifteen teachers who gave passing marks the first time would have failed the pupil the second time. Studies in English Composition are especially significant for essay examinations are like a series of compositions.

After the first school surveys in Pittsburgh 1907 and Boise, Idaho 1910, the idea became popular at once and was widely adopted.

The first school survey using achievement tests was in New York City, 1911-1912. Courtis, a member of this survey commission had his arithmetic tests given to about thirty thousand pupils.

In addresses at meetings Courtis stressed the advantages of norms and offered to cooperate with schools wishing to administer tests. Through his efforts a bureau was established in several states to cooperate with school men in administering tests and interpreting the scores.

Even though the testing movement was gaining momentum there were few objective instruments for measuring school achievement.

Stimulus was given the testing movement by the organization of state, city, university and other bureaus of research or measurement.

Largely through the efforts of Courtis a bureau was established in each of a number of states to assist school men

in administering tests and in interpreting the resulting scores. Some of the early centers were University of Oklahoma 1913, Indiana 1914, Kansas State Normal School (Emporia) 1914, Iowa State University 1914, University of Minnesota 1915. Over one hundred bureaus have been organized.

Most of them have carried on other research and service activities but promoting educational measurement in the schools has been one of their most important functions. The first bureau to undertake the construction and distribution of tests was the bureau of Educational Measurement and Standards at Kansas State Normal School.

The early bureaus established at educational institutions stimulated systematized administration of tests.

Several schools would agree to cooperate and one or more tests were administered on or near a specified date. The bureau would summarize the resulting scores and send the tabulation to the cooperating schools. Later there developed a more extensive and systematic program.

The University of Iowa in 1929 set up a state wide every-pupil testing program at High School level and extended it to upper Elementary level in 1934. Participation in the program was optional and on a cost basis. During the late 20's and 30's other educational institutions and state departments of education established similar services. By 1939 some type of organized testing program was in operation in twenty-six states. Also cooperative testing was promoted by the Cooperative Test

Service of the American Council on Education organized in 1930.

After tests had been accepted as worthwhile educational tools their popularity spread rapidly. Tests and scales developed so rapidly from 1917 on, that by 1928, just two decades after the appearance of the first standardized test, nearly thirteen hundred standardized and semi-standardized tests had been catalogued. In 1940 an unpublished count exceeded twenty six hundred.

The testing movement has experienced phenomenal growth since the turn of the century. A study of the growth shows a fortunate decline recently in the output of materials for which, in some cases, the motive was to share in the commercial returns of an innovation. Now the testing movement is entering a period of slower but more substantial growth.

JUSTIFICATION OF ACHIEVEMENT TESTS

Standardized Achievement Tests are of great value in making comparisons of a class with general norms and in comparing groups in different local schools with one another.

Standardized Tests of reading achievement have emphasized the wide range of reading abilities existing at any one so-called grade level and have directed attention to specific skills, abilities, and information that are crucial in reading.

"Among the many justifications for standard reading tests are these uses. First to compare the achievement of a given class with national norms for general administrative purposes.

Second to identify those pupils both above and below the class average who are in need of further study and guidance. Third to compare the achievement of individuals and of groups with their capacities for achievement as measured by means of standard tests of capacity to learn. Standardized test then do have a place in a modern program of guidance in reading and study."[1]

NEEDED IMPROVEMENTS IN TESTS

"If testing is to function in the schools, tests constructed from the teacher's point of view are needed. The needs of the teacher of reading may guide test makers to prepare instruments that test (1) some specific thing (2)which can be taught and (3) which should be taught (4) in a particular grade.

Because teachers can and should teach (1) meanings of words (2) recognition of sight words (3) sounding of new words (4) fluent reading for story comprehension (5) careful reading for meaning and (6) how to study, tests for these particular grade levels are needed. Given these tests the teacher will gladly use them and the children will greatly profit from their use."[2]

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[1] E. A. Betts, Foundation of Reading Instruction (Boston: American Book Company) pp 440-441.

[2] Edward W. Dolch, "Testing Reading," Elementary School Journal, 34:36-43, September, 1933.

DEFINITION OF TERMS

Standardized tests are the work of subject matter and test specialists, are intended for wide use and are accompanied by norms.

"A test is standardized when (1) it is composed of exercises which have been selected in the light of current teaching emphasis and curricular content, when (2) these exercises have been statistically evaluated as to innate difficulty and when (3) the test itself is accompanied by norms permitting the interpreting of the results of pupil reactions to the test in terms of levels of accomplishment."[1]

Achievement tests are "tests designed primarily to measure the attainment of an individual or group of individuals in a school subject or activity as in reading arithmetic and history. Most published achievement tests are standardized tests. An achievement test may be either a single test to measure the ability in a single subject or a battery of tests (a number of tests ordinarily administered as a unit but designed to measure achievement in several different subject matter fields.)

Achievement Tests usually consist of a great many objective type questions to facilitate scoring. The emphasis on objective type questions has been criticized on the grounds that they tend

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[1] H. A. Greene, A. N. Jorgensen and J. R. Gerberick, Measurement and Evaluation in the Elementary School (New York: Longmans, Greene and Company, 1943) p 16

to stress factual learning and acquisition of specific skills more than the appreciative and the interpretative aspects of learning.

Scores on achievement tests may be interpreted in terms of their norms or used as a basis for converted scores."[1]

Norms. "The median or average performances on standardized tests of pupils of different ages or grade placement, as determined by the listing of large numbers of pupils."[2]

Selection of Tests. "In the selection of a test it is important to know what to look for. In any satisfactory measuring instrument three qualities are indispensible. These are: Validity, Reliability, Usuability."[3]

Validity. "By validity is meant the degree to which a test measures what it purports to measure."[4]

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[1] Harry Rinlin, Encyclopedia of Modern Education (New York City: F. Hubner and Company, Inc., 1943) pp 6-7

[2] H. A. Greene, A. N. Jorgensen and J. R. Gerberick, Measurement and Evaluation in the Elementary School (New York: Longmans, Greene and Company, 1943) p 620.

[3] C. C. Ross, Measurement in Today's Schools (New York: Prentice-Hall, Inc., 1941) p 72.

[4] H. A. Greene, A. N. Jorgensen and J. R. Gerberick, Measurement and Evaluation in the Elementary School (New York: Longmans, Greene and Company, 1943) p 625.

Reliability. "A test is perfectly reliable when two applications of equivalent tests to the same pupil yield identical scores."[1]

Usability. "By this is meant the degree to which the test can be successfully employed by classroom teachers and school administrators without an undue expenditure of time and energy."

Whether a test is usable by average teachers whose technical training in measurement has been limited, depends upon several factors of which the following are probably the most important:

1. Ease of administration
2. Ease of scoring
3. Ease of interpretation and application
4. Low cost
5. Proper mechanical make-up[2]

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[1] William McCall, How to Experiment in Education (New York: Macmillan Company, 1923) p. 83.

[2] C. C. Ross, Measurement in Today's Schools (New York: Prentice-Hall, Inc., 1941) pp 97-98.

VOCABULARY STUDIES

Word Lists. "There are available a number of vocabulary lists representing the results of word counts totaling millions of words. These lists have been extensively used by writers of books for children. They have been very helpful in encouraging the simplification of vocabulary in children's books and in bringing about a greater agreement on the words that should form the core vocabulary of basal readers and other school books."[1]

Thorndike's[2] investigation is one of the most extensive of its kind and serves as a basis or criteria for other studies. He made his selection from two hundred or more sources which included the Bible, literature for children, classics, textbooks, newspapers, magazines, correspondence and a wide assortment of reference and technical books. The words are tabulated according to frequency.

Gates[3] formulated a list of forty three hundred words for grades one and two selected from twenty five hundred words with the highest frequency from Thorndike's list plus additional words from a count of children's literature, Packer's vocabulary of

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[1] Harry Rinlin, Editor, Encyclopedia of Modern Education (New York: F. Hubner and Company, Inc., 1943) p 660.

[2] E. L. Thorndike, A Teacher's Word Book (New York: Bureau of Publications, Teachers College Columbia, 1931)

[3] Arthur I. Gates, A Reading Vocabulary for the Primary Grades (New York: Revised and Enlarged Bureau of Publications, Teachers College Columbia, 1935) 29 pp.

ten first readers and Horn's list. The criteria for the selection of the words was that of maximum interest and utility and each word is given a frequency rating.

The International Kindergarten Union List[1] contains twenty five hundred words which are the most frequent of seven thousand different words found to be known to children before entering the first grade.

A similar but less extensive study is that by Horn[2] who gathered and published a list of 1,082 words from a total of five thousand different forms taken from the speech of children up to and including six years of age.

Buckingham and Dolch[3] compiled a list from the results of eleven careful investigations. The ten thousand words are given grade placement according to children's usage by one or more studies.

These five lists are among the most widely used vocabulary lists upon which Primary Readers and Reading Tests are based.

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[1] International Kindergarten Union Child Study Committee, A Study of the Vocabulary of Children Before Entering First Grade (International Kindergarten Union, 1201 Sixteenth Street, North West, Washington, D.C., 1928) 36 pp.

[2] Ernest Horn, "The Commonest Words in the Spoken Vocabulary of Children Up To and Including Six Years of Age," The Twenty Fourth Yearbook, National Society for the Study of Education, Part 1, Public School Publishing Company, Bloomington, Illinois, 1925. pp 193-198.

[3] B. P. Buckingham and E. W. Dolch, A Combined Word List, (Boston: Ginn and Company, 1936) 185 pp.

Vocabulary Studies of Readers. Vocabularies of readers have been widely studied. Most of the studies aim to determine the number and frequency of the word used. Some of them, however, have used their list as a basis for building a core. vocabulary.

On the pre-primer level one of the first studies was made by Gross[1] in 1934 who made a study of the vocabulary of ten pre-primers. Her tabulation shows that the vocabulary of the pre-primers studied comprised only 393 different words. Of this number 238 appeared four or more times in the total count.

In 1937 Hayward and Ordway[2] reported the results of similar study using fifteen pre-primers. They found a total 350 different words. This is forty-three less than Gross found. It may indicate a narrowing of the vocabulary for materials published at this level. This study also revealed that only three words were used in all fifteen books and only eighteen in ten or more books. Thus indicating a wide range of words introduced at this level.

Curtis[3] in 1938 reported the results of a study of twelve

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[1] Aline E. Gross, "A Pre-primer Vocabulary Study," Elementary School Journal, Vol. 35, September, 1934. pp 48-56.

[2] W. G. H ayward and N. M. Ordway, "Vocabularies of Recently Published Pre-primers," Elementary School Journal, Vol. 37, April, 1937. pp 608-617.

[3] H. A. Curtis, "Wide Reading for Beginners," Journal of Educational Research, Vol. 32, December, 1938. pp 255-262.

pre-primers and found 241 different words. From this list he made a core vocabulary of seventy-two words which are repeated 9,047 times in the books he analyzed.

Stone[1] in 1941 analyzed twenty pre-primers published from 1931-1940 inclusive. H is tabulation revealed 395 different words appearing and not one word appearing in all twenty pre-primers; 186 words appear in only one book with fifty-four in only two books and twenty-seven in only three books. He listed the one hundred words found to be the most important.

Langston[2] also made a report in 1941 of ten pre-primer reading programs which included twelve pre-primers in all, published between 1931 and 1940. He found a total of 306 different words. Taking the seventy-two most frequently used words from Gross, Curtis and his own study, he found 105 different words in the three combined lists.

In 1938 Rudisill[3] reported on a combined study of pre-primers and primers. She found that pre-primers varied from two hundred to 429 different words. Her study shows the continuation of the trend toward minimizing the vocabulary load of

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[1] C. R. Stone, "Vocabularies of Twenty Pre-primers," Elementary School Journal, Vol. 41, February, 1941. pp 423-429.

[2] R. G. Langston, "Core Vocabulary for Pre-primer Reading," Elementary School Journal, Vol. 41, June, 1941. pp 766-773.

[3] Mable Rudisill, "Selection of Pre-primers and Primers A Vocabulary Analysis I," Elementary School Journal, Vol. 38, May, 1938. pp 683-693.

individual books and also the wide diversity of words to be found in the various books.

One of the earliest studies on the primer level was reported in 1922 by Silke and Silke[1] who tabulated the frequencies of the words used in twelve primers. A total of 1,636 different words was found in all twelve books. Only thirty-eight words were found in all twelve books and 783 were found in only one book. These data emphasize the fact that books on the primer level differ widely in the number of different words included.

A later study by Silke[2] in 1930 included twelve more recent primers. In this study a tendency was noted to introduce fewer words in the beginning books. Ten books had less than four hundred different words while in 1922 only six had less than that number; eight had less than three hundred while in 1922 only two had less than that number. The total number of words included represented a decrease of twenty six per cent. The data also shows that there are too few words common to beginning books and too many that appear only once or with a very limited frequency.

Harring[3] in 1931 studied fifteen primers and found 1260

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[1] E. Silke and G. A., "A Study of the Vocabularies of Beginning Books in Twelve Reading Methods," Elementary School Journal, Vol. 22, June, 1922. pp 745-749.

[2] Erich Silke, "A Comparative Study of Twelve Beginning Books in Reading," Journal of Educational Research, Vol. 22, December, 1930. pp 369-374.

[3] Sidney Harring, "What Primer Shall I Use Next," Elementary School Journal, Vol, 32, Nov., 1931. pp 207-213.

different words with 538 of them appearing in only one book and thirty-four words appearing in all fifteen. When this study is compared with the Silke and Silke study it clearly shows a tendency to decrease the vocabulary load.

Hockett and Neeley[1] in their study of thirty-three primers in 1936 found the total number of different words was 1,713. Of these 681 appeared in only one book, 1,077 appeared in three books or less and only twenty-five words were common to all thirty-three books.

One of the earliest studies on the first reader level was made by Packer[2] in 1921. In his study of ten first readers he found a total of 3,541 different words of which 2,048 words occurred four times or less and 2,562 occurred less than ten times. The important facts emphasized by this study are the wide range of vocabularies in ten first readers and the infrequency with which most of the words occur.

In 1930 Wheeler and Howell[3] made a very careful study of ten primers and ten first readers. The ten primers had a

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[1] J. A. Hockett and D. P. Neeley, "Comparison of the Vocabularies of Thirty-three Primers," Elementary School Journal, Vol. 37, December, 1936. pp 190-202.

[2] J. L. Packer, "The Vocabularies of Ten First Readers," The Twentieth Yearbook of the National Society for the Study of Education, Part II. (Bloomington, Illinois: Public School Publishing Company, 1921) Chapter IX, pp 127-144.

[3] H. E. Wheeler and E. Howell, "A First Grade Vocabulary Study," Elementary School Journal, Vol. 31, September, 1930. pp 52-60.

combined vocabulary of 1,139 words and the ten first readers had 2,061. The twenty books had a vocabulary of 2,219 words. From this list a vocabulary list of the most frequent words was made.

Another study which shows the trend to reduce vocabulary burden was made by Hockett and Neeley[1] who made a study of twenty-eight readers published from 1924 to 1930. They found twenty eight hundred different words were used which is only four-fifths of the number reported by Packer for ten first readers.

In 1942 Stone[2] analyzed 107 readers published from 1930-1941. In his study he used (1) twenty-one primers (2) twenty-one pre-primers (3) twenty-one first readers (4) twenty-one second readers (5) twenty-one third readers. From these books he devised a complete graded vocabulary of 2,164 words with levels for each.

As early as 1918 Housh[3] counted the words of ten second readers to determine their range and frequency. The number of

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[1] J. A. Hockett and N. G. Neeley, "Vocabularies of Twenty-Eight First Readers," Elementary School Journal, Vol. 37, January, 1937. pp 344-352.

[2] Clarence Stone, "A Vocabulary Study Based on 107 Primary Grade Books," Elementary School Journal, Vol. 42, February, 1942. pp 452-455.

[3] E. T. Housh, "Analysis of the Vocabularies of Ten Second Year Readers," Seventeenth Yearbook of the National Society for the Study of Education, Part I. (Bloomington, Illinois: Public School Publishing Company, 1918) pp. 44-45.

different words in a reader varied from 1,198 to 1,910. Only 419 were common to all ten readers.

A study by Stone[1] in 1935 identified the new words of sixteen second readers. He found approximately thirty two hundred different words listed. Of this number only 1,276 were found in three or more books.

Hockett[2] in 1938 made a study of the vocabularies of twenty-nine second readers. The books range in length from 9,913 words to 34,834 words with a median length of 20,968 running words. The vocabularies of second readers published between 1934 and 1937 have a considerable reduction in vocabulary load.

Betts[3] like several before him found that basal readers at any one level vary widely in the number of different words and the number of running words used.

This problem of the wide disparity in the vocabularies of books used at any one grade level creates significant pedagogical problems.

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[1] Clarence Stone, "The Second Grade Reading Vocabulary," Elementary School Journal, Vol. 35, January, 1935. pp 359-367.

[2] J. A. Hockett, "A Comparative Analysis of Twenty-nine Second Readers," Journal of Educational Research, Vol. 31, May, 1938. pp 665-671.

[3] E. A. Betts, "Study of Vocabulary of First Grade Basal Readers," Elementary English Review, Bol. 16, February, 1939. pp 65-69.

BASAL READERS

Two of the outstanding changes in primary grade readers are: (1) lessening of vocabulary load and (2) increase in repetition of basic vocabulary.

Readers must be of average or less-than-average difficulty in vocabulary in order that they, the tools, may not prove a barrier to the acquisition of reading skills.

A reading series should provide for extensive repetition of the basal vocabulary and for the integration of the reading materials, either through provision of parallel readers, unit reading materials or books of between grade difficulty; or through the use of some technique of construction which accomplishes the same purpose such as presentation and absorption units.

Russell[1] sent questionnaires to experts active in the field of reading. He found that there is no agreement about the size and repetition of vocabulary in two sample pre-primers. But the replies of two sample primers favor a shorter primer containing fewer different words. The total vocabularies favored for the different books are smaller than those in most readers now in common use.

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[1] David Russell, "Opinions of Experts about Primary Grade Basic Reading Programs," Elementary School Journal, Vol. 44, June, 1944. pp 602-609.

DEFINITION AND ADVANTAGES

"Basal Reader is a textbook, usually part of a graded series, used for instruction in reading."[1]

Scott Foresman and Company[2] define a basal reading system as a series of readers usually complete with workbooks and teacher helps (manual) as well as supplementary equipment for the primary years (wall chart, cards, etc.,) which are the principal tools of instruction in reading. The basic reader will be used throughout the year, and is generally the core book around which supplementary reading is introduced.

A basal reading system saves the teacher a lot of planning. It assures the pupil a well rounded reading experience, the words and the skills he will need later on. It is usually flexible enough, too, to provide for individual needs of pupils, for individual techniques of teachers.

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[1] Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, 1945) 329 pp.

[2] Florence Smith, "A Letter" Unpublished (Chicago: Scott Foresman and Company, November, 1947)

JUSTIFICATION OF STUDY

Ballenger[1] in 1923 made a study of the vocabulary of the commonly used reading tests. He found there is a great difference in the vocabularies of the various tests. There are only eleven words that are common to the fourteen tests. There are 2039 different words in the fourteen tests and 1106 or more than half of them appear only once in either the Thor ndike or Horn list.

He also found there are a great many words included in the Standard Reading Tests which are questionable on account of not being found in the children's reading and writing vocabulary frequently enough to be placed among the first three thousand words in two lists.

Stone[2] in 1943 evaluated nine beginning reading tests on the basis of suitability of vocabulary and adequate sampling. He found that the tests as a group were not very suitable.

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[1] H. L. Ballenger, "A Comparative Study of the Vocabulary Content of Certain Standard Reading Tests," Elementary School Journal, Vol. 23, March, 1923. pp 522-534.

[2] Clarence Stone, "Validity of Tests in Beginning Reading," Elementary School Journal, Vol. 43, February, 1943. pp 361-365.

RESTATEMENT OF THE PROBLEM

The purpose of this study is to compare the vocabularies of ten standardized reading lists with the vocabulary of the Curriculum Foundation Series.[1]

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[1] William S. Gray and others, Basic Readers: Curriculum Foundation Series (New Y ork: Scott Foresman and Company, 1946-47)

CHAPTER II

PLAN OF STUDY

From the evidence shown in the preceding chapters there seems to be a wide disparity in the vocabularies of basic reading books used at any one grade level, and there seems to be a great difference in the vocabularies of the tests.

Hence this study is to show the suitability of ten reading tests for the Curriculum Foundation Series[1] through the second grade.

Inasmuch as the vocabularies of basic readers from the third grade on become increasingly wide and varied to meet the needs of the child this study terminates at the end of second grade.

The Curriculum Foundation Series was chosen for it is one of the most recent and extensively used Basal Reader in the country. The following books from this series were used:

Pre-primers
- We Look and See
- We Work and Play
- We Come and Go

Primer
- Fun with Dick and Jane

Book One
- Our New Friends

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[1] William S. Gray and others, Basic Reader: Curriculum Foundation Series (New York: Scott Foresman Company, 1946-47)

Book Two-Level One
Friends and Neighbors

Book Two-Level Two
More Friends and Neighbors

From these books five Basic Reader Vocabulary lists were composed. Each list was made by alphabetizing the new words presented in each book.

The following ten reading tests were used in this study:

1. American School Achievement Tests
   Public School Publishing Co., Bloomington, Illinois, 1941
   Forms IA and IB for Grade One
   Forms IIA, IIB and IIC for Grade Two

2. Detroit Word Recognition Test
   World Book Company, Yonkers-on-Hudson, New York, 1925
   Forms A,B,C and D for Grade One

3. Detroit Reading Test
   World Book Company, Yonkers-on-Hudson, New York, 1927
   Forms A and B for Grades One and Two

4. DeVault Primary Reading Test
   California Test Bureau, Los Angeles, California, 1928
   Form 1 Grades One and Two

5. Gates Primary Reading Tests
   Bureau of Publications, Columbia University, New York, 1942
   Form 1 Type 1,2 and 3
   Form 2 Type 1,2 and 3
   Form 3 Type 1,2 and 3 for Grade One and First Half of Grade Two

6. Lee Clark Reading Test
   California Test Bureau, Los Angeles, California, 1943
   Primer Form A and B for Grade One
   First Reader Form A and B for Grades One and Two

7. Los Angeles Primary Word Recognition Test
California Test Bureau, Los Angeles, California, 1926
Form 1 and 2 Grades One and Two

8. Metropolitan Achievement Tests
World Book Company, Yonkers-on-Hudson, New York, 1946-47
Primary I Battery Forms R and S for Grade One
Primary II Battery Forms R and S for Grade Two

9. Reilley Primary Reading Test
Houghton Mifflin Company, Boston, Massachusetts, 1939
Forms A and B for Grade One

10. Unit Scales of Attainment
Educational Test Bureau, Minneapolis, Minnesota, 1933
Forms A and B for Grade One First Half
Forms A and B for Grade One Last Half
Forms A and B for Grade Two First Half
Forms A and B for Grade Two Last Half

These particular tests were chosen for the following reasons:

1. They are among the most recently published tests.

2. They are standardized.

3. They are primary reading tests intended to measure achievement in Grades One and Two.

4. They are the ones used most frequently in this part of the country.

The words in each test were alphabetized. All inflectional variants of a word were counted as new words.

These test words were checked against the five Basic Reader Vocabulary Lists. Inflectional variants of a word were not checked unless they were on this Basic Reader Vocabulary List.

An analysis of the data follows in the next chapter.

CHAPTER III

ANALYSIS OF DATA

The data was analyzed to find (1) the per cent of words included in the tests, and the Curriculum Foundation Series and (2) the per cent of the vocabulary of the Curriculum Foundation Series included in the tests.

The tests studied included some tests for Grade One, some for Grade Two and some for Grades One and Two.

Table I shows the number of words common to the Curriculum Foundation Series and the tests for first grade.

TABLE I

Number of Words in First Grade Tests and Reading Series

Test	Form	Pre-primer	Primer	Book One	Total
Reilley-Prim. Reading	A	31	38	55	124
	B	28	33	60	121
Unit Scales Grl Hf1	A	27	42	45	114
Grl Hf1	B	27	42	38	107
Grl H f2	A	31	37	55	123
Grl Hf2	B	31	42	49	122
Met. Ach. Prim I	R	27	23	30	80
	S	21	29	35	85
Lee-Clark Primer	A	24	25	17	66
	B	24	25	15	64
Am. Sch. Ach. Prim I	A	6	16	36	58
	B	13	21	29	63
Detroit Word Rec.	A	16	10	20	46
	B	19	10	19	48
	C	13	10	22	45
	D	13	12	16	41

The table shows a wide difference in the number of words common to the tests for first grade and the Curriculum Foundation Series. The highest test is the Reilley Primary Reading Test Form A, 124 words and the lowest is the Detroit Word Recognition Test Form D, forty-one words.

Table II, which appears on the following page, shows the number of words common to the Curriculum Foundation Series and the tests for second grade.

The table shows a wide difference in the number of words common to Curriculum Foundation Series and the tests for second grade. The highest test is the American School Achievement Test Primary II Form B, 302 words and the lowest is the Detroit Reading Test Form A, 172 words.

It will be noted that these tests for second grade test very few words on the second grade level. The highest is the American School Achievement Test, Primary II Form C, 141 words which is 48 per cent of the total number of words tested or 25 per cent of the second grade vocabulary. The lowest is the Detroit Reading Test Form A, forty-eight words which is 28 per cent of the total number of words tested or 9 per cent of the vocabulary for second grade.

TABLE II

Number of Words in Second Grade Tests and Reading Series

Tests	Form	Pre-primer	Primer	Book One	Book Two Level One	Book Two Level Two	Total
Am. Sch. Ach. Prim II	A	34	31	74	64	49	262
	B	40	56	78	77	51	302
	C	37	47	69	74	67	294
Met. Ach. Prim II	R	36	50	73	73	51	283
	S	36	49	57	65	59	266
Unit Scales Gr2 Hf1	A	34	51	59	62	46	252
Gr2 Hf1	B	38	54	53	60	51	256
Gr2 Hf2	A	37	48	50	54	38	227
Gr2 Hf2	B	34	53	57	62	33	239
Detroit Reading	A	33	42	49	34	14	172
	B	28	44	49	34	24	179

Table III, which appears on the following page, shows the number of words common to the Curriculum Foundation Series and the tests for first and second grade.

The table shows a wide difference in the number of words common to Curriculum Foundation Series and the tests for first and second grades. The highest test is the Gates Primary Reading Test Form 1, 254 words and the lowest is the Los Angeles Word Recognition Test Forms 1 and 2, seventy-six words.

It will be noted that these tests for first and second grades test very few words on the second grade level. The highest is the Gates Primary Reading Test Form 1, 109 words which is 43 per cent of the total number of words tested, or 19 per cent of the vocabulary for second grade. The lowest is the Los Angeles Word Recognition Test Form 2, twenty-five words which is 33 per cent of the total number of words listed or 4 per cent of the vocabulary for second grade.

TABLE III

Number of Words in First and Second Grade Tests and Reading Series

Tests	Form	Pre-primer	Primer	Book One	Book Two Level One	Book Two Level Two	Total
Gates Primary	1	37	43	65	58	51	254
	2	37	43	65	50	56	251
	3	32	50	54	64	43	243
Lee-Clark First Reader	A	22	29	38	29	21	139
	B	19	31	42	22	21	135
DeVault Prim. Reading	1	27	36	31	18	9	121
LosAngeles Word Rec.	1	13	18	17	18	10	76
	2	14	16	21	17	8	76

Table IV shows the per cent of words included in the tests for first grade and the Curriculum Foundation Series.

TABLE IV

Percent of Words in First Grade Tests and Reading Series

Tests	Form	Pre-primer	Primer	Book One
Detroit Word Rec.	A	25	41	72
	B	29	44	73
	C	19	33	65
	D	21	40	65
Lee-Clark Primer	A	26	54	73
	B	26	54	70
Reilley Prim Reading	A	11	25	45
	B	10	21	43
Unit Scales Grl Hf1	A	10	26	43
Grl Hf1	B	11	27	42
Grl Hf2	A	9	21	38
Grl Hf2	B	9	22	36
Met. Ach. Prim I	R	11	21	34
	S	9	22	37
Am. Sch. Ach. I	A	3	12	33
	B	7	19	35

An examination of the above table shows a wide variation in the per cent of words included in the tests for first grade and the Curriculum Foundation Series. The test with the highest per cent is the Detroit Word Recognition Test Form B, 73 per cent and the lowest is the American School Achievement Test Primary I Form A, 33 per cent.

Table V shows the per cent of words included in the tests for second grade and in the Curriculum Foundation Series.

TABLE V

Percent of Words in Second Grade Tests and Reading Series

Test	Form	Pre-primer	Primer	Book One	Book Two Level One	Book Two Level Two
Detroit Reading	A	15	34	61	77	79
	B	13	32	55	70	81
Unit Scales Gr2 Hf1	A	9	21	36	52	63
	B	8	20	32	45	56
Gr2 Hf2	A	9	21	33	46	55
	B	7	18	30	43	51
Am. Sch. Ach. Prim II	A	6	14	28	40	50
	B	7	17	32	45	55
	C	6	15	27	40	52
Met. Ach. Prim II	R	7	16	32	46	54
	S	7	16	27	39	50

There is a wide variation in the per cent of words included in the tests for second grade and the Reading Series. The test with the highest per cent is the Detroit Word Recognition Test, Form B, 81 per cent and the lowest is the Metropolitan Achievement Test Primary II Form S, 50 per cent.

Table VI shows the per cent of words included in the tests for first and second grades and in the Curriculum Foundation Series.

TABLE VI

Percent of Words in First and Second Grade Tests and Reading Series

Test	Form	Pre-primer	Primer	Book One	Book Two Level One	Book Two Level Two
DeVault Prim Reading	I	19	44	73	85	91
Gates Prim Reading	1	10	22	39	55	69
	2	10	22	40	53	68
	3	8	20	34	50	61
Lee-Clark First Reader	A	10	24	42	56	66
	B	9	23	43	53	63
Los Angeles Word Rec.	I	10	24	37	51	59
	II	11	22	40	53	60

This table shows a wide variation in the percent of words included in the tests for first and second grades and the Curriculum Foundation Series. The highest test is the DeVault Primary Reading Test Form 1, 91 per cent and the lowest is the Los Angeles Word Recognition Test Form I, 59 per cent.

Table VII shows the per cent of words in the Curriculum Foundation Series and in the tests for first grade.

TABLE VII

Percent of Words in Reading Series Included in First Grade Tests

Test	Form	Pre-primer	Primer	Book One
Reilley Prim Reading	A	53	44	37
	B	48	37	36
Unit Scales Grl Hf1	A	47	44	34
	B	47	44	32
Grl Hf2	A	53	43	37
	B	53	46	36
Met. Ach. Prim I	R	47	32	24
	S	36	32	25
Lee-Clark Primer	A	41	31	20
	B	41	31	19
Am. Sch. Ach. I	A	10	14	17
	B	22	21	18
Detroit Word Rec.	A	28	17	14
	B	33	18	14
	C	22	15	13
	D	22	16	12

The above table shows that a small per cent of the Curriculum Foundation Series Vocabulary is actually tested by these tests for first grade. The most suitable is the Unit Scales of Attainment, Lost Half Grade 1 Form A and the Reilley Primary Reading Test Form A, 37 per cent. The least suitable is the Detroit Word Recognition Test, Form D, 12 per cent.

Table VIII shows the per cent of words in the Curriculum Foundation Series and the tests for second grade.

TABLE VIII

Percent of Words in Reading Series Included in Second Grade Tests

Test	Form	Pre-primer	Primer	Book One	Book Two Level One	Book Two Level Two
Am. Sch. Ach. Prim II	A	59	46	44	37	29
	B	69	61	52	44	34
	C	64	53	45	40	33
Met. Ach. Prim II	R	62	54	50	42	31
	S	62	54	42	36	30
Unit Scales Gr2 Hf1	A	59	54	43	36	38
	B	66	59	43	36	28
Gr2 Hf2	A	64	54	40	33	25
	B	59	55	43	36	37
Detroit Reading	A	57	47	40	29	19
	B	48	45	36	27	20

The above table shows that only a small per cent of vocabulary of the Curriculum Foundation Series is actually tested by these tests for second grade. The most suitable is the American School Achievement Test Primary II Form B, 34 per cent and the least suitable is the Detroit Reading Test, Form A, 19 per cent.

Table IX shows the per cent of words in the Curriculum Foundation Series and the tests for first and second grades.

TABLE IX

Percent of Words in Reading Series Included in First and Second Grade Tests

Test	Form	Pre-primer	Primer	Book One	Book Two Level One	Book Two Level Two
Gates Prim Reading	1	64	51	43	35	28
	2	64	51	43	34	28
	3	55	52	41	35	27
Lee-Clark First Reader	A	38	32	26	21	15
	B	33	31	27	20	15
DeVault Prim Reading	I	47	40	31	21	15
Los Angeles Word Rec	I	22	20	14	12	8
	II	24	19	15	12	8

The above table shows that only a small per cent of the vocabulary of the Curriculum Foundation Series is actually tested by these tests for first and second grades. The most suitable is the Gates Primary Reading Tests Forms 1 and 2, 28 per cent. The least suitable is the Los Angeles Word Recognition Test Forms I and II, 8 per cent.

CHAPTER IV

SUMMARY AND CONCLUSIONS

An attempt was made in this study to compare the vocabulary of ten standardized reading tests with the vocabulary of the Curriculum Foundation Series to find (1) the per cent of words included in the tests and in the Reading Series and (2) the per cent of vocabulary of the Reading Series tested.

The following are limitations of this study:

1. Only Form 1 of the DeVault Primary Reading Test was available.

2. Only Forms R and S of the Metropolitan Achievement Test Primary Battery I were published.

3. Only Forms R and S of the Metropolitan Achievement Test Primary Battery II were published.

4. Inflectional variants of a word were not counted unless listed in the vocabulary of the Curriculum Foundation Series.

The following are the conclusions of this study:

1. It is surprising to note the wide variation in the number of words common to the Curriculum Foundation Series and the tests. The words common to both range from forty-one to 124 for tests for first grade, from 172 to 302 for tests for the second grade and from 76 to 254 for tests for first and second grade.

2. There is a wide variation in the per cent of words in the tests and in the Curriculum Foundation Series. The per cent varies from 33 to 73 for tests for first grade, from 50 to 81 for tests for second grade and from 59 to 91 for tests for first and second grade.

3. The evidence shows that only a small per cent of the vocabulary of the Curriculum Foundation Series is actually tested. The per cent ranges from 12 to 37 for tests for first grade, from 9 to 34 for tests for second grade and from 8 to 28 for tests for first and second grades.

4. The data shows that the tests for second grade and for first and second grades test very few words of the vocabulary for second grade. The number of words ranges from 48 to 141 for tests for second grade and 25 to 109 for tests for first and second grades.

5. This study reveals that not one word is common to all the tests.

6. From the standpoint of appropriate vocabulary and adequate sampling of the Curriculum Foundation Series these tests are not suitable.

7. The tests which sample the highest per cent of the Curriculum Foundation Series are the Reilley Primary Reading Test, Form A for first grade, the American School Achievement Test Form B for second grade and the Gates Primary Reading Tests Forms 1 and 2 for first and second grades.

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APPENDIX

BASIC READER VOCABULARY LISTS

Pre-Primer List
We Look and See, We Work and Play and We Come and Go

58 words

a
and
away
baby
ball
big
blue
boat
can
car
come
cookie
Dick
down
father
find
for
funny
go
help
here
house
I
in
is
it
Jane
jump
little
look
make
me
mother
my
not
oh
one
play
puff
red
run
said
Sally
see
spot
something
Tim
the
three
to
two
up
want
we
where
work
yellow
you

Primer List
Fun with Dick and Jane

100 words

all
am
animals
are
at
ate
barn
birthday
black
bow-bow
boy
bump
but
came
cat
chickens
children
cluck
cows
did
do
dog
doll
ducks
eat
eggs
family
farm
fast
four
friends
fun
get
girl
good
good-by
grandfather
grandmother
guess
happy
have
he
hello
hen
home
hop
horses
into
Jack
kittens
laughed
like
looked
ma-ma
mew
must
new
no
now
on
our
out
pets
pigs
please
pony
pretty
quack
rabbit
ran
ride
sat
saw
say
school
she
so
soon
Susan
tail
talk
thank
that
there
they
this
Tom
too
toys
under
wanted
was
well
went
what
white
who
will
with
yes

BASIC READER VOCABULARY LISTS

BOOK ONE
Our New Friends

178 words

after	don't	Jim	other	stopped
again	door	jumped	outdoors	store
along	eating	just	over	story
an	Ellen	know	paint	street
another	every	last	painted	surprise
any	everywhere	laugh	party	swish
apples	faster	let	Patty	take
as	fat	let's	peep	them
ask	feed	lives	pennies	then
asked	feet	looking	Peter	things
back	fell	lost	playing	think
bang	fine	made	pocket	thought
basket	first	making	poky	time
be	five	man	puppy	took
began	fly	many	push	town
behind	food	may	pushed	tree
Bill	found	maybe	put	umbrella
Billy	from	merry-go-round	rain	us
bird	galloping	met	reads	valentine
book	give	milk	road	very
brown	glad	moo	robins	wagon
bunny	going	morning	room	walk
bumped	gray	Mr.	roaster	walked
busy	green	Mrs.	round	way
buy	had	name	running	wee
called	has	Nancy	Sally's	were
can't	head	nest	sang	when
color	helped	next	sleep	which
coming	her	night	sleepy	why
corn	hill	nothing	slower	wind
could	him	nuts	snow	wish
dark	his	of	some	woman
day	how	old	splash	worked
dear	hurry	once	squirrel	yard
Dick's	Jane's	open	stop	your
dinner	Jill	or		

BASIC VOCABULARY LIST

BOOK TWO-LEVEL ONE
Friends and Neighbors

236 words

about	caw	forget	knew	pull
across	chimney	fox	large	quick
afraid	chiny-chin-chin	front	late	rake
always	Christmas	full	leaves	ready
Ann	churn	game	letter	right
answered	circus	garden	lights	roll
around	city	gave	line	Saturday
bake	clean	goat	lion	scare
balloons	climb	gone	long	second
bear	clothes	goose	lot	seeds
beautiful	coat	got	minute	seen
because	cock-a-doodle-do	grass	miss	shook
bee	cord	ground-hog	money	short
before	couldn't	grows	more	shout
bell	country	hair	mouse	shovel
best	cried	Hallowe'en	move	show
better	crow	hand	much	side
bigger	cry	handkerchief	near	sign
biggest	cut	hat	neighbors	silly
blew	deep	heard	never	sister
blow	didn't	herself	nice	sit
Bobby	dig	hide	noise	six
boil	drops	high	nose	slow
both	drum	himself	o'clock	small
breakfast	each	hole	off	smell
bricks	early	honey	own	sniff
brother	earth	honk	parade	soft
brought	elephant	hot	park	sorry
build	enough	huff	pay	spring
buildings	ever	hungry	people	stand
burn	eyes	hurried	pick	start
buzz	fall	if	pie	stay
by	far	I'll	pile	stick
cabbage	fence	I'm	place	sting
cakes	field	Joe	plant	straw
calf	fire	John	pleasant	strings
call	fish	Johnny	porridge	sun
candy	flew	jolly	pot	telephone
care	floor	keep	potato	tell
catch	fool	kinds	potatoes	ten

BASIC VOCABULARY LIST

BOOK TWO-LEVEL ONE
(Continued)

than	tired	tricks	visit	winter
their	today	tried	wait	wolf
third	together	try	wake	wonderful
those	told	turn	watch	won't
through	tomorrow	uncle	water	woods
tie	top	until	wiggles	would
ting-a-ling	train	use	window	wouldn't
				Zeke

BASIC READER VOCABULARY LISTS

BOOK TWO-LEVEL TWO
More Friends and Neighbors

327 Words

above	cap	easy	grunt	lazy
afternoon	carried	else	ha	leaf
ago	carry	end	hadn't	learn
almost	cart	engine	hammer	left
alone	caught	errand	happen	legs
angry	chairs	even	hard	lift
answer	change	everybody	harder	listen
apron	chatter	excited	hardly	living
arms	clock	face	haven't	longer
aunt	clowns	fairy	having	longest
babies	colder	farmer	hear	loud
bad	cool	feathers	heavy	louder
bags	corner	few	helper	loudest
baking	count	fiddle	hiding	lunch
bank	cover	fill	hippety	machine
bark	crack	fix	hive	magic
became	cream	flour	hoe	maple
bed	cries	flowers	hold	matter
been	dances	follow	hope	means
believes	dancing	foot	hopped	meet
beside	David	forest	horns	men
Betty	detour	forgot	hotter	middle
bite	dimes	forth	hung	might
boards	ding-dong	friendly	hurt	Molly
bought	does	gate	ice	most
box	doesn't	gay	inside	mouth
boxes	done	geese	isn't	moving
branch	dress	getting	it's	myself
branches	drink	gobble	I've	neck
bread	drive	goes	joke	need
bridge	dropped	great	kept	nickels
bright	dust	grew	kitchen	noon
bring	ear	grocery	kitty	oak
bugs	earn	groceries	knock	often
bumpety	Easter	gruff	lay	only
butter				

BASIC READER VOCABULARY LISTS

BOOK TWO-LEVEL TWO

(Continued)

outside
oven
paid
pan
paper
part
past
path
pen
penny
perhaps
pictures
pins
pink
plenty
point
policeman
pond
pooh
poor
present
proud
pumpkin
queer
quickly
quiet
quit
reach
real
really
remember
rest
riding
river
roar
roller
roof
rope
rose
rub
sad
Sam
same
sand
Sandy
save
screams
scrub
seems
sell
shall
sheep
shoes
shorter
shortest
should
shut
side
since
sing
skate
skip
sleds
slide
sliding
slowly
sly
smaller
smart
smile
smiling
sounds
squawk
squeak
squeal
stairs
stamp
star
station
steps
still
stood
storekeeper
straight
strange
strong
such
sudden
suddenly
summer
supper
sure
surely
tables
taking
tall
tap
taste
terrible
that's
these
thresh
tiny
Tommy's
tonight
touch
toward
trap
trip
troll
trot
truck
turtle
tweet
ugh
upside
village
vine
voice
waddle
wag
wagged
warm
wasn't
wave
weather
weed
week
wet
what's
wheat
while
whisper
whole
wide
wife
wild
wings
wise
wonder
woodpecker
words
wren
write
years
yesterday
yet
you'll
young
yourself

American School Achievement Primary I-A 176 Words

ago	coat	leaf	shake
ago	egg	look	sheep
and		lost	ship
ant	farm	love	shut
any	farmer		sit
	fed	mail	six
banana	feed	might	south
because	feet	milk	speak
become	fell	mitten	spill
began	fix	mix	star
book	flag		start
brown	frog	near	stay
bump	funny	need	stile
		nest	still
make	game	next	store
calf	gate	night	swing
called	gave		
came	gay	only	table
candle	glad		take
candy	glass	peanut	teach
catch	goat	pear	think
clean	grade	peep	tie
clear		penny	took
cloud	hammer	people	tooth
coat	hard	piano	torch
cold	hear	pie	town
collar	hide	pig	
cook	home	pin	upon
could		please	
candle	jump	plum	wait
cried	just	pony	wake
cow		poor	walk
crowd	kind	pretty	want
cut	kitten	puppy	watch
		purple	was
deer	like	push	way
duck	land	pussy	what
day	leave		wheat
dish	larger	rain	which
down	left	ran	while
dollar	land	rat	whip
drink	life	read	why
dust	lift	ready	wind
duck	light	redbreast	wish
dust	like	reindeer	with
	lily	ride	
eagle	line	robin	
	lion	rowed	
		run	

American School Achievement Primary 1-2 180 Words

again
bad
bank
behind
bed
before
begin
behind
beside
boy
brother
brush
bug
butter
buttercup
butterfly
buy

cage
can
candy
car
care
carry
cat
catch
cent
center
chase
chicken
church
count
crawl
cracker
crash
cried
cross
cup
cut

engine
enough
eye

face
father
feet
fell
fence
fine
fire
five
food
fork
four
fox
friends

garden
gate
gather
give
glad
glass
go
going
gold
good
goody
grass

had
hair
has
beard
heart
here
here
hear
hill
his
hot
house

if
is
it

kick
kiss
know

left
letter
light
little
live
love

middle
miss
money
monkey
mouth
must
mut
myself

nail
name

of
on
over
ox

pen
penny
pet
pie
pig
place
plain
plant
play
player
please
pull
put

rain
rap
ready
red
ride
ring
run

sang
saw
say
shoe
shop
show
shut
sick
sled
sleep
sly
some
stay
step
stove
sugar
sure

tail
talk
teeth
thank
themselves
these
they
things
three
tie
till
today
told
torch
town
toy
tries
turkey
turn

well
wait
walk
wall
wish
will
with
work
would
write
wrong

year
yellow

American School Achievement Primary, II-A 526 Words

a
about
after
air
all
allow
along
altogether
am
animal
animals
another
answered
any
anything
are
as
asked
at
attempt
away

back
baked
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

bright
brook
brother
brothers
busy
by

cables
called
calm
camp
cap
curtain
card
care
cars
Charles
cheerful
cent
cents
Chicago
children
chopped
circus
city
clean
clear
clip
clipped
clipping
close
cloth
clouds
[illegible]
[illegible]
[illegible]
cold
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

[illegible]
[illegible]
[illegible]

deep
decide
delicate
deliver
depart
deposit
describes
desire
diamond
did
difficult
dinner
dirty
dish
dishes
dismal
distant
do
dock
doctor
does
dogs
doing
doll
dollar
door
doubt
dough
down
downhearted
dream
driver
duties

each
earth
early
east
eat
[illegible]
[illegible]
everybody
everything
[illegible]

[illegible]
[illegible]
family
far
farmer

farming
fastened
father
fearful
feel
fellow
felt
few
fields
fiercely
fight
filthy
find
fine
fire
first
fish
flat
flour
follow
following
food
foot
for
four
friend
frightened
from
furniture

gardener
gave
gentleman
girl
[illegible]
[illegible]
glad
gloomy
go
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

[illegible]
[illegible]
[illegible]

hard
have
heard
heavy
helped
her
here
hill
him
his
hitched
hold
home
honest
hooks
hope
horses
hot
hour
house
how
huge
hungry
hunted
hunting
hurried

If
I'm
immense
in
Indians
[illegible]
into
is
island
it
its

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

[illegible]
[illegible]

labor
ladies
land
landed
large
lazy
leg
length
letter
light
like
[illegible]
little
live
living
load
logs
lonely
looked
looking
[illegible]
lost
loudly
lowering

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
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[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

American School Achievement Primary II-A

name	possible	sheep	taken	walks
[illegible]	pounding	sheep's	teacher	want
[illegible]	proceed	ship	tell	wanted
[illegible]	pulled	shouted	tells	was
[illegible]	put	shut	ten	washed
[illegible]		sick	tent	washing
[illegible]	quiet	side	terrified	water
[illegible]	quietly	signal	that	way
not		silent	the	we
nothing	ragged	sincere	their	wear
number	receipt	single	then	weak
numerous	recreation	sink	then	well
	regular	sister	things	went
ocean	reindeer	size	this	were
of	rejoice	sleds	three	went
often	replied	slept	threw	what
old	rides	slowly	time	when
on	rings	small	times	when
open	river	smiling	to	where
one	robust	smith	today	whether
opposite	roals	so	together	which
or	room	softly	toll	while
orford	ropes	some	took	whispered
our	rough	something	tons	whistle
out	round	sometimes	too	who
outdoors	runners	soon	train	[illegible]
outside		sorry	tree	with
over	sad	south	trees	will
own	safe	speak	tricks	[illegible]
	said	spool	trip	wish
package	sailors	spring	turn	[illegible]
paint	salesman	stamp	turns	[illegible]
[illegible]	same	stand	twice	[illegible]
[illegible]	sand	stamer	two	[illegible]
[illegible]	set	start		would
[illegible]	saw	steam		[illegible]
[illegible]	seals	step	under	[illegible]
[illegible]	school	stamps	[illegible]	[illegible]
[illegible]	scout	snap	unlock	[illegible]
[illegible]	scouts	stove	up	[illegible]
[illegible]	[illegible]	strange	upset	[illegible]
[illegible]	[illegible]	stream		
[illegible]	[illegible]	strong	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]		[illegible]
[illegible]	[illegible]	sun	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]			[illegible]	[illegible]
[illegible]	[illegible]	[illegible]		
[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	

American School Achievement Primary II-B 552 Words

A	bears	city	easier	gained	insects
above	beast	close	eat	game	into
account	beating	cloth	eats	games	invitation
across	because	cold	egg	garbage	is
address	before	contented	eight	get	it
advance	began	contents	enclosed	girl	its
adventure	behind	cooled	engine	girls	
afraid	beside	corn	ever	give	Jack
after	best	corner	everyone	glad	Jane
afternoon	Betty	correct	exciting	go	Jane's
again	big	costly	expensive	goes	John
against	biggest	costs		good	Junior
ahead	bird	cotton	fair	grass	
air	birds	could	fall	ground	keep
airplane	black	country	far	grows	keeper
alike	blow	cousin	farm		keeps
alive	bold	cows	fast	had	kind
all	book	creature	father	hanging	kinds
alligator	both	crooks	fearfully	hard	know
allowed	boy	crowd	fed	harmless	
altogether	boys	cruel	feed	hat	ladder
among	brave	custom	feel	hauled	lake
an	bread	cut	feet	have	land
another	brick		field	he	large
and	broken	dark	fields	head	last
animal	building	date	fiercest	heart	lay
animals	but	day	find	heated	leave
answered	by	daytime	finds	help	leaves
ant		daily	finished	her	length
apparent	called	descent	fire	hard	less
apple	calm	describes	firemen	hide	letter
are	came	devoured	first	him	like
around	camp	Dick	fish	his	liked
asked	can	did	five	holes	likes
astonishing	cap	different	flaps	hollow	little
attack	careless	dime	flat	home	live
at	carry	dimes	flies	horse	lived
ate	cat	dinner	flint	hot	lives
attack	catch	direction	fly	hour	long
at	caught	dish	food	house	look
attend	cause	do	fool	how	looking
attention	centre	does	for	hungry	look
away	certain	dog	forests	hunt	
axe	chase	done	frightened		
baby	chicken	door	found		
back	children	down	friend	I	
bad	circle	drawing	frightening	if	ladders
bags	city	during	from	in	
bank			fruit	including	
bare					

American School Achievement Primary XI-B

me	other	replied	some	tired	whom
means	our	rescued	something	to	wild
men	out	rest	soon	together	will
merchant	over	restful	speed	told	wind
met	owls	return	spoiled	tomatoes	window
mice	owned	ride	squirrel	tomorrow	wings
milk		right	stable	too	winter
minute	package	road	stamp	took	with
miss	pail	robins	stamps	towards	withdraw
moderate	pair	roof	started	toys	wither
modern	palaces	rows	staying	tree	women
money	paper	rude	steam	trees	woods
month	paragraph		still	trip	wool
moon	parent	safe	sting	turn	words
morning	parents	said	stone	two	would
most	paste	sail	stood		wrech
mother	pasture	sale	stopped	ugliest	write
move	peeked	same	store	uncle	wrong
much	pencil	sand	storekeeper	under	
muscle	people	save	stormy	unfair	yard
must	period	saw	string	unselfish	year
my	permission	say	strolled	until	you
	person	says	suddenly	up	your
near	picked	scented	summer	useless	
needed	picnic	school	Sunday	usually	use
nest	placed	scouts	sure		
new	play	sea		valuable	
night	playground	search	table	very	
nine	point	season	take	visit	
no	policeman	see	talk		
noon	pond	seen	tall	wagons	
not	postage	selfishness	taste	will	
now	potato	separate	teacher	want	
nuts	press	seven	ten	wanted	
	pull	she	that	was	
ocean	purchase	sheep	the	water	
o'clock	push	ship	their	waving	
of	put	shore	then	way	
off		short	them	we	
often	quickly	show	there	week	
old		showed	they	went	
on	rain	sidewalks	these	were	
one	raised	similar	things	wet	
only	ran	sixty	thirty	what	
open	rapid	skin	this	wheel	
opportunity	rather	slow	those	when	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

American School Achievement Primary XI-C 574 Words

a
about
above
accommodated
afraid
after
afternoon
again
airplanes
alike
all
alone
along
also
always
America
ancient
and
angry
animals
apart
appeared
apples
are
arrested
as
asked
asleep
at
aunt
awake
awaken
away

back
bag
ball
balloons
bank
bare
bark
barns
baskets
be
beam
beautiful
because
behind
below

bent
berries
beside
best
Betty
big
birds
bite
black
boards
boat
both
bottom
bought
boys
bread
breathlessly
bright
brightly
brother
brown
buff
bulb
bulbs
built
burdock
burn
burned
burnt
bushes
but
buy
by
Byrd

cake
called
came
can
candy

carried
canyon
caught
caves
Charles
charred
cheer
cheerful
cherries
choked
circus
clay
closed
cloth
clothes
clouds
clumsy
cold
collect
color
Colorado
colored
colors
comes
complete
cord
corn
cotton
could
cousin
covers
crawl
cruiser
cut
cuts

dance
dandelion
dark
days
deep
derrick
described
desire
did
difference
dish
distances
diver
divide

do
does
dog
door
doors
down
dozen
drake
dress
dried
drop
ducks
dull

each
early
earn
east
easy
eat
eaten
earth
Edison
electric
elephants
enough
escape
even
evening
expert

faced
factory
fair
fall
far
father
feathers
feed
feeds
feel
fences
few
fire
finish
first
fish
fisherman
fishing
five

flower
flowers
flows
flying
follow
following
food
for
forty
found
four
frigid
from
fruit
fruits
fur
further

garden
George
get
give
glow
go
goes
going
good
grain
grand
grandfather
grass
gray
great
green
ground
grow
guest
gully

hatched
happy
hard
hill
have
head
well
here
hot
how
huge
hunting
hurt
hut

I
ice
in
insects
interesting
into
is
it
its

Jack
Jane
John
joint

keep
kept
kick
kind
kinds
knowledge

land
leaves
like
large
levels
lower
lightning
leaves
left
land
light
life

American School Achievement Primary II-C

like
likes
little
live
lived
look
looked
long
lose
low

machine
machinery
made
making
male
many
match
matches
means
measure
men
merely
minute
mile
miles
mixty
Monday
money
monkeys
month
more
morning
most
mountain
mountains

narrow
native
near
nearly
nice
night
no
north
not
notice
nothing
number

obey
observe
obtain
October
of
old
on
once
one
only
open
opened
opposite
or
other
others
our
out
over
overhead
own

pale
party
peaches
peanuts
penny
people
perhaps
pet
picture
piece
pieces
pine
place
plank
planks
planted
planting
plants
play
pleasant
poor
poorly
poppy
possess
precise
pulling
put

quality
quick

rail
railroad
rainfall
record
red
regions
relief
remain
remember
rented
result
Richard
ride
riding
rim
river
road
roared
Robert
robins
rock
roots
row

sad
said
safe
same
sand
saw
scare
school
second
see
seeds
seemed
seize
sell
selling
set
settle
settled
seven
shape
shapes
she
skin

shoes
shore
short
side
sighed
silence
silk
sizes
skate
skates
sky
sleep
slices
slow
slowly
small
snow
so
soil
sold
some
something
sometimes
soon
sorry
south
speed
split
spoil
spring
start
stay
steel
stem
stick
stopped
strange
street
string
stripped
strong
sudden
suddenly
supper
surely
swamp
swallow
swift
symptoms

take
task
tells
than
that
the
their
them
then
there
these
they
thickness
this
those
thought
thread
three
through
throw
time
tired
to
today
took
top
toy
travel
tree
trees
tribe
tricks
trip
two

uncle
under
until
unusual
up
upon
us
used
usually

very
visit

village
visit
visits

wagon
walked
walking
want
warm
was
watch
watched
way
we
wear
weeding
weeds
week
weeks
well
went
were
west
wet
what
wheat
wheels
when
where
which
while
who
wide
wild
will
wind
window
windows
wings
winter
wishes
with
work
world
worm
worth
would
wrong

year
yellow
yesterday
yet
you
young
your

Detroit Word Recognition Test Form A

64 Words

a
and
apple
apples

balls
bear
bed
big
bird
bird's
black
boy
bread
buying

can
children
corn

door
down

eating

father
fire
flying
for

girl
giving
going
ground

her
hill
his
horse
house

in
into

little

making
man
milk
mother

of
on
ones
over

playing

rain
running

singing
sleeping
some

telling
the
three
to
tree
two

under
up

walk
water
white
with

Detroit Word Recognition Test Form B

66 Words

a
an
and
apple

ball
balls
bear
bed
big
bird
black
boy
boys
bread
buying

can
children
corn
come

door
down

eating

father
fire
flying
for

girl
girls
giving
going
ground

her
hill
his
horse
house

in
into

little

man
making
milk
mother

of
on
one
over

playing

rain

singing
sleeping
some

telling
the
three
to
tree
two

under
up

walking
water
white
with

Detroit Word Recognition Form C

69 Words

a
after
an
and
apple
apples
around
at

ball
bed
big
bird
blowing
book
books
boy
box
bread

carrying
children
coming

drinking

eating
egg
eggs

father
flowers
flying
for
from

girl

hill
his
her
home
house

man
milk
mother

of
on
one
over

playing
putting

reading
running

sawing
school
singing
small
some
sun

table
the
train
to
top
tree
two

water
wind
with
wood

Detroit Word Recognition Form D

63 Words

a
after
and
at

ball
bed
bird
birds
blowing
book
boy
bread

cans
children
corn

down
dress
drink

eating

father
flying
for

girl
girls
going

hand
happy
her
his
house
houses

in

can
over

pretty
putting

rain
ride
running

sawing
singing
sitting
sleeping
some

taking
the
to
tree
two

under

water
watch
wind
window
with
white

Detroit Reading Test Form A 214 Words

a
afraid
all
always
an
and
any
anyone
apple
around
asleep
away
at

baby
baby's
bad
bag
ball
balls
bank
barn
basket
back
be
bed
beds
big
Billy
black
blowing
blue
books
boys
box
bread
brother
brown
buy
by

call
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

city
closed
cold
color
colors
comes
corn
corner
country

day
dinner
dog
dolls
down

eat
eating
enough
every
eyes

farm
fast
father
field
fire
flag
flower
flowers
for
four
fox

garden
gave
get
girls
glad
go
gold
grass
gray
green
[illegible]
[illegible]

had
half

hang
happy
has
have
he
helped
hen
her
him
his
home
horse
house

in
into
is
it
its

Jack
jumped

kind
king
kitten

like
little
live
lived
long

made
making
man
Mary
Mary's
mine
money
Mother
mouth

name
near
now
nice
nose
not

of
on
one
our
out

pictures
play
played
playing
pretty
put
puts

rabbit
rabbit's
ran
ready
red
ride
rides
road
rolled
run

saves
saw
school
see
set
she
shining
sick
sister
sitting
slowly
snow
so
soldier
some
Spot
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

table

take
telling
ten
the
they
this
three
time
to
too
top
took
town
toy
toys
tree
two

until
up

very
visit

wagon
walk
wanted
watch
was
we
went
were
when
white
will
wind
window
with
wood
work

yellow

221 words

DeVault Primary Reading Test Form 1 Grades 1 and 2

143 Words

a	frog	one	wheat
again	full	once	where
along		on	who
and	girl	other	why
are	girls		wings
asked	give	plant	with
as	goat	playing	woods
away	go	put	work
	grass		would
ball	grow	ran	
bear		rabbit	yes
bears	has	rabbit's	you
bird	have	rest	young
birds	he		
black	her	said	
blue	house	sat	
bread	houses	say	
box	horses	school	
	how	she	
came	hungry	sheep	
can		sing	
cat	I	so	
children	in	some	
chickens	into	sometimes	
coat	is	squirrels	
could	it	stop	
		sun	
day	know	swim	
did			
does	little	tails	
dog	live	thank	
dogs	log	that	
doll	long	three	
do		the	
	make	then	
ears	man	to	
eat	money	today	
eggs	mom	tree	
	mother	trees	
feet	mouse	two	
fast	mouth		
fish	Mr.	very	
fly			
flying	neither	want	
four	nest	wanted	
fly	new	was	
found	no	water	
four	nap	well	
from	not	were	

Gates Primary Reading Tests (First Half) Form I 373 Words

a
across
again
an
and
apple
apples
are
asked
automobile

baby
back
badly
ball
band
bank
bark
barn
basket
be
bear
bed
bell
big
bird
block
blow
boat
bottle
box
box
boy
butter
buy
by

can
candy
cap
car
cat
cows
chalk
change
child
children
chop
clean

closed
clothes
clock
cluck
coat
cock
cocoa
colt
cook
corn
corner
cover
cow
cross
crow

dark
daughter
dirt
dirty
dish
divide
do
dog
dog's
doll
donkey
door
draw
dress
drive
drop
dropped
duck

ear
eats
eating
elephant
eye

face
falling
fan
fans
farmer
fat
father
feet
[illegible]

finding
first
five
fix
flag
floor
fly
flying
foot
for
fork
four
fox
frog
from
full

game
gates
get
go
goat
goes
gold
got
ground
grow

had
hair
hand
hands
has
hat
have
hay
he
head
hear
hen
her
here
hide
hill
his
hold
holding
hook
hot
[illegible]

how
hung

I
if
in
ink
into
is
it

journey
jump

keep
key
king
kite
kitten
knife

lady
lake
last
leaf
leave
left
letter
lie
lies
lifts
light
like
likes
liking
lily
line
lip
little
live
lives
leaf
long
look
lost

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

makes
man
may
meat
men
mice
mile
money
more
mother
mouse
must

nail
name
near
new
next
not

of
office
on
one
only
open
out
over

pair
pan
paper
peaches
pears
pencil
person
pick
picture
pier
pig
pink
place
[illegible]
playing
[illegible]
[illegible]
[illegible]
pretty
[illegible]

rain
rained
ran
rate
read
red
ride
river
road
rock
roof
room
root

run
running
runs

said
sand
saw
say
sea
see
seven
shall
shirt
shop
shot
should
shoving
shows
sign
silk
sit
sits
skate
sled
sleep
[illegible]
slow
smoke
small
[illegible]
[illegible]
[illegible]
soldiers
[illegible]
[illegible]
soup
south
[illegible]

Gates Primary Reading Test (Form MCF) Vol. 1

stand	under
stands	up
star	
starts	wagon
stay	walks
stick	walking
stop	wall
store	want
story	wanting
stove	warmer
street	was
strong	water
suit	way
sun	ways
	went
table	what
take	wheat
talk	wheel
talked	when
tall	where
teacher	which
tell	while
tells	white
tent	who
than	wind
that	window
the	winds
there	with
these	woman
they	wood
thing	woodpecker
things	word
think	work
this	would
three	write
throw	writing
tie	
time	you
to	young
told	your
too	
top	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	

Gates Primary Reading Test Form II 381 Words

a	camp	eating	hiding	lives	part
again	can't	eats	high	lock	passed
all	care	egg	hill	looking	pens
always	card	eggs	him	lost	picture
an	cart	elephant	his	lunch	piece
and	cat	every	hit		pig
are	cent	eyes	hits	made	place
asked	change		hold	mail	plain
automobile	cheese	fair	horn	make	play
away	cherry	fairy	horse	man	playing
	child	family	hot	many	policeman
baby	children	fanning	hour	march	porch
back	church	fans	house	mark	pot
bag	clang	farmer	houses	marks	prince
ball	clock	faster	how	matches	pull
balloon	comb	fastest	hungry	me	pulls
band	come	father	hurt	met	pumping
bank	cook	feathers		milk	pumpkin
bark	cool	feed	I	milking	punches
barn	corn	feel	if	miss	puppy
be	cotton	few	in	money	put
bear	country	field	into	monkey	
been	cover	fields	is	month	rabbit
before	cow	find	it	morning	raining
bell	cows	fire	its	mother	rat
between	crayon	first		mouth	rather
big	crying	fish	kind	my	read
bird	cup	five	king		reading
bite		flag	kitchen	nails	real
black	dance	flour	kite	napkin	rides
bloom	dark	flowers	kitten	near	riding
boat	desk	fold geese	know	neck	right
book	did	for girl		need	ring
box	digs	four go	lake	nice	rings
boy	dish	frog goat	lamb	not	river
brave	do	from goes	land		road
bring	doing	good	large	of	robin
brown	dog	had grade	last	old	roll
build	doll	hammer grass	lay	on	roof
bump	dolls	hand green	lays	one	rooster
bumps	down	hands	leave	orange	rope
bunch	draw	handkerchief	left	out	run
burn	dress	hard	leg	own	running
but	drink	has	let		
by	drinking	he	light	page	said
	drum	head	like	pail	same
cage	duck	help	likes	pair	saw
cake	ducks	hen	line	pairs	school
call		her	little		
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Gates Primary Reading Test Form II

sews
she
shoe
should
show
showing
shows
side
singing
sister
sit
skate
skips
sleeps
snow
soap
soldier
some
south
state
stick
store
street
swim
swimming
swing

table
takes
talk
teacher
ten
than
that
the
then
these
they
thing
this
to
told
took
top
toys
trees
trees
turn
turned
two

two

under

very

wagon
walk
walking
walks
wall
want
was
wash
watch
water
way
went
were
what
where
which
white
who
why
wife
will
wind
window
wing
winter
wish
wisher
with
woman
woodpecker
word
write

you
young
your

Gates Primary Reading Test Form III 401 Words

a
airplane
all
almost
alone
an
and
animal
apples
are
arm
arms
asleep
at
ate

baby
back
ball
band
bank
bark
barn
barns
basket
bat
beautiful
bed
before
bell
best
big
biggest
bird
black
boat
book
bookkeeper
bottle
bows
box
boy
brave
bread
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

by

cabbage
cage
cake
calf
call
came
captain
carrots
cat
caterpillar
cart
cent
change
cheese
chick
chicks
chicken
children
chimney
Christmas
circus
city
cleaning
climb
climbing
climbs
coat
clock
close
cloth
come
corn
corner
cow
cradle
cried
cross
crow
cup
cut

[illegible]
[illegible]
[illegible]
[illegible]
dirty
do
[illegible]

does
dogs
doll
dollar
dolly
donkey
door
down
draw
dress
drink
drinking
drum
duck

each
eagle
ears
eat
eats
eggs
elephant
end
engine
eye

face
factory
fairy
family
father
feet
fill
find
fine
fire
fish
five
flag
flies
flower
flowers
fly
[illegible]
[illegible]
[illegible]
[illegible]
fox
from
full

funny

garden
gate
gave
geese
girl
give
go
goat
going
grass
grapes
green
grow
guess

had
hall
hand
has
hat
have
hay
he
hen
her
here
hiding
him
his
holding
home
honey
hop
horse
horses
house
hungry

I
in
[illegible]
[illegible]
[illegible]

[illegible]
[illegible]

[illegible]

kite
kitten
knew

lamp
late
laugh
leaves
letter
lettuce
like
likes
line
lion
lip
little
live
lives
log
look
looking
loss

made
mail
make
makes
making
man
meadows
milk
money
monkey
moon
more
mother
mouse
must

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

of
office
old
on
once
one
only
orange
oranges
out
oven
over
oxen

page
paint
pair
pan
papa
paper
park
peanut
peanuts
pears
pen
pencil
penny
person
picture
pie
piece
pig
pigeon
pin
plant
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

Gates Primary Reading Test Form III

raining
raises
reading
ride
rides
riding
ring
road
robin
rock
roll
rooster
rope
rose
run
running
runs

sail
Santa
says
sees
shake
she
ship
shoe
show
silver
sister
sitting
sits
skate
sled
sleep
smell
smile
smoke
smoking
snows
some
something
soon
splash
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

stick
stocking
stockings
stone
stop
stove
sugar
suit
swallow
sweater
sweet
swim
swimming
swing

table
tail
take
takes
talk
teacher
telephone
that
the
their
them
there
these
they
thing
things
think
this
thought
three
tiger
toy
toys
to
tree
trees

under
[illegible]

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

was
wash
watch
waves
what
were
wheat
wheel
when
white
who
wigwam
wing
winter
wish
wolf
wood
work
works
would

yellow
you

Lee-Clark Reading Test
Primer Form A

91 Words

a	make	toast
an	man	
and	may	under
at	me	
	met	wagon
ball	mice	want
birthday	milk	was
black	mouth	went
blue	must	wish
boy	my	with
breakfast		work
brings	not	
cake	old	
can	on	
candles	out	
children		
	pail	
did	papers	
dog	party	
draw	play	
	playhouse	
eggs	pretty	
	put	
feet		
foot	ran	
for	read	
	red	
girl	rides	
good	right	
	rooster	
help	run	
her		
his	said	
house	said	
houses	says	
	six	
ice	some	
in	spade	
is		
	Terry	
look	that	
love	the	
	then	
little	they	
	this	
like	tomorrow	
living	through	
	today	

Lee-Clark Reading Test
Primer Form B

91 Words

a	mail	toast
an	make	
and	man	under
at	may	
	me	wagon
birthday	met	want
black	mice	was
blue	milk	went
boat	mouth	wish
boy	must	with
breakfast	my	work
brings		
	not	
cakes		
can	old	
candles	on	
children	out	
did	pail	
dog	papers	
draw	party	
	play	
eggs	playhouse	
	pretty	
feet	put	
foot		
for	ran	
	red	
garden	rides	
girl	right	
good	run	
	shoes	
help		
her	said	
his	said	
house	says	
	six	
	some	
ice	spade	
in		
is		
	Terry	
look	that	
love	the	
	then	
little	they	
	this	
like	tomorrow	
living	through	
	today	

Lee-Clark Reading Test First Reader Form A 211 Words

a
about
afraid
again
an
and
animals
another
anything
at
ate
automobiles

baby
banana
barked
bath
big
bird
birds
black
block
blow
blows
bow-wow
boy
breakfast
brook
brownies

calves
came
cap
carried
cat
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
cloth
[illegible]
cotton
curly

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

dream
duck

ears
eat
egg
eggs
elephant
elephants

farmer
feathers
feet
fight
first
flew
floor
flower
for
found
from

girl
grass
great
green
grew
grow

had
hand
happy
has
hay
he
hen
here
hid
hide
hill
his
hold
how
hungry
[illegible]
hurt

[illegible]
is
it

Jack
jump
jungle

kitty
knew

last
let
letter
liked
likes
line
listened
little
live

made
mail
make
man
many
mice
milk
mother
much
mud

near
need
nest
never
nose
not

of
off
old
on
once
open
other
out
over

[illegible]
paper
plays
pink
planted
playground
please
postmaster
post office
put

rat
red
robin
roll
rolled

said
sat
seed
seeds
shelf
shoes
showed
sick
slid
slide
snow
soldiers
something
sometimes
song
sorted
squealed
squirrel's
stamp
stamped
steps
sticks
[illegible]
strong
[illegible]
[illegible]
[illegible]

[illegible]
[illegible]
[illegible]
ten
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
threw
tired
to
toy
toys
traps
tree
trunk
try
turned
twelve
two

under

warm
was
washed
water
weeks
went
were
when
while
white
will
window
[illegible]
worm

yellow

Lee-Clark Reading Test (First Reader) Form B 214 Words

a
about
afraid
again
airplane
an
and
animals
another
anything
at
ate

ball
banana
bank
barked
began
big
Bill
bird
birds
bites
black
block
blow
blows
bowwow
boy
bread
brought
building
but
by

can
cat
chicks
cows
carried
cut
cute
chickens
cow-moo
crown
cook
cries
cool
crow
crying
cows

dance
dark
day
dear
dolls
Donald
drank
draw
dress
ducks

ears
eat
egg
eggs
elephant
eyes

farm
faster
fed
feed
flew
flower
frightened
from
full

girl
grass
great
green
grew
grow

had
hand
has
hatch
he
hen
her
here
hid
hide
hill
him
his
hot
house
how
hunting
hungry
hurry
hurt

in
into
is
it

Jack
Jane
jumps

kick
kitty

let
letter
letters
liked
line
little
live

made
make
man
many
mice
milk
mill
mother
mouth
much

nest
night

of
off
on
open
opened
other
out

pages
paper
party
people
pigs
pink
playground
please
poor
postmaster
post office
put

ran
rat
red
river
robin
roll
running

said
Santa
sang
sat
saw
seem
she
shelf
should
sick
sleep
slide
smile
snake
snow
soon
something
sometimes
sorted
spoon
squirrels
stamp
stayed
stream
street
sun
swim

their
they
thing
thread
three
tied
to
toy
toys
train
trank
try
turned
two
twelve

under

visit

walked
wanted
was
was
washed
water
waves
well
went
when
wind
with
wire
with

Primary Word Recognition Test Form I

129 Words

about
along
among
apple
around

ball
bear
behind
believe
big
bird
blossoms
blue
book
boots
bring
brought
butterfly

came
cat
chair
chimney
clock
come
could
cow
cup

dog
donkey

egg
even
ever
every

fish
five
four
fox
frog

girl
go
good
green

had
happy
hardly
has
hasten
hat
hen
his
house
hungry

inclose
include
increase
indeed
Indian

king
kite
knife

ladder

mouse

owl

pan
penny
piece
pig
plant
planted
play
please
pound
pretty
promise
public
purchase
purpose

rabbit
ran
red
rolled
round
run

saw
scare
scatter
scrap
scrape
seven
sharp
shoes
should
shoulder
sing
soap
some
sound
spoon
spring
square
squirrel
stove

table
telegraph
telephone
temporary
tendency
thing
thorough
though
thought
three
through
train
tree

very

want
war
was
went
what
where
which
who
with
world

Primary Word Recognition Test Form II

127 Words

about
along
among
around

baby
ball
believe
big
bird
blossoms
blue
boat
book
bottle
boy
bring
brought

cake
chair
chimney
come
could

dancing
dog

eating
even
every

five
flag
flower
flying
form
four
frog

girl

hardly
has
hasten
hat
hen
his
horse
house
hungry

inclose
include
increase
indeed

king
knife

ladder
letter
lion

monkey
mouse

nest

owl

pan
penny
piece
pig
plant
planted
play
please
pound
pretty
promise
public
purchase
purpose

rabbit
ran
red
rolled
round
run

same
saw
scare
scatter
scissors
scrap
seven
should
shoulder
sing
six
soap
some
sound
spoon
spring
squirrel
swimming

table
telegraph
telephone
temporary
tendency
thing
thorough
thought
through
tree
two

very

wagon
want
war
was
watch
went
what
where
which
who
with
world

Metropolitan Achievement Test (Reading)
Primary 1 Battery: Form W 238 Words

a	crowd	happy	money	short	well
airplane	cup	having	moon	sight	we'll
all	cuts	he	mother	signs	were
and		heavy		slight	we're
animals	deep	help	night	say	what
apple	de r	her	nose	small	where
apples	dip	hers	note	smiling	water
at	dish	hid		some	what
away	dog	high	of	soon	when
	doll	his	oil	sound	where
baby	door	hit	on	soup	where
ball	across	hot	one	space	wide
banks	drink	book	only	squirrel	willow
barnyard		horn	open	stars	window
bats		horse	our	step	winning
bear	bug	house	own	sticks	wish
bed		how		stones	wished
been		hungry	package	stop	with
beside	face		page	stops	wolf
before	fair	ill	paper		woman
bell	far	in	party	table	wonder
below	farmer	is	peaches	takes	
bird	father		peas	talking	
bites	find	jar	people	tall	
boat	finding	jane	pets	tell	
both	fire	jar	pieces	the	
bowl	fish	job	plant	tree	
box	fished	jump	plate	there	
bread	fishing		play	these	
	five	keep	pretty	they	
cabbage	flower	kettle	pulling	this	
cabbages	food	key	puppy	three	
cake	foot		purple	throw	
can	for	large		today	
candles		learn	red	tree	
candy	gate	leaves	river	trees	
cane	girl	lemon	rough	two	
car	give	letter	round		
carriage	go	lily			
chair	goat	lemon			
chairs	gold	lion			
chalk	gone	lonely			
chase	good	lovely			
chase		low			
chase	[illegible]				
chase	[illegible]	man	morning		
chase	[illegible]	[illegible]			

Metropolitan Achievement Test (Reading) Primary 1 Battery: Form S

221 words

a	cart	hand	paint	stand
above	catch	hang	paper	star
across	chair	hard	park	stars
after	chicks	harm	pencils	start
again	child	has	plate	stay
always	children	hat	play	still
am	church	have	pot	stones
and	city	he		stocking
animal	cold	head	queen	stories
apple	cook	hear		story
apples	cottage	held	rain	sun
apron		her	rains	
are	dark	here	ran	table
arm	dash	high	ribbon	take
asleep	digging	his	ring	teeth
at	dog	hits	rings	that
away	dress	horse	road	the
			robin	them
baby	eating	ice	rocks	there
ball	eggs	in	run	they
band	every	is		thin
bark		it	sail	thinks
barn	far		sang	those
basket	farm	jacket	school	three
before	farmer	jump	scratch	to
beside	fat		search	tree
big	fence	keep	see	turkey
black	flag	kind	sew	
blue	flew	kite	shall	under
boat	flower	kitten	she	unless
book	flowers		shoe	until
bottle	foot	lamp	shoes	
bowl	four	land	shone	very
boy	fox	large	sighs	
branch	fresh	late	sign	watch
brass	fruit	little	sing	we
bread	fruits	lunch	sir	were
bridge			sirs	when
bring	game	might	six	where
brown	gave	milk	small	who
brush	girl	mine	smoke	will
bunch	girls		snow	windows
but	give	new	soil	woman
by	gives	newspaper	some	[illegible]
	gloves	nice	son	work
call	going	night	song	[illegible]
can	grass	nine	spill	
coat	green	nuts	[illegible]	[illegible]
come			ocean	[illegible]
[illegible]	had	of	squirrel	

527 words

	bee	child	corner	found	[illegible]
about	blue	clean	dirt	fountain	[illegible]
accident	boy	climb	[illegible]	free	[illegible]
afraid	book	clothes	[illegible]	[illegible]	[illegible]
air	boot	[illegible]	[illegible]		[illegible]
[illegible]	bottle	children	[illegible]	garden	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	dollar	[illegible]	
air	boy	child	door	[illegible]	I
Alice	boys	children	Dot	giants	Joe
[illegible]	boy's	chimney	drives	girl	[illegible]
and	bow	China	dry	glad	[illegible]
animals	bow-wow	Chinese	drying	gloves	in
another	bread	Christmas		go	infant
apple	breakfast	circus	eats	goes	into
apples	bring	city	early	good	is
are	brook	clean	Easter	got	it
arm	brooks	climbed	eggs	grain	
as	brother	clock	enables	Grace	Jack
asleep	brought	cloth	enemies	grapes	Jane
at	brown	coal	envelope	gray	Janie
avoided	brush	coasted	even	green	Jill
away	build	coasting	evening	growth	John
	bunny	cocoa	every		jumped
back	burned	collect		had	June
bake	burning	collie	fall	handle	
baked	but	come	falls	hands	keep
ball	butcher	cooked	false	has	kept
balloon	butterfly	cool	families	hat	killed
banana	buy	corn	farm	have	King
bark	buys	cotton	farmer	hay	kite
barn	by	could	farms	hayfield	kitten
barrel		country	fast	he	knew
bead	cage	courteous	Father	head	known
bears	cake	cousin	fell	healthier	
beasts	called	covered	felt	heated	Laddie
beautiful	can	curtain	fields	Helen	lamb
because	candle	cut	find	helped	lamp
bee	cap		fire	Henry	land
before	car	damp	fires	her	landlord
bell	careful	danger	first	here	lantern
Ben	carpet	dangerous	fish	hid	late
bench	carried	dark	fishing	hide	layer
big	carries	dash	five	hiding	lemonade
bird	carves	day	floor	high	letters
birds	cat	days	flowers	him	lettuce
bitter	caught	death	fly	his	life
black	cave	decided	foam	hog	lighted
blindness	caves	decks	food	home	lion
blossoms	cellar	deep	for	hood	live

Metropolitan Achievement Test (Reading) Primary II Form [illegible]

living
long
look
loud
loves

machine
made
magazine
man
many
marble
March
marriage
Mary
me
meat
medicine
men
mend
milk
mine
minister
miss
more
moss
most
Mother
mouse
much
my

name
[illegible]
nest
newspaper
next
night
no
[illegible]
[illegible]
[illegible]
[illegible]

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

orange
our
out
oven
over
overlooked

paint
pan
pansy
paper
park
party
peach
peaches
peat
pen
pencil
people
Peter
picnic
pie
piece
pig
pillow
place
places
plains
planted
planting
play
played
plenty
plum
[illegible]
[illegible]
[illegible]
pony
[illegible]
[illegible]
pretty
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

[illegible]

radish
rains
ran
rapidly
rather
reached
read
rent
[illegible]
ring
rivers
road
robin
rock
rug
run
runs
Ruth

sad
safe
[illegible]
sail
says
school
scolded
seeds
seven
she
shoe
short
sing
sister
skin
[illegible]
skirt
sled
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

[illegible]
start
stay
still
[illegible]
stone
stones
stood
story
stove
student
sugar
summer
sweet
swim

table
take
tall
taste
teacher
Ted
tell
tells
tents
than
Thanksgiving
that
the
their
them
themselves
then
there
they
thing
this
those
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

[illegible]
[illegible]
train
tree
trees
Tuesday
tube
turnip
two

until
up
us
used

waiting
wagon
warm
was
washed
watch
watchman
water
waters
we
[illegible]
went
[illegible]
[illegible]
wheel
[illegible]
what
where
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

Metropolitan Achievement Test (Reading) Primary II Battery, Form B

530 Words

a	Bill	chef	ear	gate	hound
about	Billy	cheerful	eare	general	hours
according	bird	Chicago	eastern	generally	house
age	birds	child	eat	girl	houses
air	bites	children	eats	girl's	how
airplane	blue	chimney	eggs	give	
airplanes	boards	China	enjoy	gives	I
alert	boat	Chinese	escaped	glad	if
Alice	Bob	Christmas	every	glider	I'll
all	books	city	expense	gliders	in
almost	bought	club	eye	gliding	Indiana
alone	bow	clubs	eyes	glue	industry
always	boy	coat		go	insects
am	branch	color	failure	goat	into
America	bread	come	Father	good	is
an	break	considerable	far	got	it
and	brown	corn	farm	grass	
Anne	bubble	cost	farmer	green	Jack
apple	bucket	country	farms	ground	jacket
apples	building	cow	feather	group	Jane
apron	built	coward	feathered	grove	jelly
are	business?	currents	feathers	growing	John
around	but	cupboard	February	guided	just
at	butcher	cut	feed	Gypsies	
ate	butler		feeds		keep
attract	buy	daisy	fine	half	keeping
aunt	by	Dan	finger	handle	kept
automobile		dance	fire	happiness	key
away	cable	dangerous	first	happy	knee
	cables	days	five	has	knife
baby	cake	December	flag	hat	
baker	called	deck	fly	have	lamp
ball	can	deer	flying	having	large
band	cane	desk	following	hay	late
bank	canvas	Dick	food	he	launched
barrel	captain	dig	fool	health	lays
be	car	disease	for	hear	leaf
became	Carl	dishes	fork	heavy	left
bear	carpenter	doesn't	form	height	large
because	carrots	dog	fort	her	lesson
becoming	carry	dogs	four	hero	less
bed	cart	doll	four	him	light
before	cat	dollars	frames	hope	like
being	catch	door	friends	his	limit
bell	caught	down	from	hot	line
best	cellar	dress	front	how	lines
bike	chair	drive	fruit		list
birthday	chair	driven			
blackbird	Chuck	drum	gates		
blue	church	dwelling	garden		

Metropolitan Achievement Test (Reading) Primary II Battery: Form [illegible]

logs
long
longest
lower
lying

made
make
man
many
Martin
Mary
mat
May
me
means
meat
men
milk
misery
mittens
more
mother
motor
mouse
move
mush
my

name
neck
Ned
needs
Nellie
new
night
nine
no
nose
noses
nuts

[illegible]
[illegible]
of
often
on
[illegible]
[illegible]
[illegible]
[illegible]

orchards
other
others
our
out
over
owns

pansy
paper
paragraph
pasture
pattern
Paul
people
persons
piece
plane
plate
plays
plow
policeman
pool
poor
popular
potatoes
poverty
president
pretty
provide
pulled
pumpkins
puppy
Puritans

radishes
rain
rains
rapidly
ready
really
red
ribbon
ride
rides
right
[illegible]
roller
roof
room
round
runs

sad
said
same
sap
school
scooter
seam
seams
seat
seeds
seeing
seem
seems
sees
several
sew
sewed
sharp
she
sheep
shelves
shoes
short
should
side
sides
singing
sister
six
skate
skin
sled
slightest
small
smoke
soap
some
sometimes
songs
soon
sorrow
sorry
sound
soup
[illegible]
sparkle
spelling
speed
spent
sport
sports
stay
steered
stick
stones
store
story
success
summer
Susie

table
tag
Ted
tells
tents
term
than
that
the
theater
their
them
then
there
these
they
thief
thin
this
thought
three
Thursday
time
to
too
together
Tom
took
top
toy
trail
tree
trick
trip
[illegible]
[illegible]
[illegible]
[illegible]

twenty
twig
two

under
until
upright
use
used
useful
usually

value
very

wagon
waiter
wall
walnut
was
watchdog
watchdogs
watching
we
wear
weed
went
were
[illegible]
wheels
when
which
while
who
why
will
willow
window
windows
winter
with
without
wolf
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

Primary Reading Test—Reilley Form A 218 Words

a
after
airplane
airport
all
almost
already
among
an
and
any
are
as
ask
at
automobile
away

baby
back
ball
basket
bear
bears
between
big
bird
bit
black
book
books
both
bowl
box
boy
breakfast
bring
bringing
brought
but
butter
by

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

children
church
class
clean
clock
coat
cold
come
coming
conductor
could
cows

dates
dead
decide
dog
done
door
down
drink
drop

each
eating
edge
eggs
else
enough
everything

face
fall
fat
father
feeding
finished
fish
fit
flower
fly
follow
for
friend
from
fruits
funny

garden
[illegible]

gave
getting
girl
girls
give
giving
glad
glass
going
green

had
hand
hands
happy
has
hat
having
he
head
her
here
him
his
hold
hole
home
hoped
house
hurry

I
in
into
is
it

Jack
just

kitchen
knee

late
left
legs
letters
likes
little
long
[illegible]

made
make
man
many
marched
meat
milk
money
more
morning
most
mother
much
music
must
my

needed
needs
never
new
noses
not
notice
now

of
old
on
one
orange
our

pair
pen
people
picture
plant
play
playing
pony
[illegible]
[illegible]
[illegible]
put

ran
ready
ride
right

road
run
runs

sand
sat
saw
school
secret
seven
she
sheep
shelves
ship
shoes
sidewalk
sing
sister
sit
size
sleep
smoke
soldier
some
son
spring
station
stay
stayed
stick
sticks
still
steps
store
stopped
story
street
sugar

taking
talk
[illegible]
tall
teacher
that
the
their
them
[illegible]
[illegible]

thick
this
those
through
tickets
to
too
top
toys
tree
trees
trouble
true
trying
two

under
until
up
us
using

visit

waits
walking
wall
walls
wants
was
watch
waves
we
wearing
went
were
what
when
where
who
with
[illegible]
[illegible]
[illegible]
[illegible]

[illegible]
[illegible]

[illegible] 282 Words

[illegible]
all
an
and
any
[illegible]
apples
are
[illegible]
as
asleep
at
away

baby
back
baggage
basket
beak
bears
bed
been
bell
better
bird
birds
birthday
black
blew
blown
book
books
both
bottom
bought
boxes
boy
boys
[illegible]
broke
brothers
brother's
building
buy

called
can
cars
cart

[illegible]
[illegible]
[illegible]
climbing
cloud
coal
color
coming
corn
cost
count
cradle

dance
day
deep
down
drink
dry
dust

each
early
eat
eating
eggs
every
[illegible]
farm
farmer
fast
faster
father
feet
felt
field
find
first
flour
flower
flying
foot
for
found
friend
friends
from
funny
furniture

garden
gate
gave
girl
girls
give
glad
glasses
going
got
grass
ground
guess

had
hand
happy
hard
has
hat
he
hear
her
here
him
home
hoped
hot
house
how

I
ice
inches
in
into
is
island
it

Jack
John

keep
kept
killed
kissed

[illegible]
[illegible]
laughed
[illegible]
let
lift
likes
line
little
live
looking
long
look
looked
lost
lots

Mary
man
meat
men
milk
mine
more
morning
most
mother
mountain
moving
my

name
neither
next
night
no
not
now
number

of
off
on
one
other
our
out

[illegible]
[illegible]
porch
present
pull
put
[illegible]

quick
quickly

rain
reach
ready
red
[illegible]
right
robin
robins
road
rocks
roof
room
run

sails
same
[illegible]
saw
say
school
seven
she
shoes
show
showed
side
sign
sister
sky
slow
slowly
smiling
snow
some
song
stopped
store
summer

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
than
the
their
them
there
they
thought
three
to
train
tree
truck
two

up

valley
very
village
visited
voice

wagon
walking
watch
watched
watching
way
water
wave
waves
we
went
were
wheels
when
wind
window
wish
wished
with
woman
word
world
work
working
worm

Unit Scales of Attainment

Grade I (First Half) Form A 263 Words

all	clock	get	me	over	upon
am	coal	girl	man	any	us
an	coat	give	milk	say	
and	cock	glad	mine	see	upon
are	cold	go	more	money	walk
around	cook	gold	mother	sheep	want
at	cool		move	white	warm
	corn	had	much	ship	was
baby	could	hand		shop	wash
bar	count	hard	neck	show	watch
bag	cross	have	new	six	water
balloon	cup	he	no	smile	wave
banana	cut	head	not	smoke	we
band	cuts	hear	now	smooth	week
be		heel		snow	well
bed	dawn	here	of	some	went
been	day	hide	old	soon	what
before	did	him	on	south	wheat
behind	dish	his	once	spoon	wheel
behind	do	hold	one	sleep	when
between	dog	hole	one	stand	where
big		home	out	stop	which
bird	each	house	over	store	white
bear	ear	hurt	own	stove	who
boy	eat			map	will
break	eleven	iron			wing
brick	end		pack		with
bring	engine	keep	pail	table	work
broke	enough	key	pear	tears	would
brother	evening	king	play	tea	
brought		knee	pocket	tent	yes
brown	face	know	point	that	you
brush	father	knock	pole	than	your
build	feel	know	polite	then	
but	fell		pull	long	
by	fence	lamb		today	
	find	lamp	rabbit	tomorrow	
call	fine	land	rain	to	
can	fire	lark	run		
car	fish	leaf	road		
carry	five	learn			
cat	flag	let			
change	floor	like			
chair	flower	look			
chase	fly	look			
chicken	food	love			
children	four				
city	fox	make	mild		
close	from	man	mill		

Unit Scales of Attainment

Table I (Test Kit) Part I 251 words

[illegible]	chair	get	[illegible]	[illegible]	[illegible]
all	clean	green	[illegible]	[illegible]	
always	climb	ground	[illegible]	[illegible]	[illegible]
[illegible]	clock		[illegible]	[illegible]	[illegible]
[illegible]	clown	had		[illegible]	[illegible]
[illegible]	cloth	have	[illegible]	[illegible]	[illegible]
around	coat	head	[illegible]	[illegible]	[illegible]
[illegible]	color	here	[illegible]	[illegible]	[illegible]
[illegible]	crab	hide	[illegible]	[illegible]	[illegible]
[illegible]	come	home	[illegible]	[illegible]	[illegible]
[illegible]	cried	hurt	[illegible]	[illegible]	[illegible]
	cries	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]		[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	day	hot		[illegible]	[illegible]
[illegible]	did	house	[illegible]	[illegible]	[illegible]
[illegible]	dog	how	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		[illegible]		[illegible]
[illegible]		[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Unit Scales of Attainment

Grade I (Last Half) Form A 327 Words

a	bricks	down	hold	must	roof
afraid	bright	drive	hole		room
all	bring	drown	home	near	root
am	brook		horn	next	rope
among	brother	each	horse	new	rows
an	brown	eating	hour	noon	round
and	build	eleven	house	nothing	running
animal	butter	enemy	hunt	now	
are		evening	hurry	nut	safe
around	cage	everybody	hurt		said
asleep	can		hut	of	sand
at	candle	falling		on	sat
awake	canoe	farm	I	once	saw
away	car	father	ice	one	school
a	carry	fellow	in	only	see
baby	cart	field	inside	outside	second
back	cat	find	is	over	send
bag	catch	finger	it		sew
ball	certain	fire		parade	shook
balloon	chair	first	jumping	park	shop
banana	check	five		pear	should
bark	chicken	flag	king	pie	sing
barn	child	floor	kite	place	singer
beads	children	flow		plant	sit
being	clean	flower	lamp	please	skate
bear	climb	fly	land	plenty	sleep
beat	cloudy	fold	laugh	play	slide
bed	clover	follow	leaf	playing	slow
been	cold	food	learn	plum	snow
before	cook	foot	left	policeman	soft
begin	corn	found	letter	pony	some
behind	corner	four	light	poor	something
bell	could	from	line		soon
better	count		little	queen	stone
beside	cow	gets	live		stopped
better	crack	glad	load	road	store
between	cream	goat	loaf	rail	stay
big	crow	gold		rain	stars
bird	crown	grass	lady	rich	stick
birds	crying		ice	road	stop
bite		hall	lost	red	tail
blocks	danger	hand	low	river	wood
blog	dark	hard	lion	rain	grass
book	dawn	hat	milk	riding	stone
bottle	day	have	number	shoe	tobacco
box	dead	warm	month	river	storm
boy	deep	near	moon	road	sweet
bey	did	hide	mother	read	shrub
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Grade 1 (Last Half) Form A

sun
swimming
sweater
swim
swing

table
take
talk
ten
that
the
then
they
this
thread
time
to
took
too
train

under
up
us

wagon
walk
wall
want
water
we
well
went
what
when
where
which
will
with
work
write
will
window
wish
work
world
would
write

Unit Scales of Attainment

Grade I (Last Half) Form B 337 Words

a	boys	face	how	new	several
about	bread	falling	hundred	night	shake
afraid	broom	far	hungry	noon	shall
against	brother	feet	hunt		she
airplane		fellow	hurry	of	sheep
all	cage	fence	hurt	off	shells
almost	came	fire	hut	on	ship
alone	camp	fish		once	show
always	can	flow	ice	one	sick
am	candle	flower	in	open	since
an	cap	follow	instead	over	six
and	card	found	is		skate
animal	carry	fox	it	pail	skip
another	cart	friend	its	park	slow
are	cat	fun		pear	small
around	cents	funny	jumping	pen	smells
as	cheese			piece	smiles
ask	chimney	geese	keep	place	snow
asleep	clay	get	kid	plant	snowman
at	clean	girl	kind	play	soap
ate	climb	give	king	playing	soldier
automobile	close	gives	knife	plow	some
awake	cloud	got	know	pole	something
away	cloudy	green		pond	soon
	collar	gruff	lady	poor	sound
baby	color	ground	land	porch	soup
ball	corn	gun	large		spoon
bar	cost		learns	queen	spring
beads	cow	had	leave		square
beside	crow	hall	letter	rabbit	squirrel
red	crown	handle	lost	rain	stage
been	crying	has	low	rake	stairs
before		have	lunch	rat	stake
behind	did	hay		red	stalk
bell	dish	he	mail	rest	stamp
beside	dog	heads	man	right	stand
best	door	heard	Mary	road	star
big	doors	heat	me	roof	steal
birds	down	heel	meal	room	stalks
birthday	dress	here	meet	round	step
blocks	drinks	hid	moon	run	stairs
blows		hill	mother	sandy	sweep
blue	each	his	music		swim
boiled	ear	hole	my	house mouse	
bone	eat	home		cows	
book	eating	honey	nail	cup	
books	eight	hop	name	school	
		horn			
		horse			
		house			

Grade I (Last Half) Form B

table
ten
tent
that
the
them
then
there
these
they
this
those
thousand
three
to
too
top
track
train
tramp
tree
trees
truck
twelve
twenty
two

umbrella
under
up
us

wade
walk
walk
warm
was
wash
water
water
we
were
wet
what
what
when
where
where
which
white
who
will
wind
windows
wish
wood
woods

Unit Series of Achievement

Grade II (First Half) Form A 399 Words

	calf	earth	good	learn	of
about	came	earthern	gray	leaves	old
afraid	can	easier	green	left	on
after	cannot	easily	grew	letter	over
afternoon	cat	easy		light	one
air	certain	east	had	lighter	only
all	chased	eastern	has	likes	or
along	chasing	eat	he	likes	our
an	check	eating	hears	listening	outside
among	cheese	eleven	Helen	little	ever
as	chicken	emperor	help	lived	
and	child	empire	her	lives	parade
animal	Christmas	employ	his	low	park
apple	church	empty	hole		pear
are	climb	enemy	home	make	peas
as	clouds	evening	horse	man	Peter
at	cocoon	everybody	house	Mary	place
ate	cold		house	milkman	play
away	colors	fall	hungry	me	plant
	come	farm	hunting	money	picked
black	common	fast	hurry	murder	plant
blossoms	could	father		morning	play
boat	coupon	fed	implore	measure	playing
body	course	fell	in	most	pleasure
bought	cousin	fellow	iron	mice	pine
bowl	cow	few	isn't	milk	points
box	creeps	field	invite	minute	pong
boy	cross	fine	into	money	poor
boys	crying	finger	invite	month	[illegible]
broad		fir	is	moon	
brides	danger	first	it	morning	[illegible]
bright	dark	fish		mostly	[illegible]
being	day	fleecy	John	[illegible]	[illegible]
brother	deep	floor	Jane	[illegible]	[illegible]
brothers	did	flow	Joan	[illegible]	[illegible]
[illegible]	die	flowers	Johnie	[illegible]	[illegible]
brown	dirty	fly	just	[illegible]	[illegible]
[illegible]	[illegible]	fold		[illegible]	[illegible]
[illegible]	do	follow	[illegible]		[illegible]
[illegible]	dog	for	[illegible]	[illegible]	[illegible]
called	[illegible]	forenoon	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	found	[illegible]	[illegible]	[illegible]
[illegible]	door	fox	[illegible]	[illegible]	[illegible]
[illegible]	down	frog		[illegible]	[illegible]
[illegible]	drive	from	[illegible]	[illegible]	[illegible]
[illegible]	dug	full	[illegible]	[illegible]	[illegible]
[illegible]	dwarf		[illegible]	[illegible]	[illegible]
[illegible]		[illegible]	[illegible]	[illegible]	[illegible]
[illegible]		[illegible]	[illegible]		

Grade II (first half) Form I

all	table	when
aged	take	where
agred	teach	which
school	that	white
our	the	who
second	then	why
see	ther	wicked
sees	these	wide
sell	they	wife
send	this	will
she	thought	wind
shine	thrown	winter
shen	tiny	with
short	to	well
should	today	women
shout	told	strong
small	tonight	
sing	torch	yard
singer	torn	yellow
sister	train	yourself
sister's	travelin	
sisters	travelers	
sly	treacherous	
sky	treasure	
sleep	tree	
slow	trees	
small	truck	
smell	turn	
smile		
so	uncle	
soft	undy	
spring	up	
squirrels	us	
star		
stars	very	
steps		
stood	well	
stop	went	
store	winter	
stars	walks	
sweet	were	
swing	we	
swimming		

Unit Scales of Attainment

Grade II (First Half) Form B 457 Words

a	bold	courtesy	fish	house	master
about	book	courtier	flew	how	me
across	boots	cousin	flow	huddle	also
afraid	bought	cow	flowers	hundred	mile
after	boy	credulous	flying	hungry	mill
afternoon	brother	cross	follow	hunting	minute
against	brown	crow	for		moment
all	bugs	crusade	forenoon	in	month
almost	bundle		forest	inn	morning
alone	but	dark	fox	instead	mostly
am	buttercup	daughter	friend	into	mother
an	by	deer	frighten	is	mother's
and		did	frog	it	motion
animal	cabbages	different	from	its	mountain
another	cake	dish	fun		much
anybody	calf	divide	funny	Jane	
anything	called	do		Jane's	name
apple	calls	dog	garden	jay	Neil
are	came	donkey	geese	John	Ned's
around	can	dress	get	John's	new
asleep	candle	drum	gets		night
at	car	dry	girls	keep	noise
away	carrots	dusk	go	keeps	noon
	cat		grandfather	kind	not
baby	cave	each	grandfather's	king	nothing
ball	chased	eagle	gray	kitten	
barn	cheese	ear	green	kittens	oak
basket	cherries	early	grows	knife	of
be	cherry	earthern	gruff		old
bear	chicken	eastern		lake	on
become	children	easily	hand	land	once
because	chickens	eat	hammer	large	one
become	chipmunks	eating	handle	learned	orange
bed	choice	eats	happy	leaves	over
bees	choose	eight	has	left	out
beets	chosen	elephant	hat	leg	owl
before	chorus	end	he	like	
began	church	enough	heart	lions	oak
behind	circus	everything	helpless	listening	[illegible]
big	class		hen	little	peach
bigger	clay	face	her	live	pear
billy	coat	fall	higher	lives	pen
birds	[illegible]	far	[illegible]	loaf	[illegible]
blackbird	[illegible]	farther	hill	[illegible]	[illegible]
blue	[illegible]	father	his	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	corn	fellow	home	[illegible]	[illegible]
[illegible]	[illegible]	felt	honey	[illegible]	[illegible]
[illegible]	[illegible]	fields	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		horse		

Grade II (First Half) Form B

play
playing
pleasure
plow
plum
pony
potatoes
presence
present
priceless
princess
process
promise
pumpkins
puncture
puppies
puppy

quickest

rabbit
rabbits
race
radishes
rain
raises
raisin
rake
Ralph
ran
ransom
reason
reckon
red
rest
right
ring
road
robin
room
run
rushed

see
seen
several
shake
shall
sheep
ship
shoes
sick
since
sister
six
skate
skip
slow
small
smell
smile
smith
smock
smoke
smooth
so
some
sound
speak
spill
spot
spring
squirrels
stage
stake
stale
star
start
state
stay
stile
still
stood
store
story
straightest
strong
sugar
[illegible]
sunshine
supper
sweet

time
that
the
their
them
then
there
these
they
think
this
those
thought
thousand
tiny
tired
to
toy
traveler
traverse
treacherous
treasure
tree
tricks
trip
tulips
turkey
turn
two

umbrella
uncle
under
up
us

valorous
variable
variety
various

want
wanted
was
wash
water
wave
we
wear
well
went
were
wet
what
when
where
which
while
white
who
whole
whose
win
wind
wish
with
won
wonder
woods
word
world
worms
would
wren
wrote

yellow
you
youngest

Unit Scales of Attainment

Grade II (Last Half) Form A 412 Words

a	brown	display	[illegible]	kind	odor
about	buds	disturb		kitten	of
above	bug	do	garden	know	often
abundance	bunch	dog	get		old
adventure	bush	doll	girl	lady	on
afraid	but	donkey	go	large	once
after	by	door	goat	leaves	one
afternoon		down	grab	lift	or
air	claf	dug	grateful	light	out
alarm	calm	dull	gray	lights	over
all	came	dwarf	green	likes	
almost	can		grove	listening	pair
alone	cannot	earth	grow	little	parcel
along	cat	eat		lived	part
an	cattle	eating	had	lives	Peter
and	chase	enemy	halt	locate	pig
animal	chased	enough	harsh	lofty	pile
apart	chasing	escape	has	look	pink
apple	cheese	every	he	luck	place
are	chirp	expect	hears		plant
around	Christmas	expensive	Helen	made	play
as	church	extend	help	make	playing
at	clever		her	man	plenty
ate	clouds	faithful	herd	Mary	pony
await	cold	fall	his	mend	prepare
away	color	far	hole	meadow	profit
	colors	fast	home	men	prove
baby	come	father	hope	mild	provoke
balance	comic	favorite	horse	milk	pull
bark	conquer	field	horses	more	punish
bed	cow	find	house	morning	puppy
been	crash	fir	humble	most	push
before	creeps	fire	hungry	mostly	
behold	crooked	fish	hunting	mother	quantity
big	cross	flame		name	quiet
bird	crying	flavor	in		
birds	cure	fleece	include		rabbit
black	curious	fleet	inside	[illegible]	rabbits
blade	cut	float	instead	[illegible]	[illegible]
blossom		flock	into	[illegible]	run
boat	dark	floor	invent	[illegible]	[illegible]
borrow	day	flower	is	[illegible]	[illegible]
bot	defeat	flowers	it	[illegible]	[illegible]
boy	delight	for		[illegible]	[illegible]
baby	delivered	forenoon	[illegible]	[illegible]	[illegible]
[illegible]	deny	forsake	[illegible]	[illegible]	[illegible]
[illegible]	despite	fox	[illegible]	[illegible]	[illegible]
[illegible]	did	frog	[illegible]		[illegible]
[illegible]	dig	from	[illegible]	[illegible]	[illegible]
	dine	full	[illegible]		[illegible]

Grade II (last half) Form A

rouse	struggle	useful
rough	sunday	usual
rul	sun	
rushed	sunshine	very
	sure	
sacred	swell	want
sad	swim	wanted
saved		wants
scared	table	was
school	take	water
sci	taste	weary
sees	team	want
several	tend	were
shadow	than	whale
she	that	what
shine	the	when
short	them	where
shove	then	which
shriek	these	whistle
silence	they	white
sing	thief	who
single	thin	whole
sister	thing	wicked
sister's	things	wide
sisters	this	will
sky	through	wisdom
sleepy	throughout	with
slander	tight	witness
small	times	wolf
smell	tiny	worship
smooth	to	worthy
snail	today	
snatch	together	yard
so	told	yellow
some	top	young
something	train	youngest
spirit	tremble	
split	travel	
spot	true	
spring	trust	
springtime	truth	
stain	twelve	
stay	twin	
steeple	two	
step		
stick		
stop		
stone	uncle	
story	under	
strike	up	

Unit Scales of Attainment

Grade II (Last Half) Form B 473 Words

a	blossoms	cross	faithful	having	lame
able	blue	crow	fall	he	land
about	bold	cry	familiar	heard	large
absent	book	cure	farthest	Helen	laugh
across	boots		father	helpless	learned
afraid	bought	dark	father's	hen	leaves
after	boy	deceive	feeble	her	left
afternoon	brother	decrease	feel	hide	legs
all	brown	deer	feels	higher	let
allow	bugs	defend	felt	highest	lift
an	bundle	dense	fields	hills	light
and	busy	describe	fish	his	like
angry	but	did	flatter	hole	likes
anxious	by	difficult	fleet	hollow	listening
apple		disappear	flew	home	little
appoint	cabbages	discourage	flowers	honey	live
are	cake	display	flying	hope	lives
around	calf	dismiss	for	horse	lofty
arrive	called	discuss	forenoon	house	lonely
ask	calls	do	forest	how	longest
at	came	dog	forget	humble	looks
attempt	capture	doing	fortunate	hungry	luck
away	careless	done	fright	hunting	
	carrots	donkey	frog	hurt	made
baby	cat	doubtful	from		make
bad	cattle	drop	funny	idol	manage
balance	cease	drum	furnish	idiots	march
ball	center	dry		ignore	marched
bark	change	duck	garden	in	matching
barn	chased	duty	get	injure	master
be	cherries		gets	ink	may
bear	cherry	eagle	girls	into	middle
because	chicken	early	glass	invent	midnight
because	chickens	easily	go	invite	morning
bees	children	easy	graceful	is	most
beets	chipmunks	eat	grandfather	it	mostly
beyond	chirp	eating	grandmother	its	mother
begun	church	eats	gray		mother's
better	circle	edge	green	jane	
big	circular	elephant	grows	John's	near
bigger	circus	else	guess	joy	need
billy	clasp	empty		joyful	news
bird	coat	endless	hat	farm	new
birds	colors	enough	happiness	joyful	[illegible]
birthday	come	[illegible]	[illegible]		no
black	comfort	enough	hard	[illegible]	[illegible]
blackbird	[illegible]	escape	[illegible]	[illegible]	[illegible]
blanket	[illegible]	every	[illegible]	[illegible]	[illegible]
[illegible]	crawl	examine	has	[illegible]	[illegible]
blind	crooked	excite	have	[illegible]	[illegible]

Grade II (Lesk Half) Form 2

oak
of
often
old
on
once
one
orange
out
over
overcome
overtake
owl

package
pair
peach
pear
permit
pets
pig
pity
plants
play
playing
pledge
plum
pony
potatoes
praise
present
prevent
prompt
proof
provoke
pull
pumpkins
punish
puppies
puppy
push

quickest

rabbit
rat
reached
ride
[illegible]
[illegible]

ran
rare
red
reasonable
resemble
ring
risk
road
robin
room
rough
round
ruin
run
rushed

sad
saw
say
scared
school
see
send
shift
shoes
shove
silence
simple
sing
sister
small
smaller
snatch
so
soldier
solid
some
something
sorry
spend
spoil
spring
squirrel
squirrels
stood
stop
store
[illegible]
[illegible]
[illegible]
[illegible]

sufficient
sugar
sumer
sunshine
supper
surface
surprise
surrender
sway

tailor
tame
team
tell
thankful
that
the
their
them
then
these
they
think
this
thought
tiny
tired
to
toy
tramp
tramps
tree
trees
tricks
trip
true
tulips
tumble
turkey
turn
two

uncle
under
unfortunate
unjust
unless
up
useful
usual

vanish
very

wait
wonder
want
wanted
warrior
was
watch
watchful
water
weak
wear
weary
went
were
wet
what
when
where
which
while
whistle
white
whose
win
wind
wise
with
won
woods
words
worse
world
wren
wrongly

yellow
you
youngest
[illegible]