INFORMATION TO USERS

This was produced from a copy of a document sent to us for microfilming. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help you understand markings or notations which may appear on this reproduction.

- 1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure you of complete continuity.
- 2. When an image on the film is obliterated with a round black mark it is an indication that the film inspector noticed either blurred copy because of movement during exposure, or duplicate copy. Unless we meant to delete copyrighted materials that should not have been filmed, you will find a good image of the page in the adjacent frame. If copyrighted materials were deleted you will find a target note listing the pages in the adjacent frame.
- 3. When a map, drawing or chart, etc., is part of the material being photographed the photographer has followed a definite method in "sectioning" the material. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.
- 4. For any illustrations that cannot be reproduced satisfactorily by xerography, photographic prints can be purchased at additional cost and tipped into your xerographic copy. Requests can be made to our Dissertations Customer Services Department.
- 5. Some pages in any document may have indistinct print. In all cases we have filmed the best available copy.

University Microfilms International

300 N. ZEEB RD., ANN ARBOR, MI 48106

MANDLEBAUM, LINDA HIGBEE

A COMPARATIVE STUDY OF THE WRITTEN VOCABULARY OF STUDENTS IN GRADES 1-6 $\,$

The University of Oklahoma

PH.D. 1981

University
Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106

Copyright 1981
by
Mandlebaum, Linda Higbee
All Rights Reserved

PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy. Problems encountered with this document have been identified here with a check mark $\sqrt{}$.

1.	Glossy photographs or pages
2.	Colored illustrations, paper or print
3.	Photographs with dark background
4.	Illustrations are poor copy
5.	Pages with black marks, not original copy
6.	Print shows through as there is text on both sides of page
7.	Indistinct, broken or small print on several pages
8.	Print exceeds margin requirements
9.	Tightly bound copy with print lost in spine
10.	Computer printout pages with indistinct print
11.	Page(s) lacking when material received, and not available from school or author.
12.	Page(s) seem to be missing in numbering only as text follows.
13.	Two pages numbered Text follows.
14.	Curling and wrinkled pages
15.	Other

University Microfilms International

THE UNIVERSITY OF OKLAHOMA GRADUATE COLLEGE

A COMPARATIVE STUDY OF THE WRITTEN VOCABULARY OF STUDENTS IN GRADES 1-6

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY
LINDA HIGBEE MANDLEBAUM
Norman, Oklahoma

1981

A COMPARATIVE STUDY OF THE WRITTEN VOCABULARY OF STUDENTS IN GRADES 1-6

APPROVED BY

DISSERTATION COMMITTEE

ACKNOWLEDGEMENTS

Many thanks are offered to Dr. Gaye McNutt who has served not only as an advisor and teacher, but also as a friend and an outstanding role model in my professional development.

Thanks also go to my husband, Bill Mandlebaum, who supported and encouraged me throughout the program and who proofread stories and keypunched computer cards when his help was needed.

In addition, thanks go to my committee members: Dr. William Graves who patiently spent hours helping with the computer programs; Dr. Caryl Adams and Dr. Loy Prickett who were always ready with a cheerful smile and, when needed, sound advice; and Dr. Dorothy Higginbotham whose interest and questions kept me thinking.

TABLE OF CONTENTS

	Pa	age
ACKNO	WLEDGEMENTS	iii
LIST	OF TABLES	vi
Chapt	er	
ı.	THE PROBLEM	1
	Significance of the Study	5
	Statement of the Problem	5
	Definition of Terms	6
	Delimitations	7
	Limitations	8
	Assumptions	8
II.	REVIEW OF THE LITERATURE	9
	Written Vocabulary Studies	10
	The Research of Rinsland	18
	Other Important Studies on Written	
	Vocabulary	19
	Summary and Conclusions	22
III.	STUDY PROCEDURES	25
	Gathering the Data	26
	Preparing the Data for Input into the Computer	28
		ں ہے

		Statistical Procedures	30
	IV.	RESULTS	31
		Description of the Sample	31
		Research Questions One and Two	32
		Research Question Three	32
		Research Question Four	33
		Research Question Five	33
		Research Question Six	34
		Research Question Seven	34
	•	Items Not Entered Into the Computer	35
	٧.	DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS	56
		Compilation and Comparisons of Word Lists	56
		Words Not Reported by Rinsland	61
		Words Deleted from the Computer	64
		Educational Implications	66
		Research Implications	68
		Conclusions	70
:	REFERI	ENCES	72
	Append	lices	
	A. II	NITIAL MAILING TO SCHOOLS	79
	B. D	IRECTIONS FOR PROOFREADING STUDENT STORIES	86
1	C. TI	HE COMPUTER PROGRAM	92
:	D. W	ORDS COMMON TO ALL GRADE LEVEL LISTS	96
		OMPLETE LIST OF WORDS ENTERED INTO THE	98

LIST OF TABLES

TABLE		Page
	ary of Research on Students' Written bulary	11
2. School	ol Districts Represented in the Sample .	36
	e Level, Gender, and Race of Participat-Students	37
4. 256 1	Most Frequently Used Words	38
5. Words	s Not Reported by Rinsland	42
	Most Frequently Used Words in First and and Grades	49
	Most Frequently Used Words in Third and th Grades	51
	Most Frequently Used Words in Fifth and h Grades	53
9. Items	s Not Entered Into the Computer	55

A COMPARATIVE STUDY OF THE WRITTEN VOCABULARY OF STUDENTS IN GRADES 1-6

CHAPTER I

THE PROBLEM

Two common problems with written vocabulary studies are that they are either outdated or they focus on a limited geographic area. Therefore, the studies may be of questionable use. Although these and other problems exist, many of the language arts materials used in today's schools are based on lists of words developed from written vocabulary studies. For example, the vocabulary of reading, spelling, and language development programs are often based on such lists. Perhaps the area which can be most directly related to the studies of students' written vocabulary is spelling, since a student should have some knowledge of how a word is spelled in order to write the word. The following focuses on the problems of vocabulary selection for the author of spelling materials and how this relates to written vocabulary studies.

An unabridged dictionary contains approximately 500,000 words. The teacher who would attempt to teach the spelling of each of these words would be facing a monumental task. Furthermore, it is unlikely that any individual could learn to spell all 500,000 words. According to Ames (1965) the typical spelling program includes a total of less than 4,000 words; however, the adult who is considered a good speller

knows the spelling of about 50,000 words (Smith, 1980). The discrepancy between the spellings the adult knows and the spellings s/he was taught may be accounted for through incidental learning. That is, a person learns the spelling of words unconsciously while performing other tasks such as reading (E. Horn, 1937; Smith, 1980).

Unfortunately, not everyone appears to learn spelling through incidental means. Many students who have been identified as handicapped (e.g., learning disabled, mentally retarded, emotionally disturbed) as well as many students who have not been identified as handicapped often have a difficult time learning to spell. These students appear not to learn the spelling of words incidentally; therefore, every word they learn must be taught. If these individuals are to attain most of the words they will learn to spell in a lifetime through the use of a spelling program, the vocabulary of that program must be carefully chosen.

The selection of words which constitute the vocabulary of a spelling program has long been debated. Over the years several methods of word selection have been used. A listing of the methods of word selection followed by a summary of the representative problems with the methods is presented here.

- 1. Select words at random. If a teacher opened a dictionary and selected words at random, it is possible s/he might include <u>anemones</u>, scabbard, and <u>insurrections</u> which were included in a spelling book published in 1920 (Van Wagenen).
- 2. Select words that occur in the content area curriculum.

 These might include continent, Antarctica, fjord, and peninsula.

- 3. Select seasonal words such as $\underline{\text{reindeer}}$, $\underline{\text{sleigh}}$, $\underline{\text{wreath}}$, and Santa Claus.
- 4. Select words occurring in the students' reading material. Students reading the story "The Three Billie Goats Gruff" might find troll, gruff, and bridge among their spelling words.
- 5. Select words which represent a particular linguistic principle. If a teacher wanted to teach the <u>sh</u> spelling, s/he might use <u>shun</u>, gosh, shod, and mushroom in the spelling list.
- 6. Select words students misspell in their work (e.g., <u>alien</u>, soccer, devil).
- 7. Select words students ask to have spelled such as <u>Frankenstein</u>, <u>laser</u>, and <u>battleship</u>.
- 8. Select words used frequently by children in their writing. These might include into, gave, dog, and mother.
- 9. Select words used frequently by adults in their writing (e.g., accept, address, further).
- 10. Select words which adults and/or children use frequently in their writing (e.g., went, now, girl). This method allows the teaching of words that are used frequently by (a) both children and adults, (b) children but not adults, and (c) adults but not children.

The first four methods of word selection allow the author of a spelling program to choose words which may be of little practical use to a student since the words may be rarely used by the average individual. The fifth method, selecting words which represent a particular linguistic principle, is a common approach to vocabulary selection; however, this method also allows for the selection of words which may not be used often in writing.

The sixth and seventh methods would adapt themselves well to individualized spelling programs designed by the classroom teacher; however, the majority of teachers rely on a commercial product as the source of their program. Additionally, students may misspell or ask to have spelled words they are not likely to write more than a few times in a lifetime (e.g., Dracula).

Methods eight and nine would permit teaching a high percentage of words which would be used during only one period in a lifetime (i.e., only during childhood or only during adulthood). Although there is an overlap between the two lists, using only one or the other criterion eliminates a number of important words. This difficulty is avoided by using the tenth method of word selection (i.e., selecting words which adults and/or children use frequently in their writing). This method works well because of the large overlap between the child and adult vocabularies; and because it allows words to be taught at the time when they are most likely to be used. For instance, the word kitty would be taught in the primary grades where children use the word frequently; and the word address would be taught in the upper grades in the program when students are more likely to use and, therefore, remember it. Additionally, this method of vocabulary selection is supported by many authors in the field of spelling (Allred, 1966; Coleman, 1931; Cook, 1914; Dolch, 1942; Fitzgerald, 1951; Foran, 1934; Hildreth, 1948, 1955; Hillerich, 1978; Hinrich, 1975; E. Horn, 1926, 1954; Kyte, 1943; Rinsland & Moore, 1937; Thomas, 1974; Wilson, 1963).

This researcher also supports the tenth method of vocabulary selection (i.e., selecting words which adults and/or children use

frequently in their writing); however, the task of determining what those words are for both children and adults could be a colossal task which could be divided into at least three smaller tasks (i.e., determining the vocabularies of elementary children, secondary students, and adults). Therefore, the decision was made to begin with the vocabulary elementary children use in their writing since these would be the words which would be taught first in a spelling program.

Significance of the Study

The results of this research may affect the vocabulary chosen for spelling programs and reading materials designed for children. Additionally, it could demonstrate alterations in vocabulary due to mass communication and other changes in lifestyle.

Four things could occur which would be significant: (a) new words might appear which were not previously reported; (b) words which were used frequently in the past may no longer occur at all or may occur less frequently; (c) words might appear earlier or later in students' vocabularies; or (d) there could be no change in the vocabulary currently used by students in their writing.

Statement of the Problem

The problems in this study are: (a) to compare two methods of determining the frequency of words used in the written vocabulary of students, (b) to compare the results of this research with that conducted by Henry Rinsland (1945), and (c) to compare the 100 words used most frequently at each grade level (1-6) of this research with corresponding lists from the Rinsland study. Rinsland's work was chosen as the comparison because it is the second largest and most widely cited study;

and although it is smaller than the study conducted by Jones in 1913, Rinsland provided information on word frequency which Jones did not supply.

Specifically, answers to the following questions are sought:

- 1. What are the 250 words used most frequently in written expression by a sample of students in grades 1-6? (This method of ranking words will be referred to as Method 1.)
- 2. Which 250 words are used in written expression by the greatest percentage of a sample of students in grades 1-6? (This method of ranking words will be referred to as Method 2.)
- 3. Do the two methods of ranking students' written vocabulary describe the same set of words?
- 4. What is the relationship between each of the lists compiled in Questions 1 and 2 of this study and the 250 words used most frequently as reported in the Rinsland study?
- 5. Which words occur in this study that were not reported by Rinsland?
- 6. What are the 100 words used most frequently in written expression by students at each grade level (1-6)?
- 7. What is the relationship between each of the lists compiled in question six and the equivalent lists compiled by Rinsland?

Definition of Terms

- 1. A word will be defined as an entry in the Webster's Third

 New International Dictionary of the English Language, Unabridged (1976).
- 2. <u>Nonstandard words</u> are words not included in the dictionary which are generally considered grammatically unacceptable (e.g., runned, mostest).

- 3. New words are words of recent origin which do not appear in the dictionary but are seen in print. If a student used a word which was not in the dictionary, attempts were made to determine its validity. For instance, the Health, Physical Education and Recreation Department of the University of Oklahoma was called to determine that brany was a gymnastic term.
- 4. Closed compound words are two words written as one word to communicate meaning (e.g., doghouse, schoolteacher).
- 5. Open compound words are two or more words used together but not written as one word (e.g., high school, swimming pool, industrial engineer). The dictionary was consulted to determine whether a group of words is considered an open compound word.
- 6. <u>Concatenations</u> are two or more words which have been chained together as they are often prounounced (e.g., <u>wanna</u>, <u>gonna</u>, sorta).
- 7. <u>Dialect influenced words</u> are individual words written in a manner to indicate pronunciation (e.g., goin', y'all).
- 8. Onomatopeic items are alphabetical representations of noises and sound effects which are not found in the dictionary (e.g., z-z-z-z, hm-m-m-m, br-r-r-r).

Delimitations

This study was organized and conducted with the following delimitations:

1. Participating students were enrolled in grades 1-6 in public school districts randomly selected throughout the United States during the 1980-81 school year.

- 2. Only stories from students returning signed parental permission slips were used in the study.
 - 3. Only students from public school systems participated.
 - 4. Only one sample of writing was selected from each student.
 - 5. Only one kind of writing (creative stories) was gathered.

Limitations

- 1. All fifty states were not represented by the school districts which furnished stories.
- 2. Words had to be eliminated from the study because they were either illegible or they were non-English and were not recognized as words by the researcher.
- 3. Before compiling the words from this study, various cutoff points were considered (e.g., 100, 250, 500). Once the words were
 compiled, it appeared that beyond 250 the number of words which occurred
 with the same frequency was so great that the information would have
 been insignificant; therefore, the decision was made to use 250 as the
 cutoff point.

Assumptions

The following assumptions have been made regarding this study.

- Creative stories will provide an adequate sampling of the written vocabulary of students.
 - 2. The stories submitted were the original work of students.

CHAPTER II

REVIEW OF THE LITERATURE

Rinsland (1945) was referring to a frequency count of students' written expressive language when he stated:

Any accurate and exact knowledge concerning these symbols—what they are in each grade and how children use them from grade to grade—should lead to a better method of preparing all verbal materials so that learning can go on with the greatest ease and benefit to the whole personality of the growing child. (p. 1)

Nisbet (1960-61) was also concerned with frequency counts and their uses; he wrote that if we know what items are most likely to be used in actual practice, "we can plan the instruction more efficiently" (p. 51).

Nisbet and Rinsland probably would have agreed that when a student learns a list of spelling words, those words should be ones they will actually use in writing as a child and as an adult. Determining just what those words are and using them as the basis for a spelling program is supported by a large number of authors in the field of spelling (Allred, 1966; Coleman, 1931; Cooke, 1914; Dolch, 1942; Fitzgerald, 1951; Foran, 1934; Hildreth, 1948, 1955; Hillerich, 1978; Hinrichs, 1975; E. Horn, 1926, 1954; Kyte, 1943; Rinsland and Moore, 1937; Thomas, 1974; Wilson, 1963).

In the past 70 years a great deal of research has been conducted to determine which words are likely to be written by students and adults. Because the research for this dissertation is limited to the vocabulary

of students, this review focuses on the research of students' written expression.

The purposes of a review of the literature are (a) to determine what research has already been done in the area and (b) to determine that there is a need for additional research. Generally, a review of the literature contains a brief discussion of each of the studies individually that have been conducted. This review, however, departs somewhat from the standard format for two reasons: First, because of the large number of studies that were located dealing with the written vocabulary of students; and second, because of the difficulty of discussing the results of each study since the "results" are lists of words. Specifically, this chapter contains (a) a list of written vocabulary studies in table format and a brief discussion of several aspects of the studies (i.e, dates of publication, ages or grades of the students involved, types of papers utilized, geographic locations from which the samples were taken, and numbers of words counted), (b) a detailed discussion of the Rinsland study, (c) a review of other important studies related to written vocabulary, and (d) summary and conclusions.

Written Vocabulary Studies

The 61 studies on the written vocabulary of students are summarized in Table 1 in chronological order. The table can be read in the following manner: The first study was conducted by W. Jones in 1913 and involved students in grades two through eight. The themes Jones used were on topics chosen by the teachers involved; he obtained themes from students in four states and counted approximately 15,000,000 words. The remainder of this section is a discussion of the five variables common

Table 1
Summary of Research on Students' Written Vocabulary

Study	Grade/Age of Subjects	Source of Vocabulary	Geographic Location	Number of Words Counted
W. Jones (1913)	Grades 2-8	Themes on topics chosen by teacher	4 states	15,000,000 ¹
H.Smith (1913)	Grades 3-8	Themes	Wisconsin	75,000 ²
Studley & Ware (1917)	Not indicated	Compositions	California	200,000 ²
T1dyman (1921)	Grades 3-9	Spontaneous compositions	Connecticut	538,500
G.McKee (1924)	Grade 6	Themes on topics from given list	Illinois & Iowa	18,958
O'Brien (1925)	Grades 7-12	Compositions on two topics	Kansas	Not indicated
French (1926)	Grades 3-8	Letters sent through the mail	All parts of the U.S.	100,000
Wilmarth (1926)	Grade 6	Themes on topics from given list	Iowa	123,235
Dolch (1927)	Grades 2-8	Words written in free association	Illinois & New York	2,312,245
Schlegel (1927)	Grades 7-9	Compositions on a personal experience	Lawrence, Kansas	Not indicated
Hoffman (1928)	Grade 6	Letters written in life outside school	17 states	49,423
Shambaugh & Shambaugh (1928)	Grades 4-8	Free association to list of words	California & Cregon	230,631
K.Wilson (1928)	Grades 2-4	Compositions and letters	Chicago & immediate vicinity	126,427
Cox (1929)	Grade 3	Letters written to relatives and friends	30 states	32,007
Riddle (1929)	Grade 5	Letters written outside school	31 states, Alaska, & Canada	54,034
Simpson (1929)	Grades 1-8	Letters written away from school	39 states & child traveling in Europe	67,143
Bauer (1930)	Grades 3-8	Themes on assigned topics	New Orleans	2,500,000
Martin (1930)	Grades 10-12	Variety of sources	Oklahoma	46,498

Table continued on next page

Table 1 (continued)

Study	Grade/Age of Subjects	Source of Vocabulary	Geographic Location	Number of Words Counted
Nowlin (1930)	Grade 6	Themes on furnished topics	4 states	101,981
Taylor (1930)	Grades 2-3	Lists of words written by students	Oklahoma	54,194
Lorenz (1931)	Grade 3	Variety of sources	1 state	82,694
Matthews (1931)	Grades 7-8	Variety of sources	Oklahoma City	60,140
Pratt (1931)	Grade 5	Themes on furnished topics	3 states	99,933
Sharp (1931)	Grade 4	Letters written outside school	18 states, Canada & Mexico	51,483
Troutt (1931)	Not indicated	Compositions and letters	New Jersey & Pennsylvania	110,360 ²
H1ey (1931)	Grade 2	Variety of sources	Oklahoma County	44,836
origgs (1932)	12-15-year-o1ds	Letters sent through the mail	34 states	Not indicated
la11 (1932)	Grade 8	Themes on furnished topics	Southeastern Nebraska	107,155
lunter (1932)	Grade 5	Spontaneous letters away from school	37 states, Washington, D.C., Hawaii & Cuba	51,990
Jakeman (1932)	Grades 4-6	Compositions written after viewing 2 films	University School at State University of Iowa	27,352
fitchell (1932)	Grades 2-8	Themes	3 southern cities	141,951
Burdine (1933)	Grades 1-6	Letters written outside school	34 states	54,750
rancis (1933)	Grades 2-7	Spontaneous letters	Техав	120,000
Dberman (1933)	Grades 3-8	Themes stimulated by presentation of 26 words	Iowa	290,000 ³
an Bruggen (1933)	Grades 2-8	Themes and letters	California & Washington	108,756
luechler (1934)	Grade 4	Variety of sources	Los Angeles, California	69,926
itzgerald (1934)	Grades 4-6	Personal letters written outside school	41 states	461,321

Table continued on next page

Table 1 (continued)

Study	Grade/Age of Subjects	Source of Vocabulary	Geographic Location	Number of Words Counted
itzgerald (1934)	Grades 4-6	Letters written in life outside school	10 states	470,046
Segalla (1934)	Grade 12	Themes on suggested topics	Chicago	75,842 ⁵
Theeler (1934)	Not indicated	Compositions and letters	Kentucky	289,475 ²
Chalmers (1935)	Grades 7-12	Themes entitled "The Most Exciting Ride I Ever Had"	Alberta, Canada	275,000 ⁴
.ittle (1935)	Grades 9-12	Themes on furnished topics	Lewis Consolidated High School in Colorado	123,933
.Smith (1935)	Grades 2-8	Variety of Sources	Aurora, Illinois	238,654
unn (1937)	Grade 4	Themes on furnished topics	3 states	61,432
rittain (1938)	Grade 2	Themes on furnished topics	Chicago Public Schools	120,436
itzgerald (1938)	Grade 3	Real letters received through the mail	27 states	100,840
urckhalter (1943)	Grade 7	Lists of words written by students	Los Angeles, California	19,594
underson (1943)	7-year-olds	Free writing	University School at Universi of Wyoming	ty 22,900
insland (1945)	Grades 1-8	Variety of sources	416 cities throughout U.S.	6,012,359
orgen (1952)	Grades 1-2	Voluntary writing	Iowa	39,914 ⁵
urcell (1952)	Grades 2-8	Compositions and letters	3 states	253,108
oney (1952)	Grade 7	Social and business letters	Montevallo Negro High School Montevallo, Alabama	6,650
errick & Howell (1954)	Grade 2	Directed and independent writing	Not indicated	Not indicated
.Jones (1959)	Grades 4-6	Practical and personal written communication	Newnan, Georgia	26,552
.Wilaon (1963)	Grade 3	Individually written compositions and group compositions	2 widely separated geographic areas	93,657
•		Table continued on next page		

Table 1 (continued)

Study	Grade/Age of Subjects	Source of Vocabulary	Geographic Location	Number of Words Counted
Edwards & Gibbon (1964)	5-7-year-olds	Spontaneous writing	Leicestershire, England	Not indicated
Kinsey (1966)	Grades 1-6	Creative writing	Florida	109,011
Helms (1968)	Grades 4-6	Original writing	Ohio	1,270,880
Schwarz (1972)	Grades 4-6	Variety of sources	Massachusetts	170,222
Thomas (1972)	Grades 1-6	Variety of sources	Alberta, Canada	117,878
Hillerich (1978)	Grades 2-6	Creative writing	Suburban community in Illi	no1s 380,342

Footnotes

¹ Number is an approximation

 $^{^{2}}$ Original study not available, information taken from secondary source

 $^{^{3}}$ 300 common words were not included in the count

 $^{^{\}mathbf{4}}$ Counted only 50 consecutive words beginning on lines 6-8 of the themes

⁵Includes proper nouns

to the 61 studies: (a) dates of publication, (b) ages or grades of the students involved, (c) types of papers that were utilized, (d) geographic locations from which the samples were taken, and (e) numbers of words counted.

Publication Dates

Of the 61 studies conducted on students' written vocabulary, 49 were conducted before 1950. Only 12 were conducted since 1950; and of these, only three were conducted in the last ten years.

Ages or Grades of Students Involved

The ages or grades of the students participating in the various studies ranged from five-year-old children to students in the twelfth grade. A summary of the information on ages and grades of students in-volved in the studies follows.

- 1. Three studies did not indicate the age or grade level of the samples.
- 2. Three studies referred to their subjects by age rather than by grade.
- 3. Of the remaining studies, 21 examined the written vocabulary of a single grade while 34 examined the vocabulary of two or more grades.
- 4. Grade one and grades 9-12 were included in less than eight studies each.
 - 5. Grades 4-6 were included in at least 28 studies.

Types of Papers That Were Utilized

The type of writing done by students included informal items such as grocery lists written for mothers or notes written to friends as

well as formal term papers written for school. A summary of the information on the types of papers which were used follows.

- 1. Four studies had children write lists of words they thought were important to learn or words they wrote from free association (i.e., any words that came to the students' minds).
- 2. Nine studies involved a wide variety of materials such as notes passed during class, poems, reports, stories, letters, plays, etc.
- 3. Fourteen studies involved only letters written by students to a friend, relative, or business. Usually, the letters had actually been sent through the mail.
- 4. Twenty-nine studies involved stories, compositions, themes, and free or creative writing. In 16 of these studies, students were provided a list of topics from which to choose or the topics were limited in other ways (e.g., stories were written after viewing two films, students were asked to write on a personal experience, a list of stimulus words was presented). The other 13 studies allowed the students to select their own topics.
- 5. Five studies used both letters and compositions as their source of vocabulary. The students involved in these studies wrote either a composition or a letter, generally, they did not write both a composition and a letter.

Geographic Locations from Which the Samples Were Taken

The 61 studies listed in Table 1 were drawn from a wide variety of locations. This included studies which used students from a single school to one study which used students from 416 cities. A

summary of the information on the locations from which the samples were taken follows:

- 1. One study failed to indicate the location of the sample.
- 2. Samples for three studies were drawn from England or Canada.
- 3. The samples for four studies came from single schools.
- 4. Eleven studies used samples from single cities.
- 5. Samples from single states were used in 17 studies.
- 6. Twelve studies involved samples from fewer than five states.
- The remaining 13 studies involved samples from ten or more states.

Numbers of Words Counted

Various factors affected the final total numbers of words counted for each study. For instance, W. Jones (1913) only gave an estimate of the number of words counted; and Oberman (1933) excluded 300 common words from his study (e.g., the, a, it). Chalmers (1935) counted only 50 consecutive words beginning on lines 6-8 of each theme; and Segalla (1934) and Horgen (1952) included proper nouns within their counts. The following summarizes the information on the total numbers of words counted:

- The authors of five studies did not indicate what their total word counts were.
- Eleven studies had a total word count of 50,000 words or less.
- 3. A total word count of more than 50,000 words but less than 100,000 words was reported in 15 studies.

- 4. Twenty-five studies had word counts of more than 100,000 but less than 600,000 words.
 - 5. Five researchers reported counting over 1,000,000 words.

The Research of Rinsland

As was noted in Chapter I, the word lists obtained through this study are compared to the work of Rinsland (1945); therefore, a detailed description of his work is included in this section.

The work of Henry D. Rinsland is the most frequently cited research on the vocabulary of children's written expression. Rinsland's work began in the fall of 1936 when the Works Projects Administration of Oklahoma granted the University of Oklahoma funds to sample a minimum of 6,000,000 running words written by children.

Rinsland attempted to obtain a true cross-section of all types of schools and all types of children's writing. Letters were sent to 1,500 schools representing various geographic, economic, and social areas. Schools from rural and urban areas were represented as were public, parochial, and private schools as well as training schools associated with universities. The letters requested genuine material written by children which included notes, stories, poems, compositions, examination papers, articles for school papers, also reports on projects, trips, and observations.

A total of 708 schools from 416 cities returned material to Rinsland. This represented papers from more than 200,000 elementary school children which was approximately one per cent of the children in elementary school in the United States at that time.

Each paper was read by at least two teachers in an effort to eliminate duplication of papers. If several papers from a single class were on the same topic, all but one or two papers were discarded. Also excluded were papers that were not believed to have been written by a child (e.g., a report copied from an encyclopedia or a story copied by several children from the chalkboard).

In tabulating the words, Rinsland counted all forms of a word as separate entries (e.g., jump, jumps, jumped, jumping); corrected spelling errors; and deleted baby talk, illegibles, slang, provincialisms, colloquial expressions, trade names, and proper names of persons and places. All tabulation was done by hand on 8½ by 11-inch paper; when these papers were filled, the words and frequencies were transferred to permanent ledgers. Rinsland (1945) published a list of 14,571 words with a frequency of occurence at each grade level and the total frequency. He omitted from his list 11,061 words which occurred only once or twice in any grade level. The complete list including the 14,571 words which were published and the 11,061 words which were not in the published list was placed on file at the Bureau of Educational Research, University of Oklahoma. However, an extensive search at the University and in Rinsland's personal library failed to locate this information.

Other Important Studies on Written Vocabulary

This review of the literature on written vocabulary would not be complete if it did not include five studies which were not in Table 1. Although these studies do not relate specifically to the written vocabulary of children, they are frequently used to determine

the vocabulary of children's school curriculum. These studies are the works of E. Horn (1926), Thorndike (1932), Fitzgerald (1951), Kucera and Francis (1964), and Carrol, Davies and Richmond (1971). A brief description of these studies follows.

E. Horn

The research of Ernest Horn (1926) focused on the words adults use in their writing. Horn counted approximately 5,000,000 words; the number is an approximation because he did not count the frequency of occurrence of several common words (e.g., a, not, red, pan). He did publish an estimation for the words he did not count. The material Horn sampled involved mainly the writing of men in business; this weighted the sample with well educated men of above average intelligence over the age of 40 (Coleman, 1931). The Horn study has been criticized for this reason and because of the dated nature of the material.

Thorndike

Thorndike (1932) selected the material for his research from children's reading, standard literature, elementary school texts, newspapers, and correspondence. He counted a total of 4,565,500 words. The material Thorndike used represented only the writing of adults for children or for other adults. Furthermore, instead of selecting the same number of words from each source, he weighted the importance of the selections according to what he felt the elementary pupil and graduate should read.

Fitzgerald

Although Fitzgerald is listed three times in Table 1, his

most frequently cited work (1951) is a compilation of seven studies. In this study, Fitzgerald presented a list of 2,650 words and their rankings in seven different studies. He included the lists from the works of McKee and Fitzgerald, Horn (1926), Rinsland (1945), Breed (1930), Dolch (1942), Fitzgerald (1938), and Brittain (1942). In this work, Fitzgerald illustrated that although the studies had a great many words in common, the rankings within the studies varied greatly.

Kucera and Francis

Adult printed material was analyzed by Kucera and Francis (1964). They found 50,406 different words in a total of 1,014,232 words from 500 samples of adult printed material. Hillerich (1974) points out that the Kucera and Francis list is perhaps not best used for the curricula for children since it is heavily weighted with words not common to the child's vocabulary (i.e., in the 500 words which occur most frequently are words such as <u>board</u>, <u>business</u>, <u>community</u>, department, federal, and military).

Carrol, Davies, and Richmond

The work of Carrol, Davies, and Richmond (1971) is based on samples taken from 1,000 textbooks for students in grades three through nine. They counted a total of 5,088,721 words with a total of 86,741 different words. This study, as well as others in this section, is concerned only with words written by adults even though the words in this study were written to be read by children.

Summary and Conclusions

In the first section of this review, five variables of 61 written vocabulary studies were summarized. These variables were the publication dates of the studies, the ages or grades of the students involved, the types of papers which were gathered, the geographic locations involved, and the numbers of words counted. The following are general criticisms of the 61 studies based on these variables:

- 1. The vast majority of the studies (49 of 61) were conducted before 1950; of the remaining 12, only three were conducted within the last ten years. With the rapid changes that are taking place in society, research in vocabulary should attempt to keep pace with these changes and should be as current as possible.
- 2. The twelve grades have been unequally represented in the studies (e.g., grade 1 and grades 9-12 have been included in fewer than eight studies while grades 3-7 have been included in 20 or more studies). New research should include one or more of those grades which have been represented in fewer than nine studies. New research should also include as many grades as feasible with as equal representation as possible.
- 3. The studies which are probably most representative of the vocabulary students use when they write are the nine studies which included a wide variety of materials. On the other hand, in the past writing letters to friends and relatives was probably the most common reason students had to write outside school; and 14 studies limited the materials they used to letters. Today, however, students are probably more likely to place a telephone call than to write a letter. For this reason, letters should no longer be the single material used to determine

the written vocabulary of students. New research should attempt to elicit the most natural language possible by allowing students to write on topics of their own choice.

- 4. Only 13 studies involved samples from ten or more states.

 Of the three studies conducted within the last ten years, one was conducted in Canada, and the other two were conducted in single states.

 For the research results to be applied to a wide area, the samples should be drawn from as many different locations as possible.
- 5. Determining how many words are an adequate sample is a difficult decision. Half of the studies counted less than 100,000 words, while only five studies counted more than 1,000,000 words. The number of words counted will certainly depend upon the time and resources available to the researcher as well as which words are counted (i.e., whether or not proper nouns are counted).

In the second section, a discussion of the research of Rinsland (1945) was included. Although Rinsland's work was probably the best designed, his work could be considered outdated. Current research is needed to update this important study.

In the third section, important studies of written language other than children's written language were discussed. These studies, because they represent words students will read while they are in school or after they graduate, are important in curriculum decisions. However, they do not offer information about words used by students in writing and are probably not the best source of information for a spelling vocabulary. Also, three of these studies could be considered outdated.

From this review of the literature, it may be concluded that research is needed in the area of students' written vocabulary. For this research to be applied to a spelling program, the sample needs to (a) be as current as possible, (b) include several grade levels, (c) be as representative as possible of the typical writing vocabulary of students, (d) include samples from different sections of the United States, and (e) include as large a sample as possible. In the following chapter, the procedures for the research to meet these criteria are detailed.

CHAPTER III

STUDY PROCEDURES

As discussed in Chapter I, the problems for this study are: (a) to compare two methods of determining the frequency of words used in students' written vocabulary, (b) to compare the results of this research with that conducted by Henry Rinsland (1945), and (c) to compare the 100 words used most frequently at each grade level with corresponding lists from the Rinsland study. Seven questions were formulated which pertain to these problems. The first two questions relate to the 250 most frequently used words as determined by two different methods of measurement. The third and fourth questions call for a comparison of these two lists to each other and to the 250 most frequently used words according to the Rinsland list. The fifth question calls for a comparison of the words from this research to the Rinsland list to determine what words appear in the current research which Rinsland did not report. The sixth and seventh questions are designed to determine the 100 most frequently used words at each grade level (1-6) and to compare them with corresponding lists from the Rinsland study.

This chapter presents the procedures that were utilized to answer the research questions. The first section, gathering the data, contains a delineation of (a) the methods used to identify the schools which were contacted and (b) the information which was sent to each

school district. The second section, preparing the data for input into the computer, includes a description of the system for proofreading the stories, the keypunching process, and the computer program utilized. The final section, statistical procedures, identifies the statistical analyses that were employed to answer questions three, four, and seven.

Gathering the Data

This section contains information about the school districts which were contacted and the information which was sent to those school districts.

School Districts Contacted

In order to make the results of this study as representative as possible of students' vocabulary, a wide sampling was needed. Ideally, every state would be represented in the final sample and each state's representation would be based on its proportion in the total population in the United States. This would mean that many districts in some states would have to be contacted or that some school districts would have to be contacted several times to obtain the proportional sample for that state.

With the limited time and resources available to the researcher, the decision was made to contact only two school districts in every state and to have only one mailing. The following exceptions were made:

(a) the District of Columbia, although not a state, is within the boundaries of the United States and was contacted; and (b) the state of Hawaii received only one request since there is only one school district for the entire state.

The school districts which were contacted were located with the use of two government publications: <u>Directory: Public Schools in Large Districts</u> (1969) and <u>Education Directory: Public School Systems</u> 1977-78 (1978). The names of the states were located within the directories; then the school districts to be contacted were identified with the use of a table of random numbers. A total of 100 school districts were identified using this process with the two exceptions noted above. Information Sent to Each School District

Two types of information were sent to each school district:

(a) the letter sent to each superintendent and (b) the directions for teachers whose classes were involved in the study. An explanation of these follows.

Letters to Superintendents. The superintendents of each school district were sent letters which explained the purpose of the research, directions for selecting classes to participate, and an offer of a copy of the results to participating districts. Each letter was accompanied by a packet of materials to be given to the selected teachers. A copy of the letter to the superintendent may be found in Appendix A.

Directions to the Teachers. In order to involve a minimum of time from the participating teachers, directions to them were kept as brief as possible. The first two paragraphs in the directions were introductory in nature and included the purpose for the stories as well as assurance that the researcher would not grade the stories nor compare them with other classes. An address and telephone number were provided so that teachers having questions could contact the researcher. Finally, steps for the teachers to follow were listed which included:

- 1. Directions for getting parental permission for students' participation and a sample form that could be duplicated.
- Information on what the students were to write and suggested topics to be used only in the event that a student could not think of a topic.
- 3. Directions not to correct the papers to ensure that the vocabulary was that of the students.
- 4. Information needed for each student and for the class. Student information was indicated on a small form which the teachers stapled to each story; class information was indicated on a form provided for that purpose.
- 5. Instructions on where the stories were to be sent.

 A copy of the directions sent to the teachers can be found in Appendix A.

Preparing the Data for Input into the Computer

Since the computer program used for this study could not correct spelling errors nor group all the possible spellings for one word into the same set (e.g., were, wer, wir, wur), it was necessary to enter only correct spellings; therefore, all papers were proofread and corrected for spelling errors. In addition to correcting spelling errors, most proper nouns (e.g., names of people, commercial and non-commercial establishments, cities, streets, names of pets) and numerals were deleted by drawing a line through the words or numerals. Proper nouns and numerals were deleted from the computer cards because of the low incidence for individual words and because in most instances it would be impossible to determine whether or not the spelling given was correct (e.g., Dian, Diane, Dianne). The deleted words and numerals

were tallied on a separate sheet of paper to provide information on how often students use personal proper nouns and numerals in their writing.

Another concern during the proofreading was the use of compound words. Although closed compound words (e.g., doghouse, fireman, sunshine) are written as one word and would not present a problem during computer analyses, open compound words (e.g., tennis shoe, police station, dressing room) which are written as two words, had to be written as one word for entry into the computer. Otherwise, they would have been treated as separate entries because there was no way of knowing they were written as one concept. Specific directions for the corrections of spelling errors and the deletions of words can be found in Appendix B.

In addition to proofreading, each story was assigned a code number which included coded information on the identity of the school district, grade level, student number, gender, race, school setting, and socioeconomic level of the school. The code number filled the first eleven spaces on the computer cards and appeared only on the first card when the student's story needed more than one card as was necessary for most stories. A signal (i.e., QQQQQ) was keypunched at the end of a story to indicate to the computer that a story had ended. Immediately following the code number was the first word in the story; a single space was left between each word and all punctuation except that which was within a word (e.g., don't, X-ray, U.S.A.) was omitted.

The computer program used to count the words in this research was an $\underline{SAS79}$ (1979) program. Three different lists were provided by

the program: (a) an alphabetic listing of the words and the frequencies with which they were used (Method 1), (b) a rank order listing of the words counted using Method 1, and (c) a rank order list of the words using Method 2, the number of students who used a word. These two methods of counting words were selected because in a pilot study in which the 100 most frequently used words for a class of students was determined, the word gerbil was among the list. However, gerbil had been used several times by only one student. The researcher wanted to determine if a small number of students would influence a rank ordered list by using words repeatedly.

The program was run twice; one run provided the three lists mentioned above for the individual grades, and the second run provided the three lists for the combined grades. An additional program provided information about the number of students involved, grade level, gender, and race. (A copy of the computer programs used can be found in Appendix C.)

Statistical Procedures

The answers to questions one, two, five, and six did not require statistical procedures because the answers to those questions were frequency lists. For the remaining questions (three, four, and seven), descriptive statistics were used. The lists were compared to determine the number and percentage of words which were common to the lists being compared and the number and percentage of words which were not common to those lists.

CHAPTER IV

RESULTS

The results of the study are presented in this chapter. The first section is a description of the school districts and the students who participated in the study; the next seven sections are arranged to correspond with the research questions presented in Chapter I; and the final section is a description of the items which were not entered into the computer (e.g., proper nouns, numerals, ampersands). The text of the chapter is presented first followed by all the tables.

Briefly, the purposes of this study were (a) to compare two methods of determining the frequency of words used in the written vocabulary of students; (b) to compare the results of this research with that conducted by Rinsland (1945); and (c) to compare the 100 words used most frequently at each grade level (1-6) with corresponding lists from the Rinsland study.

Description of the Sample

The 1,598 students who participated in this study represent 14 school districts in 13 states. A list of the school districts, their settings, and their socioeconomic levels can be found in Table 2. The participating students were 49.69% male and 48.44% female while the gender of 1.87% of the students was not indicated. More specific information about grade level, gender, and race can be found in Table 3.

Research Questions One and Two

Research question one was: What are the 250 words used most frequently in written expression by a sample of students in grades 1-6? The total word count was 164,505 which represented 6,453 different words and their repetitions. The 250 words used most frequently can be found in Table 4 in the column labeled "Method 1".

Research question two was: Which 250 words are used in written expression by the greatest percentage of a sample of students in grades

1-6? The 250 words used by the greatest percentage of students can be found in Table 4 in the column labeled "Method 2".

Because of tied ranks (i.e., several words occurred the same number of times), Table 4 actually includes 256 words in each list. This was the point closest to 250 at which the number of words in both the Method 1 and Method 2 lists would come out evenly without splitting a rank in one or both lists.

Research Question Three

Research question three was: <u>Do the two methods of ranking students'</u> written vocabulary describe the same set of words? The two lists which were compiled using Methods 1 and 2 and presented in Table 4 contain a total of 269 words. This includes 243 words (90.33%) which are common to both lists and 26 words (9.67%) which are in only one of the lists. Thirteen words were in the Method 1 list but not in the Method 2 list (i.e., <u>Mr., horse, Mrs., dollars, monster, teacher, children, fish, million, trip, bike, animals, kids</u>). Thirteen words were in the Method 2 list but not in the Method 1 list (i.e., <u>almost, together, getting, story, than, yes, hope, everything, knew, many, anything, everybody, life</u>).

Research Question Four

Research question four was: What is the relationship between each of the lists compiled in Questions 1 and 2 of this study and the 250 words used most frequently as reported in the Rinsland study? The 256 words which were used most frequently as reported by Rinsland may be found in Table 4 in the column labeled "Rinsland". Because of tied ranks in the two lists developed using Methods 1 and 2, Rinsland's list contains 256 words so that all three lists are equal in length.

The list compiled by Method 1 and the list by Rinsland include a total of 307 different words. There are 205 words (66.78%) in common to the two lists and 102 words (33.22%; 51 per list) which occur in only one of the lists.

The list compiled using Method 2 and the list by Rinsland include a total of 305 different words. There are 207 words (67.87%) in common to the two lists and 98 words (32.13%; 49 in each list) which occur in only one of the lists.

When all three lists are considered (i.e., Method 1, Method 2, and Rinsland), a total of 316 different words are represented. There are 203 words (64.24%) common to all three lists, 67 words (21.20%) which occur in only one of the lists, and 46 words (14.56%) which occur in two of the three lists. Words which are not common to all three lists are indicated in Table 4.

Research Question Five

Research question five was: Which words occur in this study
that were not reported by Rinsland? A total of 1,363 words were used
by students in this study which were not reported by Rinsland. A list

of those words and the frequency with which they occurred appears in Table 5. This list includes only words entered into the computer following the guidelines in Appendix B.

Research Question Six

Research question six was: What are the 100 words used most frequently in written expression by students at each grade level (1-6)? The 100 words used most frequently in written expression by students at each grade within grades 1-6 can be found in Tables 6-8 (i.e., grades 1 and 2 are in Table 6; grades 3 and 4 are in Table 7; grades 5 and 6 are in Table 8). Because of tied ranks in the lists from this study, the grade one, three, and six lists contain only 98 or 99 words each.

Research Question Seven

Research question seven was: What is the relationship between each of the lists compiled in question six and the equivalent lists compiled by Rinsland? The equivalent lists compiled by Rinsland are reported in Tables 6-8 with the corresponding lists from question six. A comparison of the lists by grade level follows.

- The two first grade lists represent a total of 122 different words. The lists have 74 words (60.66%) in common and 48 words (39.34%;
 24 in each list) appear on only one of the lists.
- 2. The two second grade lists represent a total of 129 different words. The lists have 71 words (55.04%) in common and 58 words (44.96%; 29 in each list) appear on only one of the lists.
- 3. The two third grade lists represent a total of 119 different words. The lists have 79 words (66.39%) in common and 40 words (33.61%; 20 in each list) appear on only one of the lists.

- 4. The two fourth grade lists represent a total of 126 different words. The lists have 74 words (58.73%) in common and 52 words (41.27%; 26 in each list) appear on only one of the lists.
- 5. The two fifth grade lists represent a total of 124 different words. The lists have 76 words (61.29%) in common and 48 words (38.71%; 24 in each list) appear on only one of the lists.
- 6. The two sixth grade lists represent a total of 122 different words. The lists have 76 words (62.30%) in common and 46 words (37.70%; 23 in each list) appear on only one of the lists.
- 7. When all 12 lists (two lists at each grade 1-6) are considered, a total of 191 words occurred. Of these words, 47 appeared in every list indicating that these are consistently important words across the grades. (The list of 47 words and an additional 10 words which appeared in 11 of the lists can be found in Appendix D.)

Items Not Entered Into the Computer

A total of 5,957 words (including duplications) were deleted from the count following the guidelines found in Appendix B. This included (a) 3,726 words (62.55%) which were names of people and groups; (b) 919 words (15.43%) which were names of places; (c) 1,267 words (21.27%) which were names of things; and (d) 45 words (.75%) which were not found in the dictionary. Table 9 provides more detailed information about the words which were deleted.

Table 2

School Districts Represented in the Sample

School Districts Represe	ented in the Sa	mple
School District, City, and State	Setting ¹	Socioeconomic Level
Cedar Falls Community School District Cedar Falls, Iowa	Suburban	Mostly Middle Class
St. Mary's County Public Schools Leonardtown, Maryland	Rural	Mostly Middle Class
Douglas Unified School District Douglas, Arizona	Rural	Middle and Lower Class
Independent School District #273 Edina, Minnesota	Suburban	Middle and Upper Class
Oklahoma City Public Schools Oklahoma City, Oklahoma	Urban	Middle and Lower Class
Port Arthur Independent School District Port Arthur, Texas	Urban	Middle and Lower Class
Giles County Public Schools Lynnville, Tennessee	Rural	Middle and Lower Class
Bloomington Public Schools Bloomington, Texas	Rural	Middle and Lower Class
Parma Public Schools Parma, Ohio	Suburban	Mostly Middle Class
Bourne Public Schools Bourne, Massachusetts	Rural	Middle and Lower Class
Capital School District Dover, Delaware	Suburban	Mostly Middle Class
Unified School District #305 Salina, Kansas	Rural	Middle and Lower Class
North Slope Bourough Barrow, Alaska	Rural	Middle and Lower Class
Duval County Public Schools Jacksonville, Florida	Urban •	Middle and Lower Class

 $^{^{1} \}mbox{\formation}$ is based on data reported by the classroom teachers involved in the study.

Table 3

Grade Level, Gender, and Race of Participating Students

	FII	RST		SECON	p ¹	Till	IRD	FOUL	RTH	FII	тн	SI	(T)	
RACE	Male	Female	Male	Female	Not Indicated	Male	Female	Male	Female	Male	Female	Male	Female	TOTALS
White	97	90	89	87	0	43	44	93	92	99	127	83	100	1,044
Black	6	7	9	10	0	3	6	9	11	10	6	26	26	129
Native American	0	2	15	9	0	37	28	2	4	1	2	17	11	128
Bispanic	22	15	16	14	0	32	28	17	14	30	13	15	13	229
Asian	3	o	3	4	0	2	0	1	2	3_	0	1	2	21
Eskimo	0	0	8	5	0	0	0	0	0_	0_	0	0_	0	13
Other	0	Q	0	0_	0	0	0	0	1_1_	1_1_	0	0	1	3
Not Indicated	0	0	0	0	30	0	0	0	0	0	0	1	0	31
TOTALS	128	114	140	129	30	117	106	122	124	144	148	143	153	1,598

Footnote

 $^{^{1}\}mathrm{This}$ was the only grade for which information on gender was missing.

Table 4 256 Most Frequently Used Words*

	METHO	D 1 (TOTAL W	ORDS 165,821)	METHOD 2	2 (TOTAL	STUDENTS 1,604)	RINSL	AND (TOTA	L WORDS 6,012,359)
The	-								
2 and 7,334 2 the 82.86 2 T 205.881 3 I 6,833 3 a 80.24 3 and 203.146 4 a 5,237 4 to 78.99 4 to 120,146 6 was 2,482 5 to 5,055 5 I 71.82 5 a 171.82 5 a 171.86 6 was 2,482 1 8 7 8 7 8 85.54 7 8 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1									
3 I 6,833 3 a 80.24 3 and 203,146 4 a 5,277 4 co 78.99 4 co 8180,938 5 to 5,055 5 I 71.82 5 a 171,556 6 was 2,981 5 In 71.82 5 a 171,556 6 was 2,281 6 In 38.67 6 70 w 102,426 7 my 2,723 8 In 8.85,24 7 was 93,442 10 In 8.85,24 10 In 8				2			2		
5 to 5,056 5 I 71.82 5 a 171.566 6 was 2,981 6 in 88.67 6 you 102,426 6 was 2,981 6 in 88.67 6 you 102,426 6 was 2,981 6 in 88.67 7 we 91,444 8 he 2,4418 8 if 2,418 8 in 88.782 7 we 91,444 8 he 2,4418 8 if 2,411 10 10 for 32,131 10 of 31.17 10 of 32,131 10 if 32,131 10 of 31.17 10 of 31.20 11 we 2,131 10 if 4 1.17 10 of 31.20 11 is 1,719 11 one 93.96 11 is 79.025 11 is 1,719 11 one 93.96 11 have 57,102 11 is 1,719 11 one 139.96 11 have 57,102 11 is 1,719 11 one 139.96 11 have 57,102 11 is 1,719 13 one 139.96 11 have 57,102 15 on 1,203 15 that 139.40 15 are 49,699 15 that 1,138 17.5 buc 35.47 11 for 44,125 17 when 1,138 17.5 buc 35.47 11 you have 1,138 11 you was 15.22 13 you waste 1,103 17.5 buc 35.47 12 you have 1,109 21 thay 10,100 12 you waste 1,109 21 thay 10,100 12 you waste 1,109 22 for 4.91 22 she 31,061 23 we 31,272 13 have 31,27				3	a	80.24		and	
5 to 5,056 5 I 71.82 5 a 171,566 6 was 2,981 6 in 88.67 6 you 102,426 7 ey 2,723 7 ey 85.24 7 ws 93,444 8 he 2,418 8 it 52.37 8 in 88,782 9 it 2,381 9 was 51.81 90 it 81,434 11 10 of 31.13 11 10 of 31.		a		4	to	78.99	4	EO	
8 he 2,418 8 it 52.37 8 in 88,782 9 it 2,381 9 was 51.87 9 it 83,344 10 in 2,331 10 of 51.31 10 of 81.62 11 we 2,110 11 is 44.89 11 is 79,025 11 of 1,839 12 when 40.46 12 was 77,093 13 its 1,719 13 one 39.96 13 have 57,093 13 its 1,719 13 one 39.96 13 have 57,093 14 they 1,525 14 on 39.78 14 my 53,267 15 on 1,285 14 on 39.78 14 my 53,267 15 on 1,285 14 on 39.78 14 my 53,267 16 they 1,195 17.5 he 35.77 17 for 44,557 18 you 1,199 17.5 he 35.77 18 on 42,058 19 west 1,118 19.5 day 35.22 19 they 44,853 20 said 1,101 19.5 so 15.22 20 that 39,492 21 she 1,099 21 they 35.16 21 had 38,743 22 so 1,098 22 for 4.91 22 she 31,22 23 then 1,098 23 was 34.35 23 very 31,22 24 na 1,088 24 so 33.42 24 will 30,095 25 so 1,042 25 ne 12.79 25 when 30,366 26 bur 1,026 26 west 32.77 25 when 30,366 26 bur 1,026 27 there 32.61 27 ne 30,132 23 wich 969 28 have 32.29 28 with 30,366 25 so 1,098 40 30 then 31,42 39 you 22.77 24 na 1,088 24 so 33.42 24 will 30,056 25 for 960 29 all 32.20 29 am 30,142 25 will 969 28 have 32.29 28 with 30,366 26 bur 1,026 26 west 32.77 25 when 30,366 27 one 984 27 there 32.61 27 ne 30,112 28 will 989 28 have 32.29 28 with 30,366 29 so 30,04 30 then 31,48 30 all 22,313 30 sor 304 30 30 31.42 39 your 22,390 31 had 888 31 sor 30,42 31 your 22,390 31 had 888 31 sor 30,42 31 your 32,390 31 had 888 31 sor 30,42 31 your 32,390 31 had 986 37 you 26,56 37 not 24,593 31 had 888 31 sor 30,42 31 your 32,390 31 had 986 37 you 26,56 37 not 24,593 31 had 888 31 sor 30,42 31 your 32,390 31 had 986 37 you 26,56 37 not 24,593 32 had 986 37 you 26,56 37 not 24,593 33 had 888 31 sor 30,42 31 your 32,393 34 had 986 37 you 26,56 37 not 24,593 35 har 691 42 because 22.57 42 bur 30,435 36 there 872 56 gac 26.75 56 went 22.393 37 had 38 sor 30,42 30 your 32,393 38 had 48 sor 30 your 32,393 39 he 791 39.5 be 35.11 40 our 20,393 30 hours 526 49.5 would 20.51 49 time 30,555 30 hours 526 49.5 would 30.51 49 time 30,555 30 hours 526 49.5 would 30.51 49 time 30,555 30 hours 526 49.5 would 30.51 49 time 30,555 30 hours 526 49.5 would 30.51 4	5	to	5,056	5	I	71.82	5	a	
7 my 2,723 7 my 85.24 7 ve 93,448 8 he 2,418 8 int 52.37 8 in 88,782 9 it 2,381 9 ves 51.87 9 it 83,134 10 in 2,311 10 of 51.31 10 of 81,620 11 ve 2,110 11 is 44.89 11 is 79,025 11 ve 1,719 13 one 93.99 11 is 79,025 11 is 1,719 13 one 93.99 13 have 57,100 11 is 1 cone 93.99 13 have 93.99 13 have 93.99 13 have 93.99 13 have 93.99 14 cone 93.99 13 have	6	Was	2,981		in			you	102,426
9 itc 2,381 9 was 51.87 9 itc 83,344 100 in 2,331 100 of 51.31 100 of 81,620 111 we 7,100 111 is 44.89 11 is 79,025 112 of 1,839 112 when 40,466 112 was 79,039 113 is 1,719 113 one 39.96 113 have 57,102 114 they 1,555 14 on 39.78 14 my 55,257 155 on 1,203 15 thet 39.40 15 are 49,699 15 that 1,128 16 vich 35.72 16 he 47,625 17 when 1,128 17.5 buc 35.47 18 or 44,163 18 west 11.118 17.5 buc 35.47 18 or 44,163 18 west 11.118 19.5 he 35.47 18 or 44,163 18 west 11.118 19.5 he 35.47 18 or 44,163 18 west 11.118 19.5 he 35.47 18 or 44,163 18 west 11.118 19.5 he 35.47 18 or 44,163 18 west 11.118 19.5 he 35.47 18 or 44,163 18 west 11.118 19.5 he 35.47 18 or 44,163 18 west 11.118 19.5 he 35.47 18 or 44,163 18 west 11.118 19.5 he 35.47 18 or 44,163 18 west 11.118 19.5 he 35.47 18 or 44,163 18 west 11.118 19.5 he 35.47 18 or 44,163 18 west 11.118 19.5 he 35.47 18 or 44,163 18 west 11.118 19.5 he 35.47 18 or 44,163 18 west 11.118 19.5 he 35.47 18 or 44,163 18 west 11.118 19.5 he 35.47 18 or 44,163 18 west 11.118 19.5 he 35.42 19 he 4,163 18 west 11.118 19.5 he 35.42 19 he 4,163 18 west 11.118 19.5 he 35.42 19 he 4,163 18 west 11.118 19.5 he 35.42 19 he 4,163 18 west 11.118 19.5 he 35.42 19 he 4,163 18 west 11.118 19.5 he 4,165 18 he	7	my .		7	шy			We	
10 in 2,331									
11. ve			2,381						
12 of 1,839 12 when			2,331						
13 is 1,719 13 one 39,96 13 have \$7,102 14 they 1,585 14 on 99,78 14 my \$5,257 15 on 1,203 15 that 99,40 15 are 49,699 16 that 1,193 17,5 but 15,72 16 he 72,225 17 when 1,193 17,5 but 15,47 18 on 42,058 19 went 1,118 19,5 day 15,22 19 they 41,863 19 went 1,118 19,5 day 155,22 19 they 41,863 19 went 1,118 19,5 day 155,22 19 they 41,863 19,22 so 1,098 22 for 34,91 22 she 11,261 23 then 1,099 21 they 35,16 21 had 38,743 24 me 1,098 22 for 34,91 22 she 11,261 23 then 1,098 22 for 34,91 22 she 13,261 23 wery 31,327 24 me 1,088 24 30 31,42 24 vtl1 30,005 25 go 1,034 25 me 12,79 25 when 30,465 25 but 1,026 26 went 22,73 26 school 30,451 27 one 984 27 there 32,61 27 me 30,112 29 18 vtlth 98,99 28 have 32,29 28 vtlth 98,99 28 have 32,29 28 vtlth 98,99 21 had 31,12 29 had 31,12 18 had 32,13 18 had 38,81 31 had 38,81 31 had 38,83 31 had 38,88 31 30 then 31,47 31 10 no 20,20 18 have 32,29 28 have 32,29 28 vtlth 98,99 30 then 31,47 31 no 20,20 18 had 31,47 31 10 no 20,20 18 had 31,47 31 10 no 20,20 18 had 38,81 31 had 38,88 31 30 then 31,47 31 31 no 20,20 18 had 38,88 31 30 then 31,47 31 31 no 20,20 18 had 38,88 31 30 then 31,47 31 30 no 22,593 18 had 38,88 31 30 then 31,47 31 30 no 22,593 18 had 38,88 31 30 then 31,47 31 30 no 22,593 18 had 38,88 31 30 then 31,47 31 31 no 20,20 18 had 38,84 31 30 then 31,47 31 0no 20,20 18 had 38,84 31 30 then 31,47 31 31 no 20,20 18 had 38,88 31 30 then 31,47 31 31 no 20,20 18 had 38,84 31 30 then 31,47 31 31 no 20,20 18 had 38,84 31 30 then 31,47 31 31 no 20,20 18 had 38,84 31 30 then 31,47 31 31 no 20,20 18 had 38,84 31 30 then 31,47 31 31 no 20,20 18 had 31,47 31 31 no 2									
14 they 1,585 14 on 39,78 14 my 55,267 15 on 1,203 15 that 39,40 15 are 49,899 16 that 1,198 16 with 35,72 16 he 47,225 17 when 1,193 17.5 buc 35,47 17 for 44,547 18 you 1,159 17.5 buc 35,47 18 on 42,058 19 went 1,118 19.5 day 35,42 19 they 41,863 20 said 1,101 19.5 so 35,22 19 they 41,863 21 she 1,099 21 thay 35,16 21 had 18,743 22 so 1,098 22 for 34,91 22 she 31,227 23 then 1,096 23 we 34,35 23 wery 31,227 24 me 1,088 24 go 33,42 24 will 30,605 25 go 1,034 25 me 12,79 25 when 30,546 26 but 1,026 26 went 32,73 26 school 30,451 27 one 984 27 there 32,61 7 me 30,152 29 for 960 29 all 32 vich 969 28 have 32,29 28 with 29,968 30 goc 940 30 then 31,48 30 all 29,115 31 have 936 31 had 31,17 31 one 28,710 32 would 920 32 our 30,67 32 so 28,693 33 had 888 33 gor 30,42 33 your 27,474 34 like 881 34 like 30,16 34 gor 26,528 35 all 879 379 379 379 370 36 there 872 36 gac 26,75 36 went 23,190 37 day 364 37 you 26,56 37 not 24,369 38 our 810 38 ar 26,00 38 ar 24,708 39 have 936 31 had 31,17 31 one 28,710 31 had 888 33 gor 30,42 33 your 27,474 34 like 881 34 like 30,16 34 gor 26,528 36 our 810 38 ar 26,00 38 ar 24,700 37 day 364 37 you 26,56 37 not 24,369 38 our 810 38 ar 26,00 38 ar 24,700 39 have 931 39,5 said 25,11 39 like 44,5 his 960 44,5 ser 21,77 45 some 22,177 49 if 933 49,5 said 25,11 39 like 44,5 his 960 40,50 40,50 44,5 his 960 40,50 40,50 44,5 his 960 40,50 40 up 758 39,5 said 25,11 39 like 41,5 his 960 40,50 42 her 61 40,50 44,5 his 960 40,50 44,5 his 960 40,50 40,72 40,72 40 if 933 40,50 40,72 40,72 40 if 933 40,50 40,72 40,72 40 if 933 40,50 40,72 40,72 41 41,50 42 her 62 47 re 20,75 48 are 623 48 some 20,70 49 if 93 40,50 40,70 40,70 40,70 40,70 41,70 40,70 42 her 64 40,50 43 hour 64 40,50 44 her 64 40,50									
15 on 1,203 15 that 39.40 15 are 49.699 16 that 1,198 16 with 35.72 16 he 47.225 17 when 1,193 17.5 but 35.47 17 for 44.547 18 on 2,058 19 went 1,118 19.5 day 35.47 17 for 44.547 18 on 2,058 19 went 1,118 19.5 day 35.42 19 they 41.863 19.22 20 that 39.497 19.22 3844 1,101 19.5 so 35.22 20 that 39.497 19.22 384 1.024 19.5 so 35.22 20 that 39.497 19.22 384 13.61 19.5 so 35.22 20 that 39.497 19.22 384 13.61 19.5 so 35.22 20 that 39.497 19.22 384 13.61 19.5 so 35.22 20 that 39.497 19.22 384 13.61 19.5 so 35.22 19 they 41.863 18.743									
16 char 1.198		•						•	
17 when 1,193 17.5 buc 35.47 17 for 44,547 18 on 22,058 19 went 1,118 19.5 day 35.22 19 they 41,363 19.5 the 35.47 18 on 22,058 19 went 1,118 19.5 day 35.22 19 they 41,363 19.5 to 35.22 20 that 39,497 21. she 1,099 21. they 35.16 21 had 38,743 22. so 1,098 22 for 34.91 22 she 31,561 23 then 1,096 23 we 34.95 23 wery 31,327 24 well 1,088 24 go 30 33.42 24 will 10,680 25 go 30 1,034 25 me 32,79 25 when 10,546 26 went 32,79 25 when 10,546 27 one 984 27 there 32.61 27 me 10,146 29 with 969 28 have 32,29 28 with 969 29 all 32,29 28 with 99,97 29 for 960 29 all 32,29 28 with 19,115 29 for 960 29 all 32,29 28 with 19,115 29 for 960 29 all 32,29 28 with 19,115 29 for 960 29 all 32,29 28 with 19,115 29 for 960 29 all 32,29 28 with 19,115 29 for 960 29 all 32,29 28 with 19,115 29 for 960 29 all 32,29 28 with 19,115 29 for 960 29 all 32,29 28 with 19,115 29 for 960 29 all 32,29 28 with 19,115 29 for 960 29 all 32,29 28 with 19,115 29 for 960 29 all 40 30,67 32 so 88,93 31 had 888 33 soc 30,67 32 so 88,93 31 had 888 33 soc 30,42 33 your 27,474 41 kike 881 34 like 881 35 soc 88,93 36 there 872 36 ge 26,75 36 went 25,190 37 day 864 37 your 27,474 37 day 864 37 your 27,474 38 ac 26,00 38 ac 24,708 38 out 810 38 ac 26,00 38 ac 24,708 38 out 810 38 ac 26,00 38 ac 24,708 38 out 810 38 ac 26,00 38 ac 26,55 36 went 25,190 39 be 791 39,5 be 25,11 39 like 20,51 39 out 23,970 39,5 be 25,11 39 like 20,51 49 cime 20,599 30 house 526 49,5 vould 20,51 50 ge 20,70 43 well and 30,51 30,56 30,50 30,50 30,50 30,50 30,50 30,50 30,50 30,50 30,50 30,50 30,50 30,50 3									
18 you 1,159 17.5 he 35.47 18 on 24,0558 19 went 1,118 19.5 day 35.22 19 they 41,863 20 said 1,101 19.5 so 35.22 20 that 39.497 21 she 1,099 21 they 35.16 21 had 88,743 22 so 1,098 22 for 34.91 22 she 31.61 30.605 30.42 23 she 11.036 23 we 34.35 23 wery 31,327 24 me 1.088 24 go 33.42 24 will 30.605 25 go 1.034 25 me 32.79 25 shon 30.546 25 but 1.026 26 went 32.79 25 shon 30.546 27 one 984 27 there 32.61 27 me 30.112 23 with 969 28 have 32.29 28 with 29.968 29 for 960 29 all 32.22 29 am 29.115 30 got 940 30 them 31.48 30 all 29.115 31 have 936 31 had 888 33 got 30.42 33 your 27.473 34 had 888 33 got 30.42 33 your 27.473 34 had 888 33 got 30.42 33 your 27.473 34 had 888 33 got 30.42 33 your 27.473 34 had 888 34 hile 30.36 34 got 27.58 35 all 879 35 up 29.30 35 there 25.538 36 there 872 36 gat 26.75 36 went 27.54 39 had 888 39 got 30.42 31 your 27.474 34 had 888 34 hile 30.36 34 got 27.54 36 gat 26.75 36 went 27.54 39 had 888 39 got 30.42 31 your 27.474 34 hile 881 34 hile 30.36 34 got 27.54 30 had 888 31 got 30.42 31 your 27.474 34 hile 881 34 hile 30.36 34 got 27.54 35 hill 879 35 up 29.30 35 there 25.538 37 day 864 37 your 27.474 37 day 864 37 your 27.474 39 had 888 39 got 30.42 31 your 27.474 34 had 888 37 got 30.42 31 your 27.474 34 had 888 37 got 30.42 31 your 27.474 34 had 888 37 got 30.42 31 your 27.474 34 had 888 37 got 30.42 31 your 27.474 34 had 888 37 got 30.42 31 your 27.474 34 had 888 37 got 30.42 31 your 27.474 34 had 888 37 got 30.42 31 your 27.474 34 had 888 37 got 30.42 31 your 27.474 34 had 888 37 got 30.42 31 your 27.474 34 had 888 37 got 30.42 37 your 27.474 34 had 888 37 got 30.42 37 your 27.474 34 had 888 37 got 30.42 37 your 27.474 34 had 888 37 got 30.42 37 your 27.474 34 had 888 37 got 30.42 37 your 27.474 34 had 888 37 g									
19									
20 said 1,101 19.5 so 35.22 20 that 19,497 21 she 1,098 22 for 34.91 22 she 11.261 23 then 1,098 22 for 34.91 22 she 11.262 23 then 1,098 24 go 32.491 22 she 11.262 24 me 1,088 24 go 32.42 24 will 30.605 25 go 1,034 25 me 12.79 25 when 30.566 25 bur 1,026 26 went 32.73 26 school 30.451 27 one 984 27 there 32.61 27 me 30.1122 29 for 960 29 all 32.29 28 with 99.968 30 goc 940 30 then 31.48 30 all 29.113 1 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 had 31.17 31 one 28.710 31 had 31.17 31 one 28.710 31 have 936 31 had 31.17 31 one 28.710 31 had		Vent						they	
21 she 1,099 21 they 35.16 21 had 38,743 22 so 1,098 22 for 34.91 22 she 11.361 23 then 1,096 23 we 34.15 23 very 11.327 24 me 1,088 24 30 33.42 24 will 30.605 25 go 1,034 25 me 32.79 25 when 30.655 25 go 1,034 25 me 32.79 25 when 30.546 26 wert 32.79 25 when 30.546 27 one 39.40 27 there 32.61 27 me 30.152 28 with 39.9 28 have 32.29 28 with 39.9 28 have 32.29 28 with 29.968 29 for 39.0 29 all 32.23 29 mm 29.115 30 got 39.0 30 then 31.48 30 all 29.111 30 got 30.50 31 had 31.17 31 one 38,710 31 had 31.17 31 one 38,710 31 had 31.17 31 one 38,710 31 had 38.8 33 got 30.42 33 your 27,474 31 31 had 31.17 31 one 28,710 31 had 31.18 379 35 up 29.30 35 there 25,537 36 there 872 36 gac 26.75 36 went 25,190 37 day 364 37 you 26.56 37 noc 24,369 38 out 38.0 38 at 26.00 38 at 26.00 38 at 24,708 39 be 791 39.5 be 25.31 40 out 23,970 41 were 691 42 because 22.57 42 but 32,970 44.5 his 670 44.5 were 22.63 41 go 23,970 44.5 his 670 44.5 were 22.67 43 this 29.23 39 at 22.93 30 at 22.93 30 at 22.93 30 at 22.93 30 at 23.93 30 at 30.0 a									
22 so 1,098 22 for 34.91 22 she 31,361 23 then 1,096 23 we 34.91 22 she 31,361 24 ma 1,088 24 30 33.42 25 when 30,546 25 go 1,034 25 me 12.79 25 when 30,546 26 bur 1,026 26 went 12.73 26 school 30,451 27 one 984 27 there 32.61 27 me 30,112 28 with 969 28 have 32.29 28 with 29,968 29 for 960 29 all 32.23 29 am 29,115 30 goc 940 30 then 31.48 30 all 29,111 31 have 936 31 had 31.17 31 one 28,710 32 would 920 32 our 30.67 32 so 28,693 33 had 888 33 goc 30.42 33 your 27,474 34 like 881 34 like 30.36 34 got 26,528 35 all 879 35 up 29,30 35 there 25,837 36 there 872 36 gac 26.75 36 went 22,190 37 day 864 37 you 26.56 37 not 24,569 38 our 810 38 at 26.00 38 at 24,708 39 be 791 39.5 be 25.31 39 like 24,682 40 up 758 39.5 said 25.31 40 our 23,970 41 were 702 41 time 22.63 41 go 23,898 44.5 him 670 44.5 were 21.57 42 bur 31.636 43 gac 689 43 by 22.07 43 this 23,838 44.5 him 670 44.5 were 21.57 44 dear 21.57 46 will 634 46 she 21.20 46 then 21,766 47 ac 629 17 are 20.70 48 up 20.70 48 are 623 48 some 20.70 48 up 20.73 59 pis you 49.1 55 house 19.1 77,75 50 house 526 49.5 would 20.51 50 gac 20.626 51 them 525 51 going 522 52 if 19.70 52 going 522 52 if 19.70 53 some 520 53 should 20.51 50 yer 20.626 53 should 462 57.5 home 18.83 57 foo them 17.775 54 because 514 54 came 19.26 54 little 19.240 55 saw 491 55 house 19.14 55 house 19.17,775 56 time 469 56 him 18.83 58 from 17.775 57 could 469 56 him 18.90 56 be 18.600 58 come 420 63 could 17.71 63 mother 17.775 59 play 452 59 will 18.33 59 her 17.775 50 by 406 60 saw 18.27 60 them 17.775 50 by 407 408 60 could 17.71 63 mother 17.775 50 by 408 60 could 17.71 63 mother 17.775 50 by 409 600 could 17.71 63 mother 17.775 50 by 409 600 could 17.71 63 mother 15.599 50 house 400 610 could 17.71 63 mother 15.599 50 house 400 62 chis 17.27 65 friend 15.005 50 when 400 61 table		she					21		
24 me 1.088	22	50		22	for	34.91	22	she	
25 go 1.034 25 me 32.79 25 when 30.546 26 bur 1.026 26 went 32.73 26 school 30.451 27 one 984 27 there 32.61 27 me 30.451 28 with 969 28 have 32.29 28 with 29.968 30 gor 960 29 all 32.23 29 am 29.115 30 gor 940 30 then 31.48 30 all 29.111 31 have 936 31 had 31.17 31 one 28.710 32 would 920 32 our 30.67 32 so 28.693 33 had 888 33 gor 30.42 33 your 27.474 34 like 881 34 like 30.36 34 gor 26.528 35 all 879 35 up 29.30 35 there 25.837 36 there 872 36 gar 26.75 36 went 27.436 38 our 810 38 st 26.00 38 ar 24.708 39 be 791 39.5 ba 25.31 39 like 24.682 40 up 758 39.5 baid 25.31 40 our 23.970 41 were 702 41 time 22.63 41 go 23.898 44.5 his 670 44.5 were 21.57 45 some 22.937 44.5 his 670 44.5 were 21.57 45 some 22.937 44.5 his 670 44.5 were 21.57 45 some 22.937 44 are 629 47 are 20.76 47 going 21.677 48 are 629 47 are 20.76 47 going 21.677 48 are 629 47 are 20.76 47 going 21.677 48 are 629 49.5 would 20.51 50 gar 20.625 51 chem 525 51 going 19.83 51 would 20.515 52 going 522 57 some 19.207 53 sow 491 55 house 19.14 55 how 18.83 53 some 407 57.5 them 18.83 57 do 18.284 54 because 514 54 came 19.26 54 little 19.240 55 saw 491 55 house 19.14 55 how 18.600 55 sow 40 40 428 62 this 17.775 56 beck 40 428 62 this 17.90 62 his 17.775 56 beck 40 40 40 40 40 40 40 57 could 462 57.5 them 18.83 58 from 17.775 58 play 452 59 will 18.33 59 her 17.775 59 play 452 65 back 17.27 65 friend 16.506 61.5 home 420 64 do 17.52 64 same 17.727 62 do 428 62 this 17.27 65 friend 16.506 61.5 home 420 63 back 17.27 65 friend 16.506 61.5 were 410 66 back 17.27 65 friend 16.506 61.5 were 41	23	then	1,096	23	ue.	34.35	23	very	31,327
26 bur 1,026 26 went 32.73 26 school 30,451 27 one 984 27 there 32.61 27 me 30,112 28 with 969 28 have 32.29 28 with 29,968 29 for 960 29 all 12.23 29 am 29,115 30 soc 940 30 then 31.48 30 all 29,111 31 have 936 31 had 31.17 31 one 28,710 32 world 920 32 out 30.67 32 so 28,693 33 had 888 33 soc 30.42 33 your 27,474 34 like 881 34 like 30.36 34 soc 26,528 35 all 879 35 up 29.30 35 there 25,837 36 there 872 36 sec 26.75 36 went 25,837 37 day 364 37 you 26.56 37 not 24,369 38 out 810 38 at 26.00 38 at 24,708 39 be 791 39.5 be 25.31 39 like 34,682 40 up 738 39.5 said 25.31 40 out 23,970 41 were 702 41 time 22.63 41 go 23,898 42 her 691 42 because 22.57 42 buc 23,636 44.5 him 670 44.5 end4 21.57 44 dear 32,623 44.5 him 670 44.5 were 21.57 45 some 22.77 46 will 634 46 she 21.57 45 some 22.77 46 will 634 46 she 21.57 45 some 22.77 47 ac 629 47 are 20.76 47 soin 32.626 47 ac 629 47 are 20.76 48 up 20.732 49 if 533 49.5 his 570 44.5 world 21.57 45 some 22.77 48 are 623 48 some 20.70 48 up 20,732 49 if 533 49.5 his 20.51 50 sec 20.70 48 up 20,732 49 if 533 some 526 49.5 would 20.51 50 sec 20.70 48 are 623 48 some 20.70 48 up 20,732 49 if 533 some 526 49.5 would 20.51 50 sec 20.77 46 some 525 51 going 19.83 51 would 20.515 50 some 520 53 about 19.30 55 how 18.621 51 them 525 51 soing 19.83 51 would 20.515 50 play 425 62 this 17.97 61 about 4 435 61 what 18.08 61 as 17,775 60 by 436 60 saw 18.33 58 from 17,775 61 about 4 435 61 what 18.08 61 as 17,497 62 do 428 62 this 17.91 63 mother 16.599 63.5 wher 420 64 do 17.52 64 see 16.533 65 very 419 65 back 17.27 66 friend 16.055		me.	1,088		30				
27 one 984 27 there 32.61 27 me 30,112 28 with 969 28 have 32.29 28 with 29,962 29 for 960 29 all 32.23 29 am 29,115 30 soc 940 30 then 31.48 30 all 29,115 31 have 936 31 had 31.17 31 one 28,710 32 would 920 32 our 30.67 32 so 28,693 33 had 888 33 soc 30.42 33 your 27,474 34 like 881 34 like 30.36 34 soc 26,528 35 all 879 35 up 29.30 35 there 25,837 36 there 872 36 sec 26.75 36 went 25,190 37 day 364 37 you 26.56 37 not 24,369 38 our 810 38 at 26.00 38 at 24,708 39 be 791 39.5 be 25.31 39 like 24,682 40 up 758 39.5 said 25.31 39 like 24,682 40 up 758 39.5 said 25.31 40 our 23,970 41 were 702 41 time 22.63 41 go 23,898 43 set 689 43 by 22.07 43 this 23,636 44.5 him 670 44.5 end ⁴ 21.57 44 dear 22,481 44.5 him 670 44.5 end ⁴ 21.57 45 some 22,973 46 will 634 46 she 21.20 46 then 21,766 47 ac 629 47 are 20.76 47 sec 20.76 59 30 house 326 49.5 would 20.51 50 sec 20.659 31 chem 525 51 soing 19.83 51 were 20.659 30 house 326 69.5 would 20.51 50 sec 20.659 31 chem 525 51 soing 19.83 51 were 20.659 30 house 326 69.5 would 20.51 50 sec 20.659 30 house 326 69.5 would 20.51 50 sec 20.659 31 chem 525 51 soing 19.83 51 were 20.659 30 house 326 69.5 would 20.51 50 sec 20.659 30 house 326 69.5 would 20.51 50 sec 20.659 30 house 326 69.5 would 20.51 50 sec 20.659 30 house 326 69.5 would 20.51 50 sec 20.659 30 house 326 69.5 would 20.51 50 sec 20.659 30 house 326 69.5 would 20.51 50 sec 20.659 30 house 326 69.5 would 20.51 50 sec 20.659 30 house 326 69.5 would 20.51 50 sec 20.659 30 house 326 69.5 would 20.51 50 sec 20.659 30 house 326 69.5 would 20.51 50 sec 20.659 30 house 326 69.5 would 20.51 50 sec 20.659 31 chem 525 51 soing 19.83 51 would 20.515 33 some 320 53 shout 19.83 51 were 20.659 36 came 467 57.5 home 18.83 57 do 18.284 36 came 467 57.5 home 18.83 57 do 18.284 36 came 467 57.5 home 18.83 57 do 18.284 36 came 467 57.5 home 18.83 57 do 18.284 36 came 467 67.777 37.5 home 18.30 56 friend 16.505 36 beck 413 66 not 16.15 66 come 16.505		30	1,034		me .				
28									
29 for 960 29 all 32.23 29 am 29.115 30 sot 940 30 then 31.48 30 all 29.111 31 have 936 31 had 31.17 31 one 28.710 32 would 920 32 our 30.67 32 so 28.693 33 had 888 33 soc 30.42 33 your 27.474 34 like 881 34 like 30.36 34 got 26.528 35 all 879 35 up 29.30 35 there 25.837 36 there 872 36 set 26.75 36 went 25.190 37 day 364 37 you 26.56 37 not 24.369 38 our 810 38 at 26.00 38 at 24.708 39 be 791 39.5 be 25.31 39 like 24.682 40 up 758 39.5 said 25.31 39 like 24.682 40 up 758 39.5 said 25.31 40 our 23.898 41 were 702 41 time 22.63 41 go 21.898 42 her 691 42 because 22.57 42 bur 23.636 43 get 689 43 by 22.07 43 this 23.636 44.5 him 670 44.5 end 21.57 44 dear 22.63 44.5 him 670 44.5 end 21.57 44 dear 22.63 44.5 his 670 44.5 end 21.57 45 some 22.973 46 will 634 46 she 21.20 46 then 21.766 47 ac 629 47 are 20.76 47 soing 21.763 48 are 623 48 some 20.70 48 up 20.712 49 if 533 49.5 his 20.51 49 time 20.659 30 house 526 49.5 would 20.51 50 gat 20.626 51 them 525 51 going 19.83 51 would 20.515 52 going 522 52 if 19.70 52 our 20.418 53 some 520 53 about 18.83 57 do 18.284 58 came 19.26 54 little 19.240 55 saw 491 55 house 19.14 55 how 18.621 56 time 469 56 him 18.83 57 do 18.284 57 could 62 57.5 home 18.83 57 do 18.284 58 came 457 57.5 them 18.83 57 do 18.284 58 came 457 57.5 them 18.83 57 do 18.284 59 play 452 59 will 18.33 59 her 17.752 60 by 436 60 saw 18.83 57 do 18.284 61 about 435 61 what 18.08 61 as 17.497 62 do 428 62 this 17.90 62 his 17.775 63.5 what 420 63 could 17.71 63 nother 16.599 63.5 home 420 63 could 17.71 63 nother 16.599 63.5 what 420 63 could 17.72 65 friend 16.206 66 beck 413 66 not 16.15 66 come 16.055									30,112
30 got 940 30 them 31.48 30 all 29,111 31 have 936 31 had 31.17 31 one 28,710 32 would 920 32 out 30.67 32 so 28,693 33 had 888 33 got 30.42 33 your 27,474 34 like 881 34 like 30.36 34 got 26,528 35 all 879 35 up 29,30 35 there 25,837 36 there 872 36 get 26.75 36 went 25,837 37 day 864 37 you 26.56 37 not 24,869 38 out 810 38 at 26.00 38 at 24,708 39 be 791 39.5 be 25,31 39 like 24,682 40 up 758 39.5 said 25,31 40 out 23,970 41 were 702 41 time 22.63 41 go 23,898 42 her 691 42 because 22.57 42 but 23,636 43 get 689 43 by 22.07 43 this 23,623 44.5 him 670 44.5 end 21.57 45 some 22,973 46 will 634 46 she 21.57 45 some 22,973 47 ac 629 47 are 20.76 47 going 11,677 48 are 623 48 some 20.70 48 up 10,732 49 if 533 49.5 his 20.51 50 get 20.79 48 are 623 48 some 20.70 48 up 20,626 51 them 525 51 going 19,83 51 vould 20,515 52 going 522 52 if 19,70 52 our 20,418 53 saw 491 55 house 19,145 55 how 18,221 54 came 469 56 him 18,33 59 her 17,725 59 play 452 60 485 57 could 462 57.5 home 18,83 57 do 18,224 58 came 457 57.5 home 18,83 59 her 17,725 59 play 452 60 aw 18,621 55 saw 491 55 house 19,145 55 how 18,221 66 beck 413 66 beck 17,727 66 beck 413 66 beck 17,727 66 beck 413 66 beck 17,727 67 fined 6,655									
31 have 936 31 had 31.17 31 one 28,710 32 would 920 32 our 30.67 32 so 28,693 33 had 888 33 sor 30.42 33 your 27,474 34 like 881 34 like 30.36 34 gor 26,528 35 all 879 35 up 29,30 35 there 25,837 36 there 872 36 ger 26.75 36 wenr 25,190 37 day 864 37 you 26.56 37 nor 24,869 38 our 810 38 ar 26.00 38 ar 24,708 39 be 791 39.5 be 25.31 39 like 24,682 40 up 758 39.5 said 25.31 40 our 23,970 41 were 702 41 time 22.63 41 go 23,898 42 her 691 42 because 22.57 42 bur 23,636 43 ger 689 43 by 22.07 43 this 23,623 44.5 him 670 44.5 end4 21.57 44 dear 23,636 44.5 him 670 44.5 end4 21.57 44 dear 22,481 44.5 his 670 44.5 end4 21.57 44 dear 22,481 44.5 his 670 44.5 end4 21.57 48 going 21,677 48 are 623 48 some 20.76 47 going 11,677 48 are 623 48 some 20.76 47 going 11,677 48 are 623 48 some 20.70 48 up 20,732 49 if 533 49.5 his 20.51 49 time 20,659 30 house 526 49.5 would 20.51 50 ger 20,626 51 them 525 51 going 19.83 51 would 20,515 52 going 526 49.5 would 20.51 50 ger 20,626 51 them 525 51 going 19.83 51 would 20,515 53 some 520 53 about 19.33 59 her 17,775 59 play 452 59 will 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 56 time 469 56 him 18.83 57 do 18,284 56 time 469 56 him 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 59 play 452 59 will 18.33 59 her 17,775 59 play 452 61 what 18.08 61 as 17,286 63.5 home 420 63 could 17.71 63 mother 16,539 63.5 what 420 64 do 17.52 64 sea 16,533 65 very 419 65 back 17.27 65 friend 16,205 66 back 413 66 not 16.15 66 come 16,055									
32 would 920 32 out 30.67 32 so 28,693 33 had 888 33 soc 30.42 33 your 27,474 34 like 881 34 like 30.36 34 soc 26,528 35 all 879 35 up 29.30 35 there 25,139 36 there 872 36 gac 26.75 36 wenc 25,139 37 day 864 37 you 26.56 37 noc 24,869 38 out 810 38 at 26.00 38 ac 24,708 39 be 791 39.5 be 25.31 39 like 24,682 40 up 758 39.5 said 25.31 40 ouc 21,970 41 were 702 41 time 22.63 41 go 22,879 42 her 691 42 because 22.57 42 buc 23,836 43 gac 689 43 by 22.07 44 dear 23,626 44.5 him 670 44.5 end4 21.57 44 dear 22,481 44.5 his 670 44.5 end4 21.57 44 dear 22,373 46 will 640 she 21.20 46 then 21,766 47 ac 629 47 are 20.76 47 going 11,677 48 are 623 48 some 20.70 48 up 20,773 48 are 623 48 some 20.70 48 up 20,773 48 are 623 48 some 20.70 48 up 20,773 49 if 533 49.5 his 20.51 49 time 20,659 30 house 526 49.5 would 20.51 50 gac 20,626 51 chem 525 51 going 19.83 51 would 20,515 52 going 522 52 if 19.70 52 our 20,428 55 saw 491 55 house 19.14 55 how 18.83 57 do 18.284 57 could 462 57.5 home 18.83 57 do 18.284 57.5 home 469 56 him 18.90 56 be 18.600 57 could 462 57.5 home 18.83 57 do 18.284 57.5 home 420 63 could 17.71 63 mocher 17.752 60 by 436 60 saw 18.27 60 him 18.90 56 be 18.600 65.5 home 420 63 could 17.71 63 mocher 17.752 61 about 420 65 back 17.27 61 about 420 65 back 17.27 61 about 420 65 back 17.27 61 about 420 66 back 413 66 not 17.52 64 see 16.533 65 very 419 65 back 17.27 65 friend 16.206 66 back 413 66 not 16.15 66 come 16.055				_					
33 had 888 33 got 30.42 33 your 27,474 34 like 881 34 like 30.36 34 got 26,528 35 all 879 35 up 29.30 35 there 25,837 36 there 872 36 gat 26.75 36 went 25,190 37 day 864 37 you 26.56 37 not 24,369 38 out 810 38 at 26.00 38 at 24,708 39 be 791 39.5 be 25.31 39 like 24,682 40 up 758 39.5 said 25.31 40 out 23,970 41 were 702 41 time 22.63 41 go 23,898 42 her 691 42 because 22.57 42 but 23,636 43 gat 689 43 by 22.07 43 this 23,636 44.5 him 570 44.5 end4 21.57 44 dear 22,633 44.5 him 570 44.5 end4 21.57 44 dear 22,437 46 will 634 46 she 21.20 46 then 21,766 47 ac 629 47 are 20.76 46 then 21,766 48 are 623 48 some 20.70 48 up 20,732 49 if 533 49.5 his 20.51 49 time 20,659 30 house 526 49.5 vould 20.51 50 gat 20,626 51 them 525 51 going 19.83 51 would 20,515 52 going 522 52 if 19.70 53 some 520 53 about 19.33 53 were 20,087 54 because 514 54 came 19.26 54 little 19.240 55 saw 491 55 house 19.14 55 how 18.631 58 came 457 57.5 them 18.83 57 do 18.284 58 came 457 57.5 them 18.83 57 do 18.284 58 came 457 57.5 them 18.83 58 from 17,775 59 play 452 59 will 18.83 57 do 18.284 56 time 469 56 him 18.90 56 be 18.600 57 could 462 57.5 home 18.83 58 from 17,775 59 play 452 59 will 18.83 57 do 18.284 56 time 469 56 him 18.90 56 be 18.600 57 could 462 57.5 home 18.83 58 from 17,775 59 play 452 59 will 18.83 58 from 17,775 59 play 452 60 them 17,777 61 about 420 63 could 17.71 63 mother 16,539 63.5 what 420 63 could 17.71 63 mother 16,539 65 very 419 65 back 17.27 65 friend 16,205 66 back 413 66 not 16.15 66 come 16,055									
36 like									
35 all 879 35 up 29.30 35 chere 25.837 36 chere 872 36 gac 26.75 36 went 25.190 37 day 864 37 you 26.56 37 not 24.869 38 out 810 38 at 26.00 38 at 24.708 39 be 791 39.5 be 25.31 39 like 24.682 40 up 758 39.5 said 25.31 40 out 23.970 41 were 702 41 time 22.63 41 go 23.898 42 her 691 42 because 22.57 42 but 23.636 43 gat 689 43 by 22.07 43 this 23.636 44.5 him 670 44.5 end 21.57 44 dear 22.481 44.5 his 670 44.5 ere 21.57 44 dear 22.481 44.5 his 670 44.5 were 21.57 45 some 22.973 46 will 634 46 she 21.20 46 chen 21.766 47 ac 629 47 are 20.76 47 going 21.677 48 are 623 48 some 20.70 48 up 20.712 49 if 533 49.5 his 20.51 49 time 20.659 30 house 526 49.5 would 20.51 50 gat 20.655 51 chem 525 51 going 19.83 51 would 20.515 52 going 522 52 if 19.70 52 our 20.418 53 some 520 53 about 19.30 53 were 20.087 57 could 462 57.5 howe 18.621 57 40 in 18.90 56 be 18.601 57.775 59 play 452 59 will 18.33 59 her 17.775 61 about 44.55 chem 425 62 chis 17.77 65 come 17.775 66 beck 413 66 not 18.08 61 as 17.497 62 66 beck 413 66 not 16.15 66 come 16.055 66 come 16.055 66 beck 413 66 not 16.15 66 come 16.055 66 beck 413 66 not 16.15 66 come 16.055 66 beck 413 66 not 16.15 66 come 16.055								•	
36 there 872 36 get 26.75 36 went 25,190 37 day 864 37 you 26.56 37 not 24,369 38 out 810 38 at 26.00 38 at 24,708 39 be 791 39.5 be 25.31 39 like 24,682 40 up 758 39.5 said 25.11 40 out 23,970 41 were 702 41 time 22.63 41 go 23,898 42 her 691 42 because 22.57 42 but 23,636 43 get 689 43 by 22.07 43 this 23,623 44.5 him 670 44.5 were 21.57 44 dear 22.481 44.5 his 670 44.5 were 21.57 44 dear 22.481 44.5 his 670 44.5 were 21.57 45 some 22.973 46 will 634 46 she 21.20 46 then 21,766 47 at 629 47 are 20.76 47 going 21,677 48 are 623 48 some 20.70 48 up 20,732 49 if 533 49.5 his 20.51 49 time 20,659 30 house 526 49.5 would 20.51 50 get 20,626 51 them 525 51 going 19.83 51 would 20.515 52 going 522 52 if 19.70 52 our 20,418 53 some 520 53 about 19.33 51 ware 20,626 54 time 469 56 him 18.90 56 be 18.600 57 could 462 57.5 home 19.14 55 how 18.621 56 time 469 56 him 18.90 56 be 18.600 57 could 462 57.5 home 18.83 57 do 18.284 58 came 457 57.5 them 18.83 57 do 18.284 59 play 452 59 will 18.27 60 them 17,752 60 by 436 60 saw 18.27 60 them 17,752 61 about 4 435 61 what 18.08 61 as 17,497 62 do 428 62 this 17.90 62 his 17,276 63.5 home 420 63 could 17.71 63 mother 16.599 63.5 what 420 64 do 17.52 64 see 16.533 65 very 419 65 back 17.27 65 friend 16.206 66 back 413 66 not 16.15 66 come 16.055									
37 day 864 37 you 26.56 37 not 24,369 38 out 810 38 at 26.00 38 at 24,708 39 be 791 39.5 be 25.31 39 like 24,682 40 up 758 39.5 said 25.31 40 out 23,970 41 were 702 41 time 22.63 41 go 23,970 42 her 691 42 because 22.57 42 but 33,636 43 get 689 43 by 22.07 43 this 23,623 44.5 him 670 44.5 end 21.57 44 dear 22.63 44.5 him 670 44.5 vere 21.57 45 some 22.773 46 vill 634 46 she 21.20 46 then 21,766 47 at 629 47 are 20.76 47 going 21,677 48 are 623 48 some 20.70 48 up 20,732 49 if 533 49.5 his 20.51 49 time 20,659 50 house 526 49.5 would 20.51 50 get 20,626 51 them 525 51 going 19.83 51 would 20,515 52 going 522 52 if 19.70 52 our 20,418 53 some 520 53 about 19.30 56 be 18,600 57 could 462 57.5 home 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 59 could 462 57.5 home 18.83 57 do 18,284 50 by 436 60 saw 18.27 60 them 17,775 50 play 452 59 will 18.33 59 her 17,775 50 by 436 60 saw 18.27 60 them 17,775 61 about 4 435 61 what 18.08 61 as 17,497 62 do 428 62 this 17.90 62 his 17,286 63.5 what 420 63 could 17.71 63 mother 16,599 63.5 what 420 64 do 17.52 64 see 16,533 65 very 419 65 back 17.27 65 friend 16,205 66 back 413 66 not 16.15 66 come 16,055									
38 out 810 38 at 26.00 38 ac 24.708 39 be 791 39.5 be 25.31 39 like 24.682 40 up 758 39.5 said 25.31 40 out 23.970 41 were 702 41 time 22.63 41 go 23.898 42 her 691 42 because 22.57 42 bur 23.636 43 get 689 43 by 22.07 43 this 23.623 44.5 him 670 44.5 end ⁴ 21.57 44 dear 22.481 46.5 his 670 44.5 were 21.57 44 dear 22.481 46.5 his 670 44.5 were 21.57 45 come 22.773 46 will 634 46 she 21.20 46 then 21.766 47 at 629 47 are 20.76 47 going 21.677 48 are 623 48 some 20.70 48 up 20.732 49 if 533 49.5 his 20.51 49 time 20.659 50 house 526 49.5 would 20.51 50 get 20.626 51 them 525 51 going 19.83 51 would 20.515 52 going 522 52 if 19.70 52 our 20.418 53 some 520 53 about 19.33 53 were 20.087 54 because 514 54 came 19.26 54 little 19.240 55 saw 491 55 house 19.14 55 how 18.621 56 time 469 56 him 18.90 56 be 18.600 57 could 462 57.5 home 18.83 57 do 18.284 58 came 457 57.5 them 18.83 58 from 17.775 59 play 452 59 will 18.33 59 her 17.775 59 play 452 59 will 18.33 59 her 17.775 59 play 452 60 saw 18.27 60 them 17.775 50 by 416 60 saw 18.27 60 them 17.775 51 do 428 62 this 17.90 62 his 17.286 53.5 home 420 63 could 17.71 63 mother 16.599 64 back 413 66 not 16.15 66 come 16.055			864				37		
39 be 791 39.5 be 25.31 39 like 26.682 40 up 758 39.5 said 25.31 40 our 23.970 41 ware 702 41 time 22.63 41 go 23.970 42 her 691 42 because 22.57 42 bur 23.636 43 get 689 43 by 22.07 43 this 23.623 44.5 him 670 44.5 end ⁴ 21.57 44 dear ³ 22.481 44.5 his 670 44.5 were 21.57 45 some 22.073 46 will 634 46 she 21.20 46 then 21.766 47 ac 629 47 are 20.76 47 going 21.677 48 are 623 48 some 20.70 48 up 20.732 49 if 533 49.5 his 20.51 49 time 20.659 30 house 526 49.5 would 20.51 50 gar 20.626 51 them 525 51 going 19.83 51 would 20.515 22 going 522 52 if 19.70 52 our 20.418 33 some 520 53 about 19.33 53 ware 20.087 54 because 514 54 came 19.26 54 little 19.240 55 saw 491 55 house 19.14 55 how 18.621 56 time 469 56 him 18.90 56 be 18.600 57 could 462 57.5 home 18.83 57 do 18.284 57.57 57.5 them 18.83 58 from 17.775 60 by 416 60 saw 18.27 60 them 17.775 60 by 426 60 saw 18.27 60 them 17.775 60 back 420 63 could 17.71 63 mother 17.775 60 back 420 63 could 17.71 63 mother 16.599 66 back 413 66 not 16.15 66 come 16.055 \$Frootnotes at end of table	38		810	38	at	26.00	38	ac	
41 vare 702 41 time 22.63 41 go 23,898 42 her 691 42 because 22.57 42 but 33,636 43 get 689 43 by 22.07 43 this 23,623 44.5 him 670 44.5 end 21.57 44 dear 22.481 44.5 his 670 44.5 vere 21.57 45 some 22.075 46 vill 634 46 she 21.20 46 then 21.766 47 ac 629 47 are 20.76 47 going 21.677 48 are 623 48 some 20.70 48 up 20,732 49 if 533 49.5 his 20.51 49 time 20,659 30 house 526 49.5 vould 20.51 50 get 20,626 51 them 525 51 going 19.83 51 vould 20,515 52 going 522 52 if 19.70 52 our 20,418 53 some 520 53 about 19.33 53 vere 20,087 54 because 514 54 came 19.26 54 little 19,240 55 saw 491 55 house 19,14 55 how 18,600 57 could 462 57.5 home 18.83 57 do 18,284 58 came 457 57.5 them 18.83 58 from 17,775 59 play 452 59 vill 18.33 59 her 17,775 59 play 452 59 vill 18.33 59 her 17,775 60 by 436 60 saw 18.27 60 them 17,775 61 about 4435 61 what 18.08 61 as 17,497 62 do 428 62 this 17.90 62 his 17,286 63.5 wery 419 65 back 17.27 65 friend 16,205 66 beck 413 66 not 16.15 66 come 16,055	39	be	791	39.5	be		39	like	
42 her 691 42 because 22.57 42 but 23,636 43 get 689 43 by 22.07 43 this 23,623 44.5 him 670 44.5 hend 21.57 44 dear 22.773 46 vill 634 46 she 21.20 46 then 21.766 47 at 629 47 are 20.76 47 going 21.677 48 are 623 48 some 20.70 48 up 20.732 49 if 533 49.5 his 20.51 49 time 20,659 30 house 526 49.5 vould 20.51 50 gat 20.626 51 them 525 51 going 19.83 51 vould 20.515 52 going 522 52 if 19.70 52 our 20.418 53 some 520 53 about 19.83 51 vould 20.515 54 because 514 54 came 19.26 54 1ittle 19.240 55 saw 491 55 house 19.14 55 how 18.621 56 time 469 56 him 18.90 56 be 18.600 57 could 462 57.5 home 18.83 57 do 18.284 58 came 457 57.5 them 18.83 58 from 17.775 59 play 452 59 will 18.33 59 her 17.775 50 by 436 60 saw 18.27 60 them 17.775 61 about 4 435 61 what 18.08 61 as 17.497 62 do 428 62 this 17.90 62 his 17.286 63.5 home 420 63 could 17.71 63 mother 16.599 66 back 413 66 not 16.15 66 come 16.055 *Footnotes at end of table		пb		39.5				one	
43 get 689 43 by 22.07 43 this 23,623 44.5 him 670 44.5 end4 21.57 44 dear 22.481 44.5 his 670 44.5 ere 21.57 45 some 22.73 46 will 634 46 she 21.20 46 then 21.766 47 ac 629 47 are 20.76 47 going 21.677 48 are 623 48 some 20.70 48 up 20.73 49 if 533 49.5 his 20.51 49 time 20.659 30 house 526 49.5 would 20.51 50 get 20.626 51 them 525 51 going 19.83 51 would 20.515 52 going 522 52 if 19.70 52 our 20.418 53 some 520 53 about 19.83 51 would 20.515 54 because 514 54 came 19.26 54 little 19.240 55 saw 491 55 house 19.14 55 how 18.621 56 time 469 56 him 18.90 56 be 18.600 57 could 462 57.5 home 18.83 57 do 18.284 58 came 457 57.5 them 18.83 57 do 18.284 58 came 457 57.5 them 18.83 58 from 17.775 59 play 452 59 will 18.33 59 her 17.752 60 by 436 60 saw 18.27 60 them 17.775 61 about 435 61 what 18.08 61 as 17.497 62 do 428 62 this 17.90 62 his 17.286 63.5 wher 420 63 could 17.71 63 mother 16.559 65 very 419 65 back 17.27 65 friend 16.206 66 back 413 66 not 16.15 66 come 16.055		were							
44.5 him 670 44.5 end ⁴ 21.57 44 denr ³ 22.481 44.5 his 670 44.5 were 21.57 45 some 22.973 46 will 634 46 she 21.20 46 then 21.766 47 ar 629 47 are 20.76 47 going 21.677 48 are 623 48 some 20.70 48 up 20.732 49 if 533 49.5 his 20.51 49 time 20.659 30 house 526 49.5 would 20.51 50 gar 20.626 51 them 525 51 going 19.83 51 would 20.515 52 going 522 52 if 19.70 52 our 20.418 53 some 520 53 about 19.33 53 were 20.487 54 because 514 54 came 19.26 54 little 19.240 55 saw 491 55 house 19.14 55 how 18.621 56 time 469 56 him 18.90 56 be 18.600 57 could 462 57.5 home 18.83 57 do 18.284 58 came 457 57.5 them 18.83 58 from 17.775 59 play 452 59 will 18.33 59 her 17.775 50 by 436 60 saw 18.27 60 them 17.775 61 about 435 61 what 18.08 61 as 17.497 62 do 428 62 this 17.90 62 his 17.266 63.5 what 420 63 could 17.71 63 mother 16.599 64.505 *Footnotes at end of table							_		
46.5 his 670					b y				
46 will 634 46 she 21.20 46 then 21.766 47 ac 629 47 are 20.76 47 going 21.677 48 are 623 48 some 20.70 48 up 20.732 49 if 533 49.5 his 20.51 49 time 20.659 30 house 526 49.5 would 20.51 50 gac 20.626 51 them 525 51 going 19.83 51 would 20.515 52 going 522 52 if 19.70 52 our 20.418 53 some 520 53 about 19.33 53 were 20.087 54 because 514 54 came 19.26 54 little 19.240 55 saw 491 55 house 19.14 55 how 18.621 56 time 469 56 him 18.90 56 be 18.600 57 could 462 57.5 home 18.83 57 do 18.284 58 came 457 57.5 them 18.83 58 from 17.775 59 play 452 59 will 18.33 59 her 17.752 60 by 436 60 saw 18.27 60 them 17.727 61 about 435 61 what 18.08 61 as 17.497 62 do 428 62 this 17.90 62 his 17.286 63.5 wher 420 63 could 17.71 63 mother 16.559 63.5 wher 420 63 could 17.71 63 mother 16.593 65 very 419 65 back 17.27 65 friend 16.206 66 back 413 66 not 16.15 66 come 16.055									
47 at 629 47 are 20.76 47 going 21.677 48 are 623 48 some 20.70 48 up 20.732 49 if 533 49.5 his 20.51 49 time 20.659 30 house 526 49.5 would 20.51 50 gat 20.626 51 them 525 51 going 19.83 51 would 20.515 52 going 522 52 if 19.70 52 our 20.418 53 some 520 53 about 19.33 53 were 20.087 54 because 514 54 came 19.26 54 little 19.240 55 saw 491 55 house 19.14 55 how 18.621 56 time 469 56 him 18.90 56 be 18.600 57 could 462 57.5 home 18.83 57 do 18.284 58 came 457 57.5 them 18.83 58 from 17.775 59 play 452 59 will 18.33 59 her 17.775 59 play 452 59 will 18.33 59 her 17.775 60 by 436 60 saw 18.27 60 them 17.775 61 about 435 61 what 18.08 61 as 17.497 62 do 428 62 this 17.90 62 his 17.286 63.5 what 420 63 could 17.71 63 mother 16.599 63.5 what 420 64 do 17.52 64 see 16.533 65 very 419 65 back 17.27 65 friend 16.206 66 back 413 66 not 16.15 66 come 16.055									
48 are 623 48 some 20.70 48 up 20,732 49 if 533 49.5 his 20.51 49 time 20,659 50 house 526 49.5 would 20.51 50 gat 20.626 51 them 525 51 going 19.83 51 would 20.515 52 going 522 52 if 19.70 52 our 20,418 53 some 520 53 about 19.33 53 were 20,087 54 because 514 54 came 19.26 54 little 19,240 55 saw 491 55 house 19.14 55 how 18.621 56 time 469 56 him 18.90 56 be 18,600 57 could 462 57.5 home 18.83 57 do 18.284 58 came 457 57.5 them 18.83 58 from 17,775 59 play 452 59 will 18.33 59 her 17,775 59 play 452 59 will 18.33 59 her 17,775 60 by 436 60 saw 18.27 60 them 17,777 61 about 435 61 what 18.08 61 as 17,497 62 do 428 62 this 17.90 62 his 17,286 63.5 what 420 63 could 17,71 63 mother 16,599 63.5 what 420 63 could 17,71 63 mother 16,593 65 very 419 65 back 17.27 65 friend 16,206 66 back 413 66 not 16.15 66 come 16,055									
49 if 533 49.5 his 20.51 49 time 20,659 30 house 526 49.5 would 20.51 50 get 20,626 51 them 525 51 going 19.83 51 would 20.515 52 going 522 52 if 19.70 52 our 20,418 53 some 520 53 about 19.33 53 were 20,087 54 because 514 54 came 19.26 54 little 19,240 55 saw 491 55 house 19.14 55 how 18,621 56 time 469 56 him 18.90 56 be 18,600 57 could 462 57.5 home 18.83 57 do 18,284 58 came 457 57.5 them 18.83 57 do 18,284 58 came 457 57.5 them 18.83 58 from 17,775 59 play 452 59 will 18.33 59 her 17,752 60 by 436 60 saw 18.27 60 them 17,727 61 about 435 61 what 18.08 61 as 17,497 62 do 428 62 this 17.90 62 his 17,286 63.5 wher 420 63 could 17,71 63 mother 16,599 63.5 wery 419 65 back 17.27 65 friend 16,206 66 back 413 66 not 16.15 66 come 16,055									
30 house 526 49.5 would 20.51 50 gat 20.626 51 them 525 51 going 19.83 51 would 20.515 52 going 522 52 if 19.70 52 our 20.418 53 some 520 53 about 19.26 54 little 19.240 55 saw 491 55 house 19.14 55 how 18.621 56 time 469 56 him 18.90 56 be 18.600 57 could 462 57.5 home 18.83 57 do 18.284 58 came 457 57.5 them 18.83 58 from 17.775 59 play 452 59 will 18.33 59 her 17.775 50 by 436 60 saw 18.27 60 them 17.775 61 about 435 61 what 18.08 61 as 17.497 62 do 428 62 this 17.90 62 his 17.286 63.5 home 420 63 could 17.71 63 mother 16.599 63.5 what 420 64 do 17.52 64 see 16.533 65 very 419 65 back 17.27 65 friend 16.206 66 back 413 66 not 16.15 66 come 16.055									
\$11 \text{ them} \ \text{525} \ \text{51} \ \text{going} \ \text{522} \ \text{52} \ \text{if} \ \ \text{19.70} \ \text{52} \ \text{our} \ \text{20.418} \ \text{53} \ \text{some} \ \text{520} \ \text{53} \ \text{about}^4 \ \text{19.33} \ \text{53} \ \text{ware} \ \text{20.087} \ \text{54} \ \text{because} \ \text{514} \ \text{54} \ \text{came} \ \text{19.26} \ \text{54} \ \text{1ittle} \ \text{19.240} \ \text{55} \ \text{saw} \ \ \text{491} \ \text{55} \ \text{howse} \ \text{19.14} \ \text{55} \ \text{how} \ \text{18.621} \ \text{56} \ \text{cime} \ \ \text{469} \ \text{56} \ \text{him} \ \ \text{18.83} \ \text{57} \ \text{do} \ \text{18.83} \ \text{57} \ \text{do} \ \text{18.83} \ \text{58} \ \text{came} \ \ \text{457} \ \text{57.5} \ \text{them} \ \ \text{18.83} \ \text{58} \ \text{from} \ \text{17.775} \ \text{59} \ \text{play} \ \ \text{452} \ \ \text{59} \ \text{will} \ \text{18.33} \ \ \text{59} \ \text{her} \ \ \text{18.33} \ \text{59} \ \text{her} \ \ \text{17.775} \ \text{60} \ \text{by} \ \ \text{436} \ \ \text{60} \ \text{saw} \ \ \text{18.27} \ \ \text{60} \ \text{them} \ \text{18.27} \ \text{60} \ \text{them} \ \text{18.27} \ \text{60} \ \text{them} \ \text{17.477} \ \text{61} \ \ \text{about}^4 \ \ \text{435} \ \ \text{61} \ \text{what} \ \text{18.08} \ \ \text{61} \ \text{as} \ \text{17.497} \ \text{62} \ \ \do \text{do} \ \text{428} \ \ \text{62} \ \text{this} \ \text{17.90} \ \ \text{62} \ \text{his} \ \text{17.27} \ \text{65} \ \text{friend} \ \text{16.533} \ \text{65} \ \text{very} \ \ \text{419} \ \ \text{65} \ \text{back} \ \text{17.27} \ \text{65} \ \text{friend} \ \text{16.055} \ \text{*Footnotes} \ \text{at} \ \text{end of } \text{table}							-		
52 going 522 52 if 19.70 52 our 20,418 53 some 520 53 about ⁴ 19.33 53 were 20,087 54 because 514 54 came 19.26 54 little 19,240 55 saw 491 55 house 19.14 55 how 18,621 56 time 469 56 him 18.90 56 be 18,600 57 could 462 57.5 home 18.83 57 do 18,284 58 came 457 57.5 them 18.83 58 from 17,775 59 play 452 59 will 18.33 59 her 17,775 59 play 436 60 saw 18.27 60 them 17,772 61 about ⁴ 435 61 what					_				
\$\frac{53}{34} \text{ some} \ \ 520 \ 53 \ \text{ about}^4 \ 19.33 \ 53 \ \text{ ware} \ 20.087 \ \ \ \ 20 \ \ 54 \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \									
54 because 514 54 came 19.26 54 little 19.240 55 saw 491 55 house 19.14 55 how 18.621 56 time 469 56 him 18.90 56 be 18,600 57 could 462 57.5 home 18.83 57 do 18,284 58 came 457 57.5 them 18.83 58 from 17,775 59 play 452 59 will 18.33 58 from 17,775 60 by 436 60 saw 18.27 60 them 17,772 61 about 4 435 61 what 18.08 61 as 17,497 62 do 428 62 this 17.90 62 his 17,286 63.5 what 420 63 could <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></td<>									
56 time 469 56 him 18.90 56 be 18,600 57 could 462 57.5 home 18.83 58 from 17,775 58 came 457 57.5 them 18.83 58 from 17,775 59 play 452 59 will 18.33 59 her 17,752 60 by 436 60 saw 18.27 60 them 17,772 61 about 4 435 61 what 18.08 61 is 17,247 62 do 428 62 this 17.90 62 his 17,286 63.5 home 420 63 could 17.71 63 mother 16,599 63.5 war 420 64 do 17.52 64 sea 16,533 65 very 419 65 back 17	54	because	514	54	CAME	19.26		little	19,240
57 could 462 57.5 home 18.83 57 do 18,284 58 came 457 57.5 them 18.83 58 from 17,775 59 play 452 59 will 18.33 59 her 17,752 60 by 436 60 saw 18.27 60 them 17,727 61 about 4 435 61 what 18.08 61 as 17,497 62 do 428 62 this 17.90 62 his 17,286 63.5 home 420 63 could 17.71 63 mother 16,599 63.5 what 420 64 do 17.52 64 see 16,593 65 very 419 65 back 17.27 65 friend 16,206 66 back 413 66 not <td< td=""><td>55</td><td>SAW</td><td>491</td><td>55</td><td>house</td><td>19.14</td><td></td><td>how</td><td>18,621</td></td<>	55	SAW	491	55	house	19.14		how	18,621
\$\frac{58}{59} \text{ came} \frac{457}{57.5} \text{them} \text{18.83} \text{58} \text{from} \text{17.775} \\ \$9 \text{play} \frac{452}{59} \text{vill} \text{18.33} \text{59} \text{her} \text{17.775} \\ \$0 \text{by} \text{436} \text{60} \text{saw} \text{18.27} \text{60} \text{them} \text{17.727} \\ \$1 \text{about}^4 \text{435} \text{61} \text{what} \text{18.08} \text{61} \text{as} \text{17.497} \\ \$62 \text{do} \text{428} \text{62} \text{this} \text{17.90} \text{62} \text{his} \text{17.71} \text{63} \text{mother} \text{16.599} \\ \$63.5 \text{vhat}		time							
59 play 452 59 will 18.33 59 her 17,752 60 by 436 60 saw 18.27 60 them 17,727 61 about 4 435 61 what 18.08 61 as 17,497 62 do 428 62 this 17.90 62 his 17.286 63.5 home 420 63 could 17.71 63 mother 16,599 63.5 what 420 64 do 17.52 64 sea 16,533 65 very 419 65 back 17.27 65 friend 16,206 66 back 413 66 not 16.15 66 come 16,055 **Footnotes at end of table		could							
60 by 436 60 saw 18.27 60 them 17,727 61 about 4 435 61 what 18.08 61 as 17,497 62 do 428 62 this 17.90 62 his 17,286 63.5 home 420 63 could 17.71 63 mother 16,599 63.5 what 420 64 do 17.52 64 sea 16,533 65 very 419 65 back 17.27 65 friend 16,206 66 back 413 66 not 16.15 66 come 16,055 **Footnotes at end of table									
61 about 4 435 61 what 18.08 61 as 17,497 62 do 428 62 this 17.90 62 his 17,286 63.5 home 420 63 could 17.71 63 mother 16,599 63.5 what 420 64 do 17.52 64 sea 16,533 65 very 419 65 back 17.27 65 friend 16,206 66 back 413 66 not 16.15 66 come 16,055 **Footnotes at end of table									17,752
62 do 428 62 this 17.90 62 his 17,286 63.5 home 420 63 could 17.71 63 mother 16,599 63.5 what 420 64 do 17.52 64 see 16,533 65 very 419 65 back 17.27 65 friend 16,206 66 back 413 66 not 16.15 66 come 16,055 *Footnotes at end of table									
63.5 home 420 63 could 17.71 63 mother 16,599 63.5 what 420 64 do 17.52 64 sea 16,533 65 very 419 65 back 17.27 65 friend 16,206 66 back 413 66 not 16.15 66 come 16,055 *Footnotes at end of table									
63.5 what 420 64 do 17.52 64 sem 16,533 65 very 419 65 back 17.27 65 friend 16,206 66 back 413 66 not 16.15 66 come 16,055 *Footnotes at end of table									
65 very 419 65 back 17.27 65 friend 16,206 66 back 413 66 not 16.15 66 come 16,055 *Footnotes at end of table								-	
66 back 413 66 not 16.15 66 come 16,055 *Footnotes at end of table									
*Footnotes at end of table									
				•	400	*****	, ,,	COME	70,033
	*FO	otnotes							

Table 4 continued

METHO	0 1 (TOTAL W	ORDS 165,821)	METROD	2 (TOTAL S	STUDENTS 1,604)	RINSL	AND (TOTAL WOR	DS 6,012,359)
Rank	Word	Frequency	Rank	Word	Parcent	Rank	Word	Frances
						67		Frequency
67	this	393	67	play	16.02		can.	15,762
68	school	383	68.5 68.5	dowa	15.96	68	day	15,759
69.5	down	364 364	70	Very CCO	15.96 15.90	69 70	good what	15,138 14,974
69.5 71	5004	362	71	her	15.71	71	said	14.849
72	and ⁴	361	72	over	15.65	72	him	14,470
73	not	346	73	OUCE	15.46	73	home	13,906
74	over can	344	74	546	14.59	74	HOME	13,476
75	dog	343	75	just	14.46	75	did	13,542
75	588	331	77	after	14.40	76	has	13,298
77	friend	327	77	can	14.40	77	down	13.297
78.5	little	325	77	school	14.40	78	Christmas 3	12,966
78.5	name	325	79	from	14.21	79	1f	12,723
80.5	just	322	80	little	13.15	80	write ³	12,671
80.5	people	322	81	or	12.91	81	arter	12,110
32	as	319	82	know	12.66	82	play	11,959
83	from	301	83	name	12.41	83	came	11,698
84.5	after	295	84	tro	12.22	34	put	11,665
34.5	or	295	85	fun	12.16	85	two	11.395
86	our	292	86.5	started	12.09	86	house	11,324
87	Want	290	86.5	want	12.09	87	u s	11,132
88	ran	285	89	did	11.91	38	because	11,065
89	started	280	89	inco	11.91	89	OVET	10,993
90	into	276	89	other	11.91	90	saw	10,992
91	big	274	91	people	11.78	91	their	10,979
93	fun	271	92.5	big	11.60	92	well	10,924
93	once	271	92.5	ran	11.60	93	here	10,562
93	told	271	94.5	friend	11.47	94	by	10,428
95	cheir	268	94.5	Dext	11.47	95	just	10,285
96.5	boy	266	96	didn't	11.35	96	made	10,100
96.5	two	266	97	good	11.28	97	back	10,083
98	ocher	263	98	DOM	11.16	98	an	10,071
99	good	262	99	night	11.10	99	could	9,937
100	dida't	260	100.5	around	10.91	100	or	9,846
101.5	know	259	100.5	took	10.91	101	dog	9,711
101.5	aighe	259	102	don't	10.85	102	t 90	9,634
103	mother	257	103.5	25	10.66	103	other	9,381
104	next	254	103.5	QUE	10.66	104	manyō	9,013
105	qiq	251	105	COMe	10.35	105	night	8,924
106	I'm	248	106	pom	10.22	106	name	8,918
107	triends	244	107	nother	10.10	107	old	8,914
108	took	242	108.5	their	10.04	108	KROW	8,300
109	us	240	108.5	told	10.04	109	want	8,736
110	best	238	110	off 4	9.98	110	make	8,707
111	now	235	111	friends	9.85	111	been	8,202
112	don't	232	112.5	poa	9.79	112	first	8,196
113	around	230	112.5	loc	9.79	113	into	8,158
114.5	man 4	227	114	besc	9.73	114	people	8,141
114.5	mom ⁴	227	115.5	more	9.54	115	nan	8,133
116	more	215	115.5	old	9.54 9.48	116 117	soon ³	8,012 7,968
118 118	am come	213 213	117 118.5	first I'm	9.41	118	ta ke much	7,965
118	old	213	118.5	put	9.41	119	letter ³	7,894
120	pom	212	120	1.	9.04	120	sure3	7,382
121	lot	210	121	dog somechin		121	boy	7,857
122	off	209	122.5	30mecuru;	8.35	122	big	7,765
123	first	202	122.5	well	8.35	123	thing	7,623
124	weil	201	124.5	apz	8.30	124	hope	7,458
125	DRL	199	124.5	mom ⁴	8.80	125	grade ³	7,375
126	three	193	126	an	8.60	126	Water	7,372
127.5		189	127	things	8.54	127	tell	7,305
127.5		189	128	take	8.48	128	don't	7,130
129	no	187	129	where	8.42	129	last	7,003
130.5		186	131		8.29	130	children ⁵	6,943
130.5		186	131	every named	8.29	131	where	6,777
132	has	183	131	your	8.29	132		6,667
133	dad 4	131	133	nice	8.23	133	every which ³	6,655
134	summer	1.75		three	8.04	134	took	6,640
	again	173	134.5		8.04	135	more	6,359
								•

Table 4 continued

METRO) 1 (TOTAL WOR	ps 165,821)	METHOD 2	(TOTAL STU	DENTS 1,604)	RINSLA	ND (TOTAL WO	RDS 6,012,359)
Rank	Word	Frequency	Rank	Word	Percent	Rank	Word	Frequency
135.5	named 4	173	136	has	7.98	136	around	6,508
138.5	Cat	170	138.5	again	7.92	137	father	6,348
138.5	found	170	138.5		7.92	138	CTRE	6,304
138.5	it's4	170	138.5	it'a4	7.92	139	long	6,294
138.5	nice	170	138.5	looked	7.92	140	who	6,260
142	an	168	141	years	7.79	141	morning	6,258
142	things	168	142.5	car	7.73	142	started	6,233
142	where	168	142.5	us	7.73	143	three	6,228
145	take	167	144	asked	7.61	144	girl	6,132
145	who	167	145	away	7.54	145	things	6,105
145	wish	167	146.5	found	7.42	146	cat	6,093
147	facher	166	146.5	ouly	7.42	147	nev	6,037
148	looked	165	148.5	dad.4	7.29	148	any	5,385
149.5	buy4	164	148.5	Dan	7.29	149	next	5,858
149.5	Mr. ¹	164	150.5	called	7.23	150	fine3	5,845
151	heard	163	150.5	summer /	7.23	151	off	5,842
152	years	162	152	walking4	7.17	152	told	5,735
153	eac	160	153.5	heard	7.11	153	vay	5,490
154	every	158	153.5	that's"	7.11	154	away	5,457
155	family 4	154	155	right	7.04	155	found	5,414 5,264
156	away	153	157	dever	6.98	156 157	room	5,248
157	think	152	157	think	6.98 6.98	158	before show 3	5,228
158	only	149	157	vay	6.36	159	didn't	5,216
159	help	148	159	family 4	6.30	160	graff c	5,185
160	wanted	147	160.5	ramily	6.80	161	boys ³	5,126
161.5	girl	145	160.5	thing long	6.73	162	no	5,083
161.5	horse 1	145 142	162 163	make	6.67	163	close ³	5,070
163.5 163.5	love make	142	164.5	always	6.61	164	men3	5,061
165.5	Dake	141	164.5	ever4	6.61	165	precty	5,045
165.5	right	141	166.5	made	6.36	166	nice	4,399
167	door	139	166.5	swimming 4	6.36	167	chought	4,891
168	brother	138	168	here	6.30	168	fun	4,889
169	also	136	169	much	6.23	169	called	4,885
170	here	134	171	door	6.17	170	year.	4,878
171.5	always	133	171	Look	6.17	171	year ball ³	4,869
171.5	walking 4	133	171	still ⁴	6.17	172	white ³	4,868
174	hit4	1,32	174.5	help	6.11	173	again	4,847
174	look	132	174.5	left ,	6.11	174	bed	4,316
174	Water	132 ·	174.5	really	6.11	175	years	4,760
177	long,	131	174.5	thought	6.11	176	chrough	4,726
177	ride ⁴	131	177.5	lived	6.05	177	while	4,701
177	thought	131	177.5	upon ⁴	6.05	178	gave	4,688
180	ching	130	179	morning	5.99	179	work ₃	4.679
180	Cree	130	181.5	also	5.92	180	doll	4,524
180	WAY	130	181.5	bed 4	5.92	181	getting ⁶	4,513
182	called	129	181.5	sometime why "	5.92	182	baby 3	4,456
183.5	room	126	181.5 184	father	5.92 5.86	183 184	once also	4,447
183.5 185	year bed	126 125	185.5	before	5.80	185	LAN	4,378 4,373
187	made	124	185.5	Agrei	5.80	186	coming	4,332
187	say	124	188	girl	5.74	187	should 3	4,289
187	that's4	124	188	place	5.74	188	teacher5	4,288
189	1'114	123	188	brecch	5.74	189	place	4,256
190	much	122	190	brother,	5.67	190	CST	4,190
191	why4	121	191	finally4	5.61	191	give	4,181
193	live	120	192.5	Love	5.55	192	ran	4,180
193	lived	120	192.5	York	5.55	193	ler	4,173
193	really4	120	194.5	playing4	5.42	194	only	4,124
195.5	ever4	119	194.5	ride 4	5.42	195	only today 3	4,046
	work	119	196.5		5.36	196	summer	4,023
197	money4	11,7	196.5	Tun	5.36	197	right	4,005
199	Mrs.1	116	199	any	5.30	198	red3	3,868
199	new ,	116	199	tell	5.30	199	another	3,862
199	still ⁴	116	199	year,	5.30	200	TOSE	3,830
201	place	115	202	fall ⁴	5.23	201	look	3,810
202	swimming *	114	202	DEA	5.23	202	milk3	3,799
203	left	113	202	say .	5.23	203	book ³	3,784
204.5	precty	111	204.5	food	5.17	204	vanced	3,748

Table 4 continued

METHO	1 (TOTAL WORL	S 165,821)	METHOD 2	(TOTAL ST	DENTS 1,604)	RINSLA	D (TOTAL WORDS	6,012,359)
Rank	Word	Frequency	Rank	Word	Percent	Rank	Word	Frequency
204.5	siscer	111	204.5	wish	5.17	205	black	3,730
206.5	morning	109	206.5	even4	5.11	206	bring3	3,693
206.5	sometime4	109	206.5	stay4	5.11	207	girls ³	3,668
208	run	106	208	Live	5.05	208	along 3	3,664
209.5	dollars 1	105	209	buy ⁴	4.99	209	glad ³	3,661
209.5	fell ⁴	105	212	another	4.92	210	Love	3,652
211	played	103	212	coming	4.92	211	live	3,598
213	baseball4	102	212	happy	4.92	212	read ³	3,594
213	food ⁴	102	212	Later 4	4.92	213	something	3,560
213	cell	102	212	lec	4.92	214	uncil	3,547
215.5	before	101	218	been.	4.86	215	played	3,595
215.5	finally ⁴	101	218	fast ⁴	4.86	216	best	3,571
217.5	lacer4	100	218	gave	4.86	217	heard	3,570
217.5	playing	100	218	give,	4.86	218	four	3,552
219.5	monscer 1	99	218	I'114	4.86	219.5	brother	3,535
219.5	unon4	99	218	BOSC	4.86	219.5	say	3,535
223	couldn't4	98	218	while.	4.96	221	cold ³	3,520
223	give	98	222.5	sleep ⁴	4.30	222	never	3,511
223	hard	98	222.5	through	4.80	223	I'm	3,465
223	lec	98	224	find	4.74	224	sister	3,457
223	teacherS	98	224	last	4.74	225	chan ^o	3,433
227	been	97	224	ourside4	4.74	226	door 1	3,426
227	children ⁵	97	227	almost4	4.68	227	great ³	3,384
227	even 4	97	229.5	couldn't	4.61	228	musc3	3,353
229	outside ⁴	96	229.5	room ,	4.61	229	looked	3,329
231	any	95	229.5	together ²	4.61	230	thing	3,310
231	last	95	229.5	walked4	4.61	231	find	3,308
231	stay 4	95	232	everyone ⁴	4.55	232	always	3,295
233	happy	94	233	can't	4.49	233	please3	3,290
236.5	another	93	235.5	ace ⁴	4.43	234	happy	3,254
236.5	can't ⁴	93	235.5	money4	4.43	235	daddy3	3,253
236.5	everyone4	93	235.5	played	4.43	236	country 3	3,250
236.5	find	93	235.5	uncil	4.43	237	few3	3,245 3,241
236.5	fish ¹ 4	93	238.5	black	4.30	238	wish	3,225
236.5	walked,	93	238.5	getting	4.30	239 240	lot	3,443
241	million ^l	92	240.5	hard 2	4.24 4.24	240	asked days ³	3,149
241	oh"	92	240.5	scory ²	4.18	241	large ³	3,149
241	cripl	92	243.5	cat oh ⁴		242	better3	3,123
243	while	91	243.5		4.18 4.18	244	these	3,123
245	coming	90 90	243.5	than ⁶ yes ²	4.18	245	each ³	3,102
245	gave		243.5	ves -	4.11	246	five 3	3.085
245	until	90	246	hope6	4.11	247	week3	3,078
248.5	bike 1	89	247.5	sister	4.05	248	locs 3	3,026
248.5	black	89	247.5	world ⁴		249	help	3,005
248.5	most	89	250	everything	4.00	250	neip left	2,999
248.5	world ⁴	89	250	knew ²	4.00	250 251	lived	2.361
252.5	animals 1	88 88	250 254	many6	3.93	252	hard	2.950
252.3	fast4	88	254	anything ² baseball ⁴	3.93	253	fire ³	2,921
252.5	KIGS	58 88	254 254	sassasatt	3.93	254	13	2,920
252.5	through	38 37	254	life2	1.93	255	crees	2,906
255.3	ate*	51 87	254	tree	3.93	256	comes 3	2,394
255.5	21665	97			3.73	1		

Footnotes

¹ Word occurs in Method 1 list only

Word occurs in Mathod 2 list only

³ Word occurs in Rinsland list only

⁴ Word occurs in Method 1 and Method 2 lists but not in Rinsland list

 $^{^{\}mbox{\scriptsize 5}}_{\mbox{\scriptsize Word}}$ occurs in Method 1 and Rinsland lists but not in Method 2 list

 $^{^{\}mbox{6}}\mbox{Word}$ occurs in Method 2 and Rinsland lists but not in Method 1 list

Table 5
Words Not Reported By Rinsland

Word	Frequency	<u>Word</u>	Frequency	<u>Mord</u>	Frequenc
A-frame	1	bald eagle	1	booing	1
abracadabra	ī	ball game	2	booked	1
ace	i	ballistic missile	i l	bossed	1
adiustments	i l	ball park	i l	bottle-nosed dolphin	1
Afghan hound	ī	ballplayer	2	bounty	1
Afghaniscan	ī	baloney	1	bow head	L
Africa	ā 1	bam	6	bow tie	I
airborn	2	bankrobbers	i	boyfriend	5
air conditioner	i	baptism	4	boyish	1
air conditioners	ī	barefeet	1	brackec	1
air conditioning	i l	bares	1	brang	3
aircraft carrier	ī	barf	· 1	bracey	1
aircrafts	2	baracuda	1	break in	1
air force	2	barrectes	i 1	brew	3
air pocket	i l	baciks	1	brindle	L
air pressure	3	bacon	2	3ritish	1
Alabama	4	bacted	3	broiled	1
Alaska	2	baccer's	2	broncos	1
Alaskan	ī	barters	3	brook trout	1
albums	i l	bacting average	1 1	brown sugar	1
aliens	4	bactlesnips	1	brown trout	1
alley cacs	i l	bactling	2	bubble gum	3
altered	ī	38 gun	4	bubbly	2
America	3	beady	2	buckled	1
America's	í	beagles	ī l	bugging	1
ammo	ī	beaks	i	bugles	1
amusement park	ī l	beanstalk	5	built-in	3
anchovies	3	beat up	2	bulldozer	1
antigravity	2	beauty contest	ĩ l	bulldozers	1
anconym	2	beauty concests	ī	Sullfight	1
antonyms	ĩ l	beauty shop	i	bullies	1
aqua	ž	bee's	i l	burgers	1
aquariums	ī	beap	5	bus driver	4
Arctic Circle	2	beige	1	bus scop	4
Arizona	5 1	belly dancer	i	burcher knife	11
Arkansas	4	bengal tiger	ī l	butlers	2
arroganc	i	becrays	ī l	buzzed	1
ASS1373	ī	becting	1	buzzer	1
assuming	ī	bewitched	<u> </u>	California	25
asthmatic	ī	bicycling	1	calms	:
15 counded	i	biddies	3	Cambodía	2
ASCTODAUC	ā l	bide	1	cameras	2
as CTO nau CS	4	big shot	1 1	camp-our	2
Atlantic	<u>i</u> 1	biking	3 l	camper	2
Atlantic Ocean	2	billions	i	campgrounds	ī
acom bomb	ī	bing	2	Canada	7
acomic	ī	bionic	2	Canadians	L
Australian	ī	black hole	3 l	CAREER	ī
Austria	ī	blast off	10	cape buffalo	ī
ucographs	î l	bleschers	1	captive	ĩ
avalanche	2	blindfold	ī	caracals	ī
IV	ī	blondish	ī	carbohydrate	ī
wesome	2	plow up	<u> </u>	carpeted	ī
aby-sic	3	bluegill	2	car pool	ž
aby-sitter	4	bluegills	i	cartoons	
abv-sicter's	1	blue jeans	i	cartwheels	<u> </u>
aby-sitting	5	blue whale	<u> </u>	car wash	ī
backflip	i	blurry	3	casually	2
backtrack	i 1	boars	i	caucious	ī
packyards	i	bogus	1	cavities	3
baddest	i	bologna	i	C3	5
baffled	i	comper	i	cellophane	í
pagged	il	pompers	1 1	csuravoa cstrobusus	i
bail	i (bonnechead shark	1	centavos center field	2
balancing	il	boogeyman	:	center fielder	ī
bald-headed	i	boogie	1	center traiter chain-smoking	1

Table 5 continued

Gord	Frequency	Word	Frequency	Mord	Frequency
chalkboard	2	crazy house	1	drownded	1
chalked	ĩ l	creaked	ì	drowned	4
challenges	ī	creased	1	drumming	1
championships	ī	crossly	1	dryness	ī
champs	i l	crunch	1	duffel bag	1
characterized	i i	cuddle	1	dumpling	1
chauvinists	i l	cultures	2	dumps	1
cheats	1	cupcakes	3	dune buggies	3
cheetah	3	cuscomized	1	dune buggy	4
cheetah's	1	cuter	1	dust mop	1
cheetahs	1	daddy longlegs	2	earphones	2
chickened	1	dang	1	earthling	2
chief's	1	davenports	1	earthlings	3
chihuahua	1	day-care center	1	earthlings'	2
chillier	1	daylight	2	easel	1
chimp	1	dears	1	ego	1
chin-ups	1	decider	1	egos	1
China	5	decisions	1.	Egypc	2
Chinese	3	deers	1.	election day	1
chirp	1	defected	į.	electric eyes	1
chopper	2	defended	1	electronic	1
chorused	1	deformed	2	electron microscope	1
city hall	2	Delaware	1	elementary school	1
classical	1	delectable delusion	2	eloped	1
clogs	3	denusion	2 2	engine room	1
clothes hanger	1	Denmark	i	England	?
clucked	1	denes	1	Englishman	4
coascal plain	1	destroyers	Ī	English Sector	1
coasters	1	descructed	i	encercainer	1
coast guard	2 2	decested	ī	entrance	2
coat of arms	í	devil's	2	equalicy	1 2
cock-a-doodle-do		diabolical	ĺ	errors	
cockpit cockroach	1 1	diagnosis	i	Eskimo	1
cockroaches	3	dial tone	i	ecch Europe	,1
collapsed	2	diesel	i		11 1
collarbone	2	digital	ī	evacuace	2
collided	2	ding-a-ling	2	evacuated	1
Colo.	i	dingier	2	ex-con ex-friends	i
Colorado	5	dinnertime	ī	exhaust	i
comic books	í	dinosaurs'	ī	exocic	;
communicated	ī	dipcheria	ī	exploracory	ī
compete	3	disconnected	ī	explosions	ī
competes	i i	disgusting	ī	extinct	3
competing	2	discribuce	7	axtremes	ī
compute	i l	diver	2	eyeballs	5
computer	2	diving board	4	eyesight	2
computers	4	divorced	2	face-off	ï
concentrate	2	dizzier	2	face-to-face	ī
conditioner	1	Doberman Pinscher	1	falling star	ī
condominium	1	doc	1	family room	2
Connecticut	1	dodge ball	ī	family tree	· ·
conscience	1	doghouse	5	fanciful	ī
conserve	1 1	dogs'	2	fantasy	<u> </u>
control cower	1	dollhouse	ı	fashions	i
conveyor belo	1	dollies	ī	fiancee	1
COBVOY	1	dollshop	L	fiances	1
coak's	1	dolphin	<u>l</u>	field mice	1
cookhouse	3	dolphins	2	field trip	6
cope	1	domain	1	field trips	i
correcting	l l	donace	1	filly	1
cotton candy	3	donating	1	filmed	ī
cougars	i	double-barreled	1	finish line	10
coughs	2	double play	2	fin whale	2
countdown	3	doubles	1	fire alarm	ī
country store	: 1	drafted	L	fire chief	
cousins'	1	dragon's	ī	fire company	2
crap	1	drag races	2	fire department	3
crappie	3	drawing board	1	fire excinguisher	2
crappies	1	dressing room	1	firenouse	1

Table 5 continued

Hord	Frequency	Word	Frequency	Word	Frequency
fire truck	7	30-cart	12	homers	2
first base	4 1	30-carts		home runs	3
first-class	2	goalia	2	homestratch	ī
first class	i l	golf ball	3	homework	15
fishbowl	1	golf balls	1	homonym	- 2
fishing poles	2	golf club	i	homonyms	ī
fish tail	1	golf course	1	hooking	ī
fixer	5	300fy	1	hooray	ī
flavored	1	300n	1	hooves	2
flavors	1 1	3randdad	1	hopefully	3
fling	1	grand slam	1	hopelessly	1
flip-flops	1	grape juice	1	hostage	3
flipped	4	gray whale	2	hoscages	6
grooph	2 29	greatful	1	hoc-wire	1_
Florida flocacion	1	greedier griddle	1	hoc dog	7
flunk	il	griddie	i	hotrod hot shot	1 3
flying saucer	š	grizzly bear	ž	hound dog	i
food stamps	íl	ground ball	1	housewife	i
footline	ī	Stomu-ab	ī	hover	2
forest ranger	ĩ l	grown ups	3	hovering	ī
forgives	i l	3=uesome	ī	huffing	ī
forms	i i	guaranteed	Ĺ	hula	ž
foster home	1	guinea pigs	4	humpback whale	2
foul ball	1	guitarist	2	hunk	1
foul balls	L I	gummy .	1	hurray	1
four-wheei	1	gunfight	1	ice age	1
France	2	3unnysack	1	ice cream	22
frankfurter	4	gushing	1	fceskate	1
cranks	<u> </u>	3uta	4	ice skater	1
freaky	1	3nh, a	<u>:</u>	ice tea	1
french fries	3	guzzlers	1	ignition	2
freshwater	<u> </u>	gymnascic	,1	ignore Illinois	1
fridge fries	i	gymnastics	14	impala	i
frigace	2	gymnascs gyms	i	inconveniences	ì
frog's	ī	haircut	4	India	i
front room	i l	hairdo	i	Indian Ocean	1
frontwards	3	halfback	ī	Indians'	ĩ
front yard	i l	half hour	ī	infield	5
frostbitten	1	hallelujah	2	inflated	ī
frosted	1	damster	5	inflacion	1
full-grown	1	hamster's	1	informer	1
full-cime	.1	hamsters	6	inhalation	2
fun fair	10	hamsters'	1	inner tube	1
fun house	3	handball	2	insult	1
galaxy	2	handsprings	2	incerceoc	1
3amble	1	haunting	2	incercepted	1
garage sale	1 9	Havaii Havaiian	25 2	intercom interferes	1
<pre>3ardener 3ardener's</pre>	í	headless	3	incerruncion	Ĺ
gasoline's	i	headlines	ž	introductions	1
gas station	ó	headlock	ī l	invaders	3
gazeile	i	head start	i i	invasion	2
genealogy	i	heart attack	i	invest	ī
zenie	17	heaving	1	investigator	2
genies	2	hes-hee	2	invisible ink	1
Georgia	2	helicopter	57	Iova	2
3erbils	1	helicopter's	1	<u>r</u> q	1
German	3	heroic	1	Iran	4
Garman Shepherd	4	hic	2	Iranian	2
German Shepherds	1 3	hideout	9	Iranians	1 2
Germany	3 1	hippo	2	Ireland	9
gifted girl friend	15	hippopocamuses	i 1	Irish Irish Seccers	5
girl friend's	7.2	hiring hictor	4	islanders	1
zirl friends	ī	hitters	i	Italian	Ì
glacial	i	hockey stick	5	Japanese	i
glicters	ī	hogged	ž l	Japs	ī
glob	ĩ	holy water	i i	jaywalking	ī
gnacs	1	home place	٠	jeans	1
		•	3	1	•

Table 5 continued

Word	Frequency	Word	Frequency	Word	Frequency
jeep	1	lure	1	Ms.	7
jellyfish	2	magician's	1	multicolored	1
jec liner	ī	nagnum	1	multiple	1
jecs jockey	3	Maine	2	munch	1
jogging	i	major league	1 2	munching	1
john	i	makeup	2	mushroom	1
johnny-come-lacely	i	mail markers	1	muskrac's muscangs	2 3
jumbo	ī	Mars	29	must 2 ang 9	2
jump rope	i l	Mercian	18	naos	ĩ
jumpy	1 1	Martians	13	narwhale	ī
junior high	4	Maryland	L	nacional parks	ī
junkyard	1	Mass.	1	neck-rein	1
Jupiter	5 (Massachusects	L	nervously	L
kangaroo's	2	matchbox	1	Necherlands	1
kangaroo rats	2	matching	1	New England	3
kangaroos Kansas	5 1	mattered	2 2	New Hampshire	2
karace	2	mayday	1	New Jersey	ŗ
Kencucky	3	maze meaningless	i	New Mexico newspaperman	1
kickball	15	meachall	4	New York	4
kid's	3	meachalls	ī	nibbling	ĭ
kiddo	ı	nemorized	ī	nightmare	ī
killers	1	menwed	5	night school	ī
kinfolk	1 1	Meows	1	no-hic	ī
king-size	1 1	merchandise	2	nocturnal	ī
kisser	2	nerge	1	nominee	1
klucz	2	nermaid	3	noodle	3
koala bears	2	merriness	1	no one	46
Korean	1 2	203965	1	nope	5
kung fu lab	6	meteorite	3 1	north's	1
Labrador recreiver	ĭ	méter	3	North America North Carolina	1
ladybug		Mexican Mexico	14	North Dakoga	2 1
lake trout	1	Michigan	ĩ	Notway	9
lampshades	i l	midwestern	ī	Notway's	í
landings	1	mileage	i	Norvegians	ī
Laplanders	1	milicant	1	notices	2
laser	1	militants	1	nuclear	3
lasers	1	milicary police	ı	nuclear energy	1
laundromat	1	milkman's	1	nuclear reactor	1
lawn mower	2 !	Milkyway	1	nude	1
lawn mowers	1 3	minding	ŗ	nursery school	1
left field	i	mini-flashlight	1 15	nursing homes	1
left fielder	i	mini-sociecy mini-cown	1	aylons obviously	1
leprechaun	3	miniacure golf	ī	ocean liner	<u>1</u> 1
lesser	1	minibike	3	odds and ends	ī
licenses	1	minibikes	5	off-season	i
lića-siz a	1	Minnesoca	4	Ohio	5
life-styles	<u>:</u>	misincerpreced	1,	Oklahoma	9
lifeguard	3	missile	3	outer space	13
life jackets lifelike	1	missiles	4	putfield	8
lifestyle	2	Mississippi	ļ	Juctun	1
lift-off	ī	miscreac	1	overhand	1
Lily pad	3	modeling mole's	i	overpopulated overpupulation	1
limousine	1	more s	227	overbandiacion	1
line drive	1	mom's	7	overtime	Ţ
livers	1	aumny	6	overwork	•
lobbed	1	nons	2	OW	î
locker room	1	monkey's	1	ozone	2
loudspeaker	1	monscer's	2	PA.	2 1
loudspeakers Louisiana	1 6	mocing	1	?acific	2
lounge	6 1	догов	2	Pacific Ocean	3
lounge's	1	motel	4	Pajama	2
love seac	2	mocels	1	pajama party	2 2 1
Le.	ī	mocley	ì	panda	Ţ
lumpy	2	mouse's	1	Panicked Panicking	2 1
lurched	1	mph	2	panicking paper dolls	2
			-	Laier corra	-

Table 5 continued

	B	Howd	F===	l was	7
<u>vord</u>	Frequency	Word	Frequency	Word.	Frequency
parables	1	probational	1	rookia	5
parachused	1	processing	1	root beer	2
parachucing	1	prodding professionals	1	rosebush	1 1
paragraphs	1 2	prohibiting	i	roughest	ì
parakeer parallel bars	i l	projectors	i	routine	i
parent's	i	prophecy	ī	royalty	ī
parents'	3	pros	ī	rubber bands	ī
parking loc	2	psychiatrist	2	rubbing alcohol	1
pert-time	1 1	PT boac	1	running wheel	1
peacocks	1 }	pcerodaccyl	2	sacraficed	1
pees	1	public library	<u>l</u>	saddle horses	1
pelican	a	puffy	1	safari	1
penalty	1	pull-ups	<u>1</u> 1	salesmen	1
penguin	1	pup's	i	salesperson	1
Pennsylvania	5 }	puppy love push-ups	i	salt water samovedic	ī
performers periodically	1 1	quadrillion	ī	sandbox	i
periodically	i	quarter horse	2	sanding	į
Setu	i	quarter horses	ī	sarcastically	ī
pesos	il	quickaned	ī	savings account	ĩ
pg.	ā	rabbit's	3	scabbed	ī
phony	2	rabbic ears	1	Scandinavia	2
pickup	5	rackets	1	scaredy-car	1
picnicking	2	radar	1	scariest	2
pinball	2	radiacion	L	schoolwork	2
pinball machine	1	rainbow trout	1	Scotland	1
pinball machines	1	rain check	1	scram	1
pinkie	1	rainscorm	1 2	scrapers	1
pinning	2	ramp	2	scuba	<u> </u>
pizza	4	ramps	2	sculptures	
pizzas pj's	1 1	ray ray gun	2	scurried seance	1 2
planets'	1	ray guns	ī	seashell	ĩ
plastic	4	re-bandage	ī	seashells	i
placforms	ī	re-bandaged	ī	seasoning	ī
playday	ī	Teactor	3	seat belts	2
plumbing	ĩ	reappeared	1	second base	3
Pluco	8	recovery room	1	seesawing	1
Pluco's	1	red alert	1	sei whale	1
plutomium	1	redheaded woodpecker redwoods	1	semi	1
poachers	1	reeling	1	semifinal	1
police dogs	2	ref	ī	sensed	<u>i</u>
police force police officer	·1. 2	refill	ī	sensicive servals	1
police station	;	refilled	ī	servants'	1
police station	i 1	registered nurse	2	serviceable	ī
pollured	3	relayed	1	sessions	ī
polluces	i i	renting	1	sh a 'd	ī
polluting	1	report cards	2 ·	she'11	4
pollucion	3	rescored	1	she's	16
poltergeist	1	rest room	1 2	sheepishly	1
poncoon	-	retains	i	shoelaces	1
ponytails	1	revolving	Ī	shoestrings	1
bobber	1 2	Rhode Island	ĩ	shoot-out	1
possibility	il	right field	2	shortcut	1
cossum	il	right whale	2	shoepue	ĩ
postmark	ī l	ripples	1	show off	ì
potato chip	ĩ	riverboat	1	show offs	ī
potato chips	5	RN .	1	shrank	i
bonuceq	1	roadrunner	1	shrug	1
bon	5	robber's	1	shuffled	1
power plants	1	robot	4 3	shucdown	1
prankscer	1	roller-skated	3 1	shuttle	1
prediction	!	coller-skaces	3	Sicily	2
pregnanc	1	roller-skaring	3	sickening	1
prima ballerina princess'	1 2	rollar coaster	5	singles	2
private decective	í	roller coasters	ž	sirens siscers'	1 2
private eye	î	rolling pin	1	sic-ups	1
·	- 1	* -		1 2-4-Ah3	-

Table 5 continued

%ord	Frequency	Word	F	Word	
			Frequency	<u></u>	Frequency
sizzling	1	spookier	1 1	terrain	1
skateboard	2	spookiest	1 1	terrifying	3
skateboarding	1	sprayer	1 1	Texas	27
skateboards skidding	3	springer spaniel	i	that'll	1
slamming	i	sprinkler squ as hed	2	cheresiter	1
slapping	il	squid	ī	third base	3
slack	i	squirt guns	i l	chirty-first	1.
sleeping bag	5	squirting	ī	chirty-three	i L
sleeping bags	2	squires	1	cicking cidal wave	ī
sloc	ı	squished	1	cie breaker	ĩ
sloc machine	1	St. Bernard	3	cighter	2
shot machines	3	stabbing	1	tightrope	3
slumber parcies	1	stallions	7	cilced	1
smacked	1)	stand by	1	ciles	1
smarter	2 1	scarship	1	cime ouc	1
smartly	1 1	station wagon	2	cingle	<u>L</u>
snack snack bar	i	stealer steed	ž	cingling	1.
snack par snack	i	steed steering wheel	3	cipping	1
snapping curtle	ž	SCALEO	5	cicled	1
306akers	i	stathoscope	i l	coe shoes	1
sneaky	ī	staved	i (tombscones	÷
sneered	i l	stock car	ī l	toothed	i i
sneezed	2	storm's	ī	tornado	2
snoring	ı	streaking	2	totally toucan	1
snorkeling	ī	stroller	1	toughest	3
snocty	1	stubs	1	tourism	ĩ
snuck	5	3Eud	1	townspeople	3
soap operas	1	scunk	1	cow cruck	2
social studies	2	sub.	1	tracker	1
sodawater	1	subscribe	1	trailer court	1
sodium	1	sucked	1	trailers	1
sodium chloride	1	suction cups	1 1	trampling	2
sodium phosphace	1 12	summer school	i	trampoline	2
softball solar panels	2	sunbathe sundae	2	trampolines	1
solar system	3	sunshade	2	crance	1
solves	i	suncan	<u>.</u>	transformed	2
son's	2	Superduper	3	trapdoors trapeze artist	i
sophisticated	ī	Supermarkec	3	trapeze artist	•
SOTCETET	1	supersonic	1 }	trash can	î
soundproof	1	suppertime	1	cread	ī
South Dakota	2	surfing	1	treasured	ī
spacecrafts	1	survivors	4	treats	i
spaceman	2	swarming	1	tree house	1
spacemen	4	Sweden	1	trick-or-treat	1
spaceship	39	swimming pool	16	trick-or-treating	4
spaceships	11	swimming pools	1	trickles	1
space suit	1 1	swimsuits swished	i	trillions	1
space suits Spain	; l	Swiczerland	4	triple	1
SPAIN	7	swoosh	ī	triples	1 2
spactered	- i l	svorn	i	criplecs	÷
spayed	i ł	synonyms	i l	trolls trophy	š
speckled trout	ī	taco	3	trucking	•
spectator	1 1	tacos	2	tuffets	ī
speedboat	4	tailgate	1	tugging	ĩ
speeded	1	tapped	1	tummy	ī
sperm whale	1	tasty	3	tuna	i
spic-and-scan	3 1	ceannaces	2	curbulence	ĩ
spider's ver	3	Ceenager	1 1	turrets	1
spider's webs	3	ceenagers	3	tutti-fructi	3
spiked	1	celevisions	<u> </u>	LA	56
spikes	1	television sets	1	tweak	1
spicball	i	cemptations Tenn.	: 1	rwency-gauge	1
aplac	i	renn. Tennessea	5	twin-engine	<u> </u>
sponges sponsored	i	tennis shoe	3	twin bed	1
speak	ī	tennis shoes	ź	cwirl cwitching	•
. = :::	•		į		•

Table 5 continued on next page

Table 5 continued

<u>Word</u>	Frequency	Word	Frequency	<u>Word</u>	Frequency
UFO	12	visualize	1	West Garmany	2
uglyness	1	voodoo	2	vhacked	1
uh	2	vow	1 1	uham	2
um	4	vs.	1	wheelchair	2
amb	2	wagging	1	wheelers	1
unbelievable	2	waiter's	1	whizzed	L
underhand	2 j	waken	ı l	whoosh	1
understandable	1	walkie-talkie	1	whopping	1
underwater	2	walking horses	1	wildlife	3
unexpectedly	2	valkover	L	winner's circle	i
unicorn	1	valkway	1	wincertime	i
unicycle	1	walleyes	1	Wisconsin	2
United States	14	walloped	3	wirch's	5
universes	1	wallow	1	womenfolk	1
unlikely	1	Yan	i.	voodsman	2
unmarked	1	warped	1	work sneets	1
unpacking	1	washhouse	I	X-rays	ĩ
updraft	1	Washington	2	yank	ī
Tranus	3	Washington, D.C.	10	vawned	ī
USSR	1	watchers	1	vean	15
licah	ī	wacer-ski	1	yelp	1
vacated	ī	water-skiing	2	уер	ī
vampire	ā	water bed	2	vippee	2
vampires	i	water bottle	2	Yorkshire Terrier	i
vanishing cream	2	water bugs	2	you've	3
Vans	2	waterskis	1	Yugoslavia	ī
varming	2	weakest.	1	vum-yum	ī
Venus	9	wearings	1 1	yummy	ī
Vermonc	2	wear out	i	zap	2
versus	3	week's	1	zip	ī
vet	1	weekends	4	zombie	ī
vecerinarian	4	weightless	i i	200m	2
video	i	weirdest	1	zoomed	ī
videotape	<u>3</u>	welcoming	1	zooming	ī
vincage	i l	werewolf	1	2009	ž
7irginia	ī		1		-
=	•		·		

Table 6

100 Most Frequently Used Words in
First and Second Grades

		First	Grade			Second Grade						
	Mandlebau	1		Rinslen	4		Madleba	<u> </u>	T	<u> Sinsland</u>		
Rank	Vord	Frequency	Renic	Word	Frequency	Rank	Gord	Frequency	Rank	2ord	Frequency	
ı	I	405	1	I	18,740	1 2	and	883	1	4	18,571	
2	and the	198 361	2 3	a che	14,830 10,126	3	I .	952 780	} 2	I.	14,726 14,701	
3	Ens.	294	1 :	CD4	9.469	1 .	the .	780 605	3	the co	12,484	
3	15	200	5	and	4.360	3	co co	550	1 3	and	11.442	
6	60	198	6	ic	7,611	6	ay.	428	6	ay	9,444	
7	27	177	1 7	Le	7.601 3.929	?	v.	313	7	70u	3,125	
8 9	TE TE	104 93	S 9	27 2014	4.305	8	he it	276 265	8	is she	7,781 5,507	
10.5	like	37	10	77	4,362	10.5	Ĺs	260	10.5	300	5.410	
10.5	Ve	87	11 12	tu.	3.940	10.5	va.s	250	10.5	in.	5,410	
12	vill	40	1,2	ve	3.897	12	in	219	12	425.	4,757	
13 14 15	he	7 5 71	14	20	3,744	13	54	161	13	ye.	4,031	
14	play in	70	13	15ka	3,049	14	Chen. 20	136 145	14	had Like	4,001 J.666	
16	when.	65	16	that	3.146	16	Chay	142	1.6	para	3,521	
1.7	24	61	17	be.	2, 361	Ĩ7	VetC	132	17	36	3,545	
18	80	59	18	164	2,954	18	ať	121	18	dear*	3,484	
19	with	58 57	19 20	can chis ²	2,361 2,618	19	like	118	19	91th	3,474	
18 19 20 21 22 23	ste of	57 56	20	013.8	2,593	20.5	she with	117 117	20	lictle are	3.403 3.375	
22	Shev	51 51	11 22	300	2.498	22	are	105	22	they tre	2,909	
23	Venc	48	23	listle	2, 116	23	701	103	12 23	school	2.332	
24	70u	47	23 24 25 25	AFG	2,299	24	One	102	24	CAR	2,778	
25.5	424	45	25	all	2,227	25	98	100	25	109	2,735	
25.5 27	out	45 42	27	going	2,177	25.5 25.5	Tec	98 98	25 27	i: Yes	2.707 2.320	
ä	fun!	41	25	socher 2	2,003	28	2er	95	28	CAE	2,307	
29	friend*	39	i 29 ·	40	1,968	30	buc	91	29	play	2,497	
31.5	best L	16	30	WHAC	1,352	30	to J	91	1 30	012	2,388	
31.5	1246	36	31 12	300	1,944	30	Chas	91	31	for	1,354	
31.5 31.3	said school	36 36	33	Pier Wenc	1,305	32 34	WLLL	96 84	32	your's	2,342 2,276	
34		35	34	va.s	1.746	34	dog	34	33	144	2,232	
35	and I	34	35	will	1,733	34	play	34	35	20	2,214	
37	544	, 33	36	there	1,701	36	had	32	36	acher	2,125	
37	some cares		1 17 1 18	30	1.686 1.670	37	Parod	31	37	good ,	2,117	
37 40	very ^l	33 32	39	she for	1.568	38.5 38.5	all some	80 30	18	come *	1.966 1.366	
40	ise	32	1 20	ous	1.547	40	friend	75	1 40	now *	1.319	
40	chac	32	4L	scue,	1,516	41.5	day 3	77	41	going	1,315	
42	4ay i	37	42	here -	1.483	41.5		77	42	one	1,304	
44 44	50 CAR	30 30	43	had up	1,427	43 44	30C	76 75	÷3	Christmas	1.758	
44	for	30	43.5	500	1,391	45	him said 3	74	45	day all	1.710	
47	her	19	+5.5	they	1,391	46.5	be	71	16	has*	1,704	
47	IEA	29	±7	:25	1.356	46.5	Shere	71	47	chen	1,591	
47	chere	29	1 48	38.0	1,177	-8	Aucaj	70	48	٥ŧ	1,575	
51 51	10 20.0	25 28	50.5	school come 2	1,210	49 50.3	very for	59 68	49 30	ANDE	1.396	
31	50	29	50.5	with	1,210	50.5	nb ton	58	30	4C 40	1.587	
51	up	25	52.5	boy	1,198	52.5	444	56	52	147	1,363	
31	-EDE	23 27	52.5	dag	1,198	52.5	would 3	56	53	this	1,301	
54.5 54.5	carl zecl	27 27	54 33	be big:	1,195	54	10	53	54	Sent	1.÷d8	
56 . 5	16 16	25	56	7C 278 -	1,1/3	55 36	time them	94 51	35 36	Carte Vien	1,439	
57.5	him	25	57	M	1,156	57	could 3	á0	57		1,-01	
57.5	then	25	58	90 ,	1,150	58.5	toine	58	58	4017	1.304	
50.5	pre	24	59	2UC -,	1,105	38.5	tan J	58	39	came,	1,278	
50.3	Sorne	24	50	make ²	1,101	60.5	:ame	36	50	giri -	1,254	

Table 6 continued

		Tirst	Grade					Secon	d Grade			
	Mandlebaum		Rinsland				<u> </u>			Minsland		
Rank	Ford	Frequency	Rank	Vord	Trequency	Rank	Word.	Frequency	Rank	Word	Frequency	
60.5	202	24	61	TUG	1,088	60.5	king 3	36	6L	him.	1,256	
60.5	little	24	62	VEGC	1,083	62	205	53	62	ball ⁴	1,212	
63.5	300	23	63	bis .	1,047	63.5	bone	51	63	did	1,202	
63.5	whac	23	64	dows 2	1,046	63.5	123	51	64	205	1,194	
65	too .	22	65	vites	1,000	65	tun 3	30	65	bose	1,183	
67.5	pecanse,	21	66	9UF2	943	66	CER	49	66	bouse	1.171	
47.5	berd 1	21	67	cuo ¹ ,	923	68	SAV	48	67	thet	1.168	
57.5	7134	21	68	ball	909	68	school	48	68	time	1.166	
67.5	would	21	69	did	908	68	100	48	69	ZeC	1.147	
70.5	all	20	78	pouse	900	70	once 3	46	70	bia	1,131	
70.5	bis	20	71.	cow 2	387	72	besc	45	71	boy	1.128	
72.5	boog	19	72	red .	883	72	do	45	72	349	1.089	
72.5	CARO.	19	73	70ur ²	870	72	her .	45	73		1.076	
74.5	Love L	18	74.5	him _	556	74.5	because	44	74	VOAC 4	1.075	
74.5	5069	18	74.5	how ²	356	74.5	gight ³	44	75	tree 4	1,038	
75.5	a ri .	1.7	76	ber	853	76	100	43	76	be.	1.029	
76.5	played 1	1.7	177	ches_	351,	77	2000	42	77	milk.	1.017	
79	48 .	16	78.3	baby 2	337	79	back 3	40	78	Aug.	1.006	
19	poc 7	16	78.5	said	537	79		40	79	grade "	793	
79		L6	30	2004	531	79	pa y	40	30	Santa Cla		
81.5	pus ;	LS	31.	505	790	83	dad 3	17	81.		982	
81.5	pig -	IJ	82	cree 2	774	83	200d .	37	52	COG ,	961	
84.5	home	14	33	KEEDW_	758	83	Love	37	93	likas *	924	
34.5	house	14	34	doll ²	761	33	ourl	37	36	from	920	
34.5	knov	14	35	zirl ^l	746	53	VARE	37	85	nade *	909	
34.5	E00 ÷	14	86		744	36.3	did	36	36	245	994	
90	did	13	37	over L'a	714	86.5	303	36	37	oring *	389	
90	has .		38	cake 2	702	39	*pont 3	35	88	white	371	
90	much 1	13	39.5	bus	700	89	door	35	89	her	320	
90	CVC	<u>.</u>	39.5	cime	700	89	chis	15	90	4	316	
90	summer 1	ນ	71	CAME.	581	91.5	CRE	34	91	red	809	
90	them.	נו	92	would	577	91.5	mouse 3	34	92	nake *	306	
90	ware I	13	93	then	675	93	buyi	12	93.5		300	
96	boy.	מבנבנב	94	home	. 564	94.5	licale	31	93.5	pas .	300	
96	445	12	95	350	662	94.5	ride 3	31	95	there	790	
96	TUA	12	76	Christiae	650	96.5	est	10	96	oig -	757	
96	194	12	97	zada 2	547	96.3	mother.	70	97	black 4	756	
96	svimins.		38	practy 2	224	98.5	secore 3	29	98.5	precty	722	
				, /		98.5	whar	29	98.3	AREA	722	
						100	CHOW 3	28	100	I'a	714	

Footnotes

¹ Words in the first grade list from this study but not in the first grade Rinsland list

²Vords in the first grade Rinsland list but not in the first grade list from this study

 $[\]mathfrak{I}_{\mathsf{Unrds}}$ in the second grade list from this study but not in the second grade Rinsland list

Avords in the second grade Rinsland list but not in the second grade list from this study

Table 7

100 Most Frequently Used Words in

Third and Fourth Grades

		Third	Grade			Fourth Grade						
	Mandlebau	<u></u>		Rinslar	īq .		Mandlebaum			Minslan	<u>d</u>	
Rank	<u>Word</u>	Frequency	Rank	Word.	Trequency	Rank	Word	Fraquency	Rank	Yord.	Frequency	
1	the	1,146	l i	the	31,540	1	the	1924	1	the	36,502	
2	a04	1,079	2	I.	29,236 28,340	2	and	1467	2	I	30,431	
3	I.	920 730	3 4	and Eo	22,956	3	I 4	1297 1065	3	and to	23,323 25,106	
3	.	586	3		21,233	3	to	1004	3	ED A	20.162	
6	37	460	6	you	16,035	6	HES	713	6	704	14,659	
7	VES	386	7	VE	14,547	7	ic	567	7	VELY	14,176	
8	ta e	164	8	i.e	12,311		be.	533	9	Ve	13,017	
9 10	90 15	157 297	9	is in	10.157	10	in 27	506 429	10	in.	10,908	
11	ü	295	ii	11.0	8.522	ü	27 70	397	l ii	is of	9,508	
11 12 13 14 15	is.	257	1.2	of	7,748	12	they	380	12	15	9,392	
13	of	195	13	chey	7,351	13	of `	165	13	UNS	8,440	
14	they	188	14	PEAG	7,270 6,843	16	3005	283	14	have	3,162	
15	cped	186 182	15	94.5 37	6,492	15	on is	280 279	15	are	7,937	
17	that	177	17	2y 013	5.510	17	then	277	17	he my	7,334 5.597	
13	50	162	18	school	5, 430	18	said	275	18	Chey	5.393	
L9	704	157	19	he	5,299	19	buc	257	1.9	for	5,337	
20	uh en	1.56	20	for	5,147	20	50	253	20	911	5,249	
21. 22.5	zaid	151 146	21 22	will had	4,957	22	she	150	21	જારૂ	5,182	
22.5	20 00a	146	23	chec	4,578	23	ape ape	242 240	22	school*	1,399 1,385	
24	bave	145	14	44	4,396	26	chac	231	24	chac	4,581	
25	ZOC	144	25.5	20	4.092	25	one	225	25	had	4,500	
26.5	for	134	25.5	wich	4.092	26	20	174	26	306	4,503	
25.5	20	134 130	27 28	305 411	4,076	27 28	you	215	27	50	4,186	
28 29.5	vich be	125	29	like	3,332	28 29	there	405 195	25 29	venc	4,293	
29.5	buc	125	10	going	3.649	30	day	139	30	um.	4,130	
31	had	121	31	dear	3,647	31	vich	186	111	dear*	4,109	
32.5	4th e	120	32	AGE	3,608	32	bad	130	32	26	3,366	
12.5	пb	120 118	33	30E	3,536 3,508	13 14	for	179	33	witch	1,749	
34 35	all on	117	35	3034	3,505	35	gue 20	177 152	35	one zoing	3.744 3.572	
36	will	114	36	90	3,323	36	vere 50	160	16	going there	3,572	
37	chere	109	37	45	3,253	17	her	157	37	ste	3.603	
38	would	108	38	unen	3,251	38	hile	155	38	3 0	3,592	
39	day	105	19 40	your -	3,227 3,196	39	h im	153	39	205	3,537	
40 41	lika play	99	1 11	your-	3,170	40	rane up	145	40	all bus	3,470 3,245	
42	him	98	42		3,383	42.5	35	129	1 42	like	3,189	
43	bouse	93	43	out.	2,984	42.5	344	129	43	ac .	3.304	
44.5	zec	37	44	how -	2,942	44	100fe	124	444	zac	2.973	
44.5 46.5	taa	37 35	45 46	would very	2,940	45	like	123	45	now *	2.342	
46.5	dog Toing	35	47	puc	2,787	46.5	be would	120 120	46	auc	2, 325	
48	242	33	48	tine	2,759	48	200	118	148	70 -272	2,323	
49	ASES	3Q	49	Little	2.743	49	(ane)	117	1.9	his	2.912	
50	que	79	50	30	2,517	50	Chem	111	50	liccia	2,311	
51.	AZG	78 77	51	chere	2,539 2,538	51	AFE	102	51.	some	2,373	
52.5 52.5	came	77	52 53	3ec 300a	2,330	52 53	none	101 92	52 53	40	2,599	
54	146	75	54	chis	2,458	54	had 3	92 90	54	enid vould	2,533 2,393	
53	back	74	55.5	mother	2,363	35.5	pecanse 3	39	55	2026.	2,305	
56.5	AC ,	73	55.5	see	2,363	55.5	eure 7	39	56	then	2,473	
56.5	could	73 71	57 58	th en too	2,332	57	cine ,	38	57	34F*	268	
58 59	ii i	71 70	38 59	ter	2,236 2,222	58 59	house	3 5 34	58.3	him	2,462	
50 50	lictle	58	50	SLAT	3,203	60	very coing	34 82	58.5 50	them	2,462	
30	******		. ~	r,	-,	30	20 TUR	04	30	iay *	-, 184	

Table 7 continued

		Third	Grade					Tourch 3	rade		
	Mandlebau	<u> </u>		Minsland			Mandlebaum			Rinsland	
Zank.	Word	Frequency	Rank	lord.	Frequency	Rank	Ford	Frequency	Rank	Gord	Frequency
61	by 1	66	61	πb	2,175	62	people ³ ,	81	61	her	2,148
62	because	65	62	vere	2,173	62	acazzed,	81	62	write*	2,335
63	thes,	60	63	did2	2,152	62	look ^j	81	63	from	2,298
64	once "	59	64	then,	2,103	64	aoc3	78	64	200d4	2,248
65	poze	58	65	from ²	2,085	65.5	do	77	65	Christmas 4	2,224
66	what	55	66	day	2,083	65.5	quest	77	66	Rece	2,150
67.5	her ,	53	67	da ,	2,078	67.5	men.]	76	67	mother	2,141
67.5	CIRC I	53	68	gav ²	2,060	67.5	ran ³	76	68	said	2,064
69.5	do .	52	59	be	2,034	69	وعمدن	74	69	be	2,033
69.5	chis .	52 51	70	11.00	1.866	70	payl	72	70	414 .	2,007
71.5	friend		71	porre.		71.5	4pané	71	71,	April .	1,386
71.5	200	51 49	72	auq d	1.782 1.771	71.5	3.000	71	12	204	1,908
73 74	on cher	48	73.5 73.5	can ²	1.771	73	little	69	73	dag	1,902
74 75	big-	40 47	75.3	vtac said	1.748	74.5	juse,	68	74	TOORE	1,393
75 76	us shout	46	76	vrice2	1,745	74.5	cold	68	75	down	1,331
77.3		45	77	house	1.738	76.5	45	57	76	friend	1.322
77.3	44	45	78	Christnes ²	1.727	79	could	67	77	home	1,315
30	dad *	44	79	1.4.	1.679	79	tida'e 3	56	78	Sheir*	1.754
30	father		30	vell ²	1.673	1 43		56	79	lecter*	1,584
30	**-1		31	386	1.653	a1.5	dog after	56 65	30	came*	1,568 1,563
83	ooy -	43	až	OVET	1.632	81.5	acter	93 55	32	144	1.650
83	aighe	43	23	him	1.530	85.5	sext)	53 64	32	play sev	1.647
93	See	43	34	dows	1,504	35.5	daxe	54	34	140	1.534
36	dowa	42	35	About	1.602	95.5	old	54	35	0000	1,625
86	3401	42	36	444	1,306	85.3	0117	54	56	vell	1.617
86	SEE .	42	37	hope ²	1.484	35.5	us .	64	37.5	11	1.380
38	more 1	41	38		1.467	85.5	vill	54	87.5	11.00	1.580
70.5	borse	40	89	grade "	1,452	89.5	747	62	89.5	After	1.527
90.5	206	40	90	28V 2	1.440	89.5	140	52	39.5	CAS	1.327
90.5	GVAT	40	91	CERR	1.434	91	incol	61	91	has *	1.513
90.5	school	40	92	cheir ²	1,411	92.5	5123	šā	92	pue -	1.497
73.5	CORe	19	93	because	1.381	92.5	from	58	93	fine	1.474
93.5	CMD 1	39	94	2898	1,380	94	414	57	94	soon.	1,470
95	or l	38	95	dog	1,321	95.5	BOV	36	95.5	just	1.468
37.5	after-	37	76	back	1,316	95.5	once3	56	95.5	500	1.468
97.5	end 1	37	97	night	1,303	77	CAR	55	97	back4	1.433
97.5	good	37	98	beres	1,250	98.5	helicopter	54	1 38	aighc4	1,423
97.5	loc1	37	99	Yanc -	1.251	98.5	ocheci	54	99	CNO T	1.418
			•			100	vanc l	51	100	sould	1.407

Footnotes

 $^{^{1}}$ Words in the third grade list from this study but not in the third grade Rinsland list

 $^{^{2}}$ Words in the third grade Rinsland list but not in the third grade list from this study

³ Words in the fourth grade list from this study but not in the fourth grade Rinsland list

Mords in the fourth grade Minsiand list but not in the fourth grade list from this study

Table 8

100 Most Frequently Used Words in

Fifth and Sixth Grades

		Fifth (itada		Sixth Grade							
	Mandleboum		T	Rinsland			Mandlebaum Rinst					
Ranie	Vord	Frequency	Rank	Vord	Frequency	Rank	Word	Frequency	Rank	Ford	?requency	
1	che	1.738	1 1	I	40,824	1	the	2,415	1	che	45,630	
2	and	1,564	2	the	27,767	2	and	1,919	2	and	28,956	
3	I.	1,512	3	CO CO	26,254	3	I	1,806	3	Z	27,008	
4	CO	1.192	4	and	24,519	4	4	1.436	4	CO	25,559	
5	4	1,081	5	704	21,000	5	60	1,409	5	4	22,936	
6	YES	660	6 7		19,412 15,837	6	YES	843	5	λοπ	17,459	
7	47	583	8	ia .	12.915	7	in .	693	1	10	15,611	
3	in	537 531	و	in	11,182	5	it	663	3	स्व	14,582	
9 10	te ve	522	10	triess	10.741	9 10	ot	651 618	9	a£	14.042 12,545	
	in	486	1 11	pava	10,726	11	be be	527	111	13 14	L1, 627	
11 12 13 14 15	of	437	11 12	iz	10,478	12	they	456	12	Save	10,938	
13	cher	163	1 13	118	9.673	ü	Ve	424	iii	374	6, 973	
14	is	346	14	of	9,221	14	-6	396	114	Vas	5.758	
15	704	310	is	for	7,939	13	nontq 2	184	1 13	chey	5,290	
16	said	293	16	488	7,505	16	00	180	16	for	5.117	
17	vited	286	1.7	37	7,200	17	ía .	374	17	01	6,083	
18	30.	280	18	your2	5,304	15	when.	345	13	then	5,039	
19	chac	269	1.9	orili.	6,291	19	for	329	19	thec	3, 359	
20	20	268	20	school	5,084	20	YOU	313	20	your 2	358	
21 22 23	- 90	250	21	dear	5,348	21	90	312	21	27	792	
22	she	244	22	am -	5,043	12	she	311	122	agen.	4,738	
23	OTLA	239	23	3263	4,347	23	buc	303	23	50	÷, iái	
24 25	Chec	233	24	₹a¢	4,356	24	PEAS	102	24	-ILL	÷.533	
25	CEC	210	2.5	30	4,429	25	<u> 211</u>	251	25	340	-,-61	
26	34	225	25	had ,	4,586	26	50	276	25	he	4,452	
27	day	222	2.7	weice 2	4,389	27	like	274	27	senogl	4,103	
28	would	221	25	36	4,076	29	36	272	28	ali	3.995	
29	for	219	29	on	4,008	29	with	271	29	ore,	3.367	
10	buc	218	30 31	all.	1,970	30	had .	265	30	puc"	1,958	
31	goc	213 211	32	she our	3,952 3,911	31	said3	259))1	had	3.376	
32 33	there	206	132	Arch Gar	1.904	32	20	252 250	32 33	voric ⁴	3,373 3,772	
33 34	had	202	34	206	3.771	33 34	her	249	34	300	3,772	
15	with	201	135	<u> </u>	3,710	35	out there	244	35	chere	1.543	
36	nb 45500	188	16	bow 2	3.687	36	day	240	36	346	3.576	
37	all.	130	17	chis	3.524	37	coe	239	27	345	1.483	
38	7424	178	18	like	3.280	38	500	238	18	1000	1.+62	
19	Like	174	19	when	3,474	39	Yeat	238	1 39	With.	1.409	
40	286	173	40	they	3,432	40	then	222	10	100UC	1.315	
41	sus	170	41	chere	3,412	41	UP	206	-1.5	36	3,272	
42	30	167	42	ć zom	3,349	42	VETE	199	-1.5	juc -	3,271	
43	1441	156	43	Zec .	3,330	43	70	197	-3	30	1,248	
44	ner.	157	44	zoing	3,299	44	zec	195	144	am *	3,112	
45	Zoing	155	45	3 Ο ,	3,236	45	him	:33	45	. 5	3,143	
46	are	148	-6	204	3,250	46	1.E	179	-6	40	2,395	
47.3	45	142	47	time	3,170	47	25.0	173	47	30 E	2.300	
47.5	pecause	142	5+	45	3,154	48	souid)	172	+6	4557	2,372	
-9	411	135	1.9 30	one	3,129	49	chem	.61	4.9	from	2.335	
5Q 51	14 p	132 125	31	40	2,999	50	ADOLLC	1.55	50 51	1114	1,325	
31. 32	bouse 1	125	52	VELA	2,916	51. 52	Fill because	154 151	31 32	is Stem	2,324	
53	iousa -	123	53	lecter 2	2.789	53	TLE	144	53	iear	1,783	
54	Abque	1:3	33	well	1,740	33 34	5 7	137	53	iar-	1.741	
55	anduc this	114	55	3477	2.705	55	some.	131	55	70	1,727	
56	the	111	56	YERE	2.366	33 56	AGWC 3	130	16	ste.		
57.5	2200	101	37.3	1000	1,569	58	48	129	57	32	1,387	
37.5	*pac	101	57.5	sure2	2,369	58	house	129	58	toing	2.492	
	by I	99	39	her	2,506	58	time	129	59	take	2,.06	
59	Seck L											

Table 8 continued

		71fch (irade					Sixch	Grade		
	Mandlebaum			Mineland	1	Mandlebaum			3ineland		
tank	Word.	Frequency	Rank	<u>Word</u>	Frequency	Rank	Hord	Fraquency	Rank	Word	Zrequency
61.5	down	97	61	be .	2,468	61.	juec	119	51	1.5	2.275
61.5	60'EG	97	62	about	2,389	62	going	113	52	Vere	2,202
61.5	tso .	97	63.5	2280	2,359	63	this	116	63	can	2.124
54	SEW I	96	63.5	world	2,359	64	95	115	64	time	2,084
65	home	94	65	bere 2	2,326	65.5	GVEE	113	65	Venc	2,061
66	school	91	66	AGES	2,310	65.5	sen ₇	113	66	urice÷	2,053
67	Cime	88	67	2.5	2,303	67	from	112	67	anka"	2.014
68	AGEA	87	68	up,	2,258	68	down	111	68	has*	1,978
69	our	85	69	414 ²	2,211	69.5	incol .	109	59	down	1,937
70	CARL	84	70	what	2,177	69.5	Seobfe ₂	109	70	300d*	1,389
71	CVO	32	71	just	2,173	71	back	107	72	CMO.	1,378
73	could	51	72	listia ²	2,157	72	their3	104	72	first	1,363
73	just	81	73	\$00E*	2,103	73.5	J46 .	102	73	COV	1.765
73	over	31.	74	mother.	2,086	73.5	told 3	102	74	After	1.759
75	46 .	79	75	'coov	2,082	76	do	101	75	lictie	1.740
76.5	20th ,	74	75	good	2,023	76	home	101	76	because	1.711
76.5	cheir	74	77	hope2	2,002	76	VECY	101	7.7	should"	1,547
78	(ron,	73	78	day.	1,396	78.5	after	99	79	iay	1.538
50	dexe;	71	79	nas-	1,963	78.5	came3	99	79	well'	1.525
80	slay l	71	30	close ²	1,919	80	ocher	38	30	his	1.408
50	summar 1	71	31	144	1, 301	31	ÇAR	92	81	acher	1.506
32	people	70	92	grade	1,395	32	scarced	90	32	300	1.389
33	friend	69	33	fine2	1.890	83	around 3	89	33	her	1.588
34.5	APTAT	5è	54	don'c	1,378	84.5	didn't 3	38	1 94	20me	1.361
54.5	friends	58	35	because	1,370	94.5	205	38	85	lector*	1.349
39	big.1	67	36	call2	1,346	36	our	36	36.5	aver	1.331
59	d, mak	57	87	said	1,340	87	name 3	35	36.3	aura -	1.331
39	I'a'	57	38	dowa .	1.329	88	Lictle	31	38	by	1.495
ã9	301	67	39	think ²	1.738	39	firsc	30	39	fusc	1.430
19	100	67	90	home	1,709	90	don't	79	30	:all'	1,442
89	cold!	57	91.5	10	1.564	91.	three 3	78	91	GETA	1.435
39	vane 1	57	31.5	to I	1.664	92.5	aizne i	77	92	tone	1,-12
93	mov	ėŠ.	93	chen	1,652	92.5	wage 3	77	93	nim	1.386
95	end I	64	94	OVEL	1.622	94.5	1'23	76	94	friend*	1.377
95	name .	64	95	520	1.595	94.5	caov 3	76	95	414	1.368
35	scarced1	54	96	5ee2 2	1.588	36.3	friends 3	74	76	don's	1.160
97.5	don't	62	97	LASE	1.574	36.5	****	74	97	WALET.	1,341
97.5	200d	62	38	After	1,356	98	more 3	72	98	Soon"	1.324
99.5	incol	51	99.5	could	1.344	99	30W	ñ	39	STOA.	1.315
99.5	vall	61	39.5	mch2	1,344				''		.,

Footnotes

 $[\]mathbf{1}_{\mathsf{Words}}$ in the fifth grade list from this study but not in the fifth grade Rinsland list

 $^{^{2}}$ Words in the fifth grade Rinsland list but not in the fifth grade list from this study

³ Words in the sixth grade list from this study but not in the sixth grade Rinsland list

^{*}Words in the sixth grade Rinsland list but not in the sixth grade list from this study

Table

Items

Not

Entered Into

the

Computer

TOTA SIXIH FIFTH 2,401 FIRST WHILE ONLY LAST MAKE ONLY FIRST & LAST PERST MAKE ORGET • . -LAST MAKE OFFLY PIRST & LAST TALLY FOR TITLE TALLY FOR # WORD TALLY FOR TITLE TALLY FOR & WORD TALLY FOR TITLE TALLY FOR & MOND TALLY FOR TITLE TALLE FOR # WORD TALLY FOR MANE PLACES TALLY FOR & MORD CITIES First Grade Second Grade Third Grade Fifth Grada Fourth Grade TALLY FOR MANE TALLY FOR # WORD -5 TALLY FOR MAKE SCROOLS TALLY FOR & MORD gonna - 1 gonna - 1 sorca - 1 Concatenated Horde • TALLY FOR MARK STREETS TALLY FOR 4 WORD e TALLY FOR HANCE TALLY FOR # WORD TALLY FOR MARK TALLY FOR # WORD TWHIN TALLY FOR MANE 'im - 1
4 min' - 1
1 ithin' - 1
1 ithin' - 1
2 ithin' - 1
2 ithin' - 1
2 ithin' - 1
2 ithin' - 2
2 ithin' - 2
2 ithin' - 2
2 ithin' - 2
2 ithin' - 2 ī TALLY FOR \$ 1008D 0 0 CALL Dialace influenced Words BOOKS, MAGAZINES, MENSPAPERS TALLY FOR TITLE TALLY FOR # WORD TALLY FOR TITLE SOUCE TALLY FOR # WORD HOVIES, TV SBOWS, PLATS TALLY FOR TITLE TALLY FOR @ WORD TALLY FOR MARKE TRANSPOR-TATION tenniss 1
crishes 2
crishes 2
crishes 2
crishes 3
crishes 4
crishes 4
crishes 4
crishes 4
crishes 5
crishes 6
crishes 6
crishes 6
crishes 1
crishe Mords Not in the Dictionary TALLY FOR & WORD THINGS ╗ TALLT FOR MANE TALLY FOR & WORD TALET FOR NAME MISCRILLEBOUE EVENTS TALLY FOR & WORD 1) TALLY FOR HAME BOLIDATS TALLY FOR @ SORD ARABIC MINISTALS MUNERALS ROMAN REMODRALS ٥. PRACTIONS AND LETTERS ī HOUZY ı TDG STRULE LETTERS SOUTH EFFECTS ANTERSANDS HISCELLANDING CONCATERATED WORDS See Below See Below WURDS NOT IN DICTIONARY See Selow

ςς

6ch Grade

gonna - 1

CHAPTER V

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of this chapter are to discuss the findings presented in Chapter IV, draw conclusions from those findings, suggest educational implications, and make recommendations for future research. The first three sections provide discussions of the research questions and the words deleted from the computer. The final three sections contain the educational implications, suggestions for future research, and the conclusions.

Compilation and Comparisons of Word Lists

When interpreting the lists compiled from the stories written by the students in this study, the reader should remember that only one sample of writing was gathered from each participating student and the samples were gathered during a short period of time. In addition, only 13 of the 50 states are represented. If more than one sample had been taken, a different type of writing examined, the sample taken over the span of a year, or all 50 states represented, the results might have been different.

Care should be taken in interpreting both the Method 1 and Method 2 lists. In the Method 1 list some words are ranked higher in

the list than others that were used by a larger number of students. In the Method 2 list no word was used by more than 87% of the students; therefore, the assumption could be made that no word is ever used by all of those who write. However, if more than one writing sample from each student had been analyzed, in all likelihood, several words would have been used by all of the individuals in the sample. This would be particularly true of words such as a, I, and, the, to, etc. which might be described as "utility" words. These words are probably used by all writers at one time or another.

Method 1 and Method 2 Lists Compared

The two lists compiled using Methods 1 and 2 comprise words from the first through sixth grades and include a total of 269 different words. For each word, three possibilities existed: (a) the word occurred in both lists as 243 words (90.33%) did; (b) the word occurred in the Method 1 list but not in the Method 2 list (13 words or 4.83%); or (c) the word occurred in the Method 2 list but not in the Method 1 list (13 words or 4.83%).

The fact that over 90% of the words occurred in both lists indicates that both methods are fairly accurate measures of the importance of these words. The differences in the methods only become apparent when the words which are not common to both lists are examined. A discussion of the differences follows.

As an initial step, the words in only the Method 1 list (i.e., Mr., horse, Mrs., dollars, monster, teacher, children, fish, million, trip, bike, animals, kids) were compared with the words only in the Method 2 list (i.e., almost, together, getting, story, than, yes, hope,

everything, knew, many, anything, everybody, life). The words appearing in the Method 2 list tended to be words which were the topic or focus of the stories and would be expected to be used more than one time in the story. The words occurring only in the Method 2 list, however, tended to be words which would not serve as a focus or topic for a story. These were words which would be likely to be used only one time in a story.

One explanation of why a word might appear in the Method 1 list but not in the Method 2 list is the tendency of some students to use a word repeatedly. For example, the word monster was ranked 219.5 in the Method 1 list but does not appear in Table 4 in the Method 2 list. If the cutoff had been 520 instead of 256, the word would have appeared since monster was ranked 516 in the Method 2 list. The word monster was used a total of 99 times by 27 students, an average of almost four times per student.

On the other hand there are words which appeared in the Method 2 list but not in the Method 1 list. These words were used by several students but were usually used only one time in a story. For example, the word <u>almost</u> was ranked 227 in the Method 2 list but did not appear in Table 4 in the Method 1 list. If the cutoff had been 275, the word would have appeared since <u>almost</u> was ranked 266.5 in the Method 1 list. The word <u>almost</u> was used a total of 81 times by 75 students.

Further evidence of the differences in Methods 1 and 2 can be seen by comparing the two sets of 13 words. The ranks of the 13 words which appeared only in the Method 1 list were compared with their ranks in the Method 2 list by extending that list beyond the 256 words in

Table 4. The total difference in ranks was 1,273.5, an average of 97.96 ranks per word. When the ranks of the 13 words from the Method 2 list were compared with their ranks in the extended Method 1 list, the total difference in the ranks was 349.5, an average of 26.88 ranks per word. The conclusion could be drawn that Method 2 provides a more stable measure than Method 1 since the average difference in ranks in the Method 2 list was much smaller than the average difference in ranks in the Method 1 list.

In a study of this size, the method of counting the words (i.e., counting the number of times a word occurs or counting the number of students who use a word) does not appear to make much difference for approximately the first 200 words. At about this point, perhaps the method of counting the number of students who used a word is the more accurate method since counting the number of times a word occurs seems to give a somewhat inflated appearance to the importance of some of the words. In a count as large as the one by Rinsland (over 6,000,000 words), the point at which there would have been a difference probably occurred much later in the list since the number of students involved in such a large count would counteract a handful of students using a word several times.

Method 1, Method 2, and the Rinsland Lists Compared

The two lists developed using Methods 1 and 2 each have at least 66% of the words in common with Rinsland's list. In every instance except two, the words which appeared in only one or two of the three lists were ranked in the remaining list(s) between 251 and 500. For instance, the word end was ranked 71 and 44.5 respectively in the

Method 1 and 2 lists, was ranked 386 in the Rinsland list.

The two exceptions were the words <u>mom</u> (appearing only on the Method 1 and 2 lists) and <u>Christmas</u> (appearing only in Rinsland's list). The word <u>mom</u> was apparently not in common use at the time Rinsland conducted his study since it is not in his list. <u>Christmas</u> was ranked 78 on the Rinsland list, but it was not entered into the computer for this study since it was in a category of proper nouns to be deleted. Even if it had been entered, <u>Christmas</u> probably would not have been a frequently used word in this study. This is to be expected because the papers for this study were written in the spring, a time when Christmas is not of particular importance to students. However, Rinsland may have gathered many of his papers right before or after Christmas when students were thinking about it which would account for it being a frequently used word in his study.

Although only the top 256 words were reported in this study, there were four words ranked between 251 and 500 which were not reported by Rinsland. These were helicopter, no one, spaceship, and TV. No one may not have been considered an open compound word during the time of Rinsland's study, or he may not have made an effort to identify all open compound words even though he did list several (e.g., corn bread, dining car, infantile paralysis). The remaining words (i.e., helicopter, spaceship, TV) are of recent origin and would not have been in use at the time Rinsland conducted his study.

Word Lists by Grade Level

As could be expected, the higher the grade level, the more words the students used in their compositions. First grade students

used an average of 28 words per story; second grade students, 58 words per story; third grade students, 99 words per story; fourth grade students, 138 words per story; fifth grade students, 127 words per story; and sixth grade students, 160 words per story.

The number of words the students used was reflected in the word lists for each grade level. The most frequently used word by first grade students occurred 405 times and the least frequently used word (as reported in Table 6) appeared 12 times. A gradual increase in these figures is evident until they reach a peak at the sixth grade in which the most frequently used word occurred 2,415 times while the least frequently used word (as reported in Table 8) appeared 71 times.

Another difference between the grades was the number of different words used by the students in the grade levels. First grade students used a total of 890 different words; second grade students, 1,624 different words; third grade students, 2,020; fourth grade students, 2,792; fifth grade students, 3,091; and sixth grade students, 3,802 different words. The variance could be accounted for by: (a) the larger vocabularies of the older students; (b) the number of words the older students are able to spell and, therefore, write more readily; (c) the time allotted for the activity; or (d) chance because of the relatively small number of students from each grade level.

Words Not Reported by Rinsland

The discussion in this section is focused on the words used by the students in this study which were entered into the computer as part of the word count but were not reported by Rinsland in his list (see Table 5). Three areas are covered: (a) proper nouns; (b) words probably occurring in Rinsland's study but which he did not report; and (c) words of recent origin. A discussion of these areas follow.

Proper Nouns

Of the 1,363 words entered into the computer count of this study that were not reported by Rinsland, 119 were proper nouns (see pages — for the criteria for entering and deleting proper nouns). Although detailed information on how many proper nouns were deleted from Rinsland's count is not available, apparently Rinsland's basis for selecting which proper nouns to count was inconsistent. According to Rinsland (1945), all proper nouns were deleted "except very well known terms" (p. 8). Using this as a guideline, Christmas, Santa Claus, Angora, Alpine, and Alps were included while the names of states, oceans, and countries were apparently deleted or not used by the students.

American, Americans, and U.S. are listed; but there is no listing for America or United States. That at least one of the over 200,000 students in Rinsland's study did not refer to a state or country is unlikely; therefore, the assumption is made that Rinsland must have deleted those terms.

Among the proper nouns which were counted in this study were the names of several states, especially <u>California</u>, <u>Texas</u>, and <u>Florida</u>. An interesting aspect of this was that the students who mentioned states usually were not discussing the states in which they lived. Generally, these students were writing about states in which they had taken a vacation, were planning to take a vacation, or in which they had a friend or relative living.

Of the remaining proper nouns which were entered into the computer, four were counted more than 10 times (United States, 14 times; Mars, 29 times; Martian, 18 times; Martians, 13 times). Other nations and planets were mentioned; however, all occurred less than 10 times. That planets appeared fairly often is not surprising since they would be likely to appear in stories about spaceships; and spaceships were frequently mentioned.

Words Probably Occurring in Rinsland's Study

Rinsland's study contained 25,632 different words; however, he only reported 14,571 words. The 11,061 different words which occurred only one or two times at any grade level were not included in his published list. Some of the words in this study probably occurred in those words Rinsland counted but did not print. The word adjustments is an example of a word which Rinsland probably counted but did not report.

Adjust, adjusting, and adjustment were all reported by Rinsland, and if adjustments had occurred at least three times in a grade level,

Rinsland would have published it. The point being made here is that most of the words which occurred in this study but which Rinsland did not publish are not new words; they were in use at the time of Rinsland's study but were probably not frequently used.

Words of Recent Origin

Rinsland used Webster's New International Dictionary of the English Language (1934) as a reference. Several of the words in this study probably did not appear in that edition of the dictionary, and are words which have been added to the vocabulary since 1934. Of those words, 14 (i.e., antigravity, black hole, CB, day-care center, dune

buggies, dune buggy, kung fu, minibike, minibikes, skateboard, skateboard, skateboards, solar panels, videotape) appeared in the addenda of Webster's Third New International Dictionary, Unabridged (1976) which means that they are additions to the language since approximately 1966.

Some of the words used by students in this study but not reported by Rinsland refer to new technological advances in recent years (e.g., computer, laser, ballistic missile, videotape). Since students are exposed to these terms in their daily lives (e.g., parents discussing their work, reports in the newspaper and television, movies incorporating these terms), they are likely to use them in their own forms of communication.

The vast majority of the words which appear in this study but not in Rinsland's could not be considered frequently used words because they were used only one or two times. Thirty-four words occurred ten times or more; and of those, only ten words (i.e., California, Florida, Hawaii, helicopter, Mars, mom, no one, spaceship, Texas, TV) appeared more than 25 times. While authors of curriculum materials should consider using new words which appear, they would not want to include all new words students use. Perhaps an effort should be made to include those which appear to be gaining in popularity since they would be relevant to the students' needs.

Words Deleted from the Computer

This section provides a discussion of the words written by students but not entered into the computer count (see Table 9). The

discussion is divided into four sections: (a) names of people; (b) names of places; (c) names of things; and (d) other deletions.

Names of People

Over one-third of the words deleted from the computer count were names of people. Although names of famous people were mentioned several times, most of the names were of friends, relatives, and other people apparently important to the students' lives. A wide variety of groups were also mentioned (e.g., sports teams, rock music groups, scouting groups).

Names of Places

The names of states, countries, and oceans were entered into the computer and are not included in this category. The names of commercial establishments, tourist attractions, real cities, and miscellaneous locations (e.g., lakes, hills) were the most frequently used categories in this division.

Names of Things

In this division, the names of animals were the most frequently mentioned category. The names were generally those of pets. Students often used the generic name (e.g., cat, dog, horse, guinea pig, gerbil) as well as the name given to the pet. Other frequently mentioned categories were transportation (e.g., cars, motorcycles, trains, airplanes), miscellaneous objects, and holidays.

Other Deletions

Arabic numerals were the most frequently used items in this category, while Roman numerals and fractions were rarely used. Also infrequently written were concatenated and dialect influenced words.

Usually when these types of words were used, they were in the conversations of characters in the story. This may be an indication that students realize spoken language is somewhat different than written language. Although concatenated and dialect influenced words were deleted, substitutions for them were entered into the computer count. For example, going to was substituted for gonna.

Educational Implications

The educational implications drawn from the results of this research are presented in this section. They have been divided into two areas: educational implications for teachers and educational implications for textbook authors. Naturally, they are tentative and subject to additional research.

Educational Implications for Teachers

Three suggestions for classroom teachers are discussed here.

They include: (a) evaluating the vocabulary in spelling programs; (b) individualizing the spelling vocabulary for all students; and (c) coping with the needs of students who have problems in spelling. A discussion of these suggestions follows.

Evaluating the vocabulary in spelling programs. Teachers should determine that the vocabulary included in a spelling program is relevant to his/her students by comparing the words in the program to the list of words from this study. In the researcher's opinion, the Method 2 list would be the preferred list for this comparison since it seems to be a more stable measure; however, only the 256 words used by the greatest percentage of students are included in Table 4. Therefore,

teachers should consider using the complete list of words found in Appendix E.

If the words in the spelling program are among those in Appendix E, the vocabulary is probably relevant to the needs of today's students. Needless to say, the vocabulary of a spelling program is not the only area to evaluate; additional evaluation should be done to determine that the methods used to teach the spelling of the words are effective.

If most of the words in the spelling program are not among those in Appendix E, or if a large number of the frequently used words are not included, teachers should consider altering the vocabulary by adding or deleting words. Adopting another program would be a second alternative.

Individualizing the spelling vocabulary. Perhaps the key to an effective spelling program is flexibility in vocabulary selection. One suggestion might be that half of the spelling words be selected on the basis of a study such as this one and the other half be divided between words selected by the class as a whole and words selected by individual students. The selected words could include names of people, places, and things as well as seasonal words.

One problem that occurred during the course of this study and that will be faced by teachers from time to time is how to spell words which are new to the vocabulary and are not found in the dictionary.

An example of this problem was the word tennies, slang for tennis shoes. By applying spelling principles, a logical spelling for the word can be developed. In the classroom, the teacher could use this opportunity to

demonstrate how spelling principles can be used to determine a spelling. This could be accomplished not by telling the students how s/he thinks the word should be spelled, but by allowing the students as a class to determine the spelling. This would also help students to see the importance of standard spellings for words.

Coping with the needs of problem spellers. As was mentioned in Chapter I, some students do not appear to learn the spelling of words incidentally (Horn, 1937; Smith, 1980) or they cannot learn all that is in texts. For these students, particular care should be taken to see that their spelling vocabulary contains words which they are most likely to use when writing. For students who have trouble learning to spell, teachers might want to concentrate only on the most frequently used words beginning with the 57 words listed in Appendix D since these appear to be used frequently throughout grades 1-6. These words could be followed by the words in Table 4 that are not among the 57 words. Since the total word count was larger than that for individual grades, Table 4 is a more reliable list than Tables 6-8. The Method 2 list is recommended as the preferred list.

Research Implications

Based on the information from this study, six suggestions for further research are offered.

1. Future word counts should include approximately the same number of words per grade level rather than try to include the same number of students per grade level. By providing students with the spellings of any words they choose to write and by allowing them as much time as they want to complete their papers, further research

- could: (a) confirm that there is a difference in the number of different words that students at various grade levels use; (b) demonstrate that the differences actually lie in the ability of the younger students to spell and write; or (c) demonstrate that the differences are an indication of the amount of time the students are allowed for such an activity.
- 2. Future research should employ technological advances, such as the computer, to allow the words to be analyzed on the basis of as many variables as possible (e.g., race, gender, geographic location). By analyzing the data using these variables, important differences may be discovered which can be used in the development of curriculum materials. For example, some words may be used frequently by students in one geographic location that are infrequently used by students in other geographic locations. Based on this information, authors of spelling programs might offer suggestions for words which should be included in one location but not another.
- 3. Future research should not rely on a single type of paper nor on a single sample of writing from the participating students. By including several examples of writing from each student gathered over a span of several months, a vocabulary list somewhat more representative of the broad spectrum of words which students know could be compiled. Many of the studies on written vocabulary, including this one, drew their data from only one type of paper (e.g., stories, letters); and therefore, may have limited the vocabulary used. The same problem occurs when the sample is gathered over a short period of time. Many seasonal words (e.g., reindeer, valentine, fire crackers) occur frequently

at one time of the year which are rarely used during other times. Although no seasonal words appeared to be frequently used in this study, some seasonal words (e.g., <u>Christmas</u>, <u>Santa Claus</u>) were frequently used in Rinsland's study.

- 4. As was mentioned in Chapter I, students may use a word frequently at one time during their lives and not during another. This study has examined written vocabulary only in grades 1-6. Future research should extend from the seventh grade through adulthood.
- 5. Future research should continue to include counts using both Methods 1 and 2. Although it appears that Method 2 may give a more realistic picture of the importance of words than Method 1, additional research is needed to confirm this.
- 6. Many words were misspelled by students in this study. No indications of why the words were misspelled could be determined. Future research employing tapes of students reading their stories might demonstrate that word pronunciation (or mispronunciation) is related to misspellings. Such information could provide clues to remediation procedures.

Conclusions

The problems of this study were: (a) to compare two methods of determining the frequency of words used in the written vocabulary of students, (b) to compare the results of this research with that conducted by Rinsland (1945), and (c) to compare the 100 words used most frequently at each grade level (1-6) of this research with corresponding lists from the Rinsland study. Four conclusions related to the problems and resulting research are presented in the following paragraphs.

First, additional research needs to be conducted comparing the two methods of determining the frequency of the words used in writing before deciding which is preferable. However, Method 2 appears to give a more stable measure of the use of words than does Method 1. Some words were highly ranked in the Method 1 list which were used by few students while some words used by many students were ranked much lower. Although this is a debatable issue, a word which is used by many students would seem to be more important to teach than one which is used by fewer students.

Second, although Rinsland's research is valuable, it does not reflect the changes which have occurred during the past 40 years. Some of these changes should be incorporated into current spelling and other language arts programs.

Third, the word count in this study was too small to determine that there have been changes by grade levels. (Except for the word mom which was apparently not used by students during Rinsland's study, all words which appeared in the 100 most frequently used lists appeared in both studies. Christmas and Santa Claus which appeared in one or more of Rinsland's grade level lists were not entered into the computer count, however, they were written by some of the students in this study.) Further research needs to be done in this area.

Finally, the most important finding of this research was the occurrence of words which are new to the vocabulary since Rinsland's study. Although the majority of these words were not frequently used, their appearance indicates that educators and authors of curriculum materials should not rely solely on older studies for vocabulary lists.

REFERENCES

- Allred, R. A. Spelling: The application of research findings. Washington, D. C.: National Education Association, 1977.
- Ames, W. S. A comparison of spelling textbooks. Elementary English, 1965, 42, 146-150; 214.
- Bauer, N. The New Orleans public school spelling list. (revised edition). New Orleans: F. F. Hansell & Bros., Ltd., 1930.
- Brittain, F. J. A study of the vocabulary used and the spelling errors made in written compositions of second grade children. Unpublished master's thesis, Loyola University, 1939.
- Buechler, E. A study of the writing vocabularies of boys and girls of the fourth grade. Unpublished master's thesis, University of Southern California, 1934.
- Burckhalter, L. C. An analytical study of the writing of vocabulary of a seventh grade. Unpublished master's thesis. University of Southern California, 1943.
- Burdine, D. The vocabulary of children's letters. Unpublished master's thesis, Colorado State Teachers College, 1933.
- Carroll, J. B., Davies, P., & Richman, B. Word frequency book. Boston: Houghton Mifflin Company, 1971.
- Chalmers, J. W. The vocabularies of high school students. <u>Alberta Teachers Association Magazine</u>, 1935, <u>15</u>, 20-21.
- Coleman, W. H. A critique of spelling vocabulary investigation. Greeley, Colorado: Colorado State Teachers College, 1931.
- Cook, W. A., & O'Shea, M. V. The child and his spelling. Indianapolis: The Bobbs-Merrill Company, 1914.
- Cox, M. A. The vocabulary of third grade children's letters. Unpublished master's thesis, Colorado State Teachers College, 1929.
- Dolch, E. W. <u>Better spelling</u>. Champaign, Illinois: The Gerrard Press, 1942.
- Dolch, E. W. Grade vocabularies. <u>Journal of Educational Research</u>, 1927, 16, 16-26.

- Driggs, H. W. Certain aspects of the out-of-school written vocabulary of boys and girls twelve to fifteen years of age inclusive (Doctoral dissertation, New York University, 1932). Dissertation Abstracts

 International, 1932, SO/14-6. (University Microfilms No. GAX72-33525.
- Edwards, R. P. A., & Gibbon, V. Words your children use. London: Burke Publishing Co., Ltd., 1964.
- Fitzgerald, J. A. The teaching of spelling. Milwaukee: The Bruce Publishing Company, 1951.
- Fitzgerald, J. A. <u>A basic life spelling vocabulary</u>. Milwaukee: Bruce Publishing Co., 1951.
- Fitzgerald, J. A. The vocabulary and spelling errors of third-grade children's life-letters. <u>Elementary School Journal</u>, 1938, <u>38</u>, 518-527.
- Fitzgerald, J. A. Letters written outside of school by children in the fourth, fifth, and sixth grades: A study of vocabulary, spelling errors, and situations. In <u>Studies in Education</u>, Vol. 9. University of Iowa, 1934.
- Fitzgerald, J. A. The vocabulary of children's letters written in life outside the school. <u>Elementary School Journal</u>, 1934, 34, 358-370.
- Foran, T. G. The psychology and teaching of spelling. Washington, D. C.: The Catholic Education Press, 1934.
- Francis, M. E. A survey to determine writing vocabulary and spelling ability in grades II to VII, inclusive. Unpublished doctoral dissertation, University of Texas, 1934.
- French, W. C. A study of children's letters. In Fourth Yearbook of the Department of Superintendence of the N.E.A. Washington, D. C.: National Education Association, 1926.
- Gertler, D. B. <u>Directory: Public elementary and secondary schools in large school districts.</u> Washington, D. C.: U. S. Government Printing Office, 1969.
- Gunderson, A. G. Writing vocabularies of seven-year-olds. Elementary School Journal, 1943, 43, 590-600.
- Gunn, J. M. The vocabulary of 4th grade children's themes. Unpublished master's thesis, Colorado State Teachers College, 1937.
- Hall, D. L. The comparison of the written vocabulary of eighth-grade rural and urban children. Unpublished master's thesis, Colorado State Teachers College, 1932.

- Helms, T. L. A comparison of high-frequency writing vocabulary of fourth, fifth, and sixth grade pupils in 1966 with that of the Rinsland list (Doctoral dissertation, Ohio University, 1968).

 Dissertation Abstracts International, 1968, 30, 89A. (University Microfilms No. GAX69-11574).
- Herrick, V. E., & Howell, M. Growth in the maturity of writing vocabularies of primary-and middle-grade children. <u>Elementary School</u> Journal, 1954, 54, 338-344.
- Hildreth, G. Teaching spelling: A guide to basic principles and practices. New York: Henry Holt and Company, 1955.
- Hildreth, G. A comparison of the Dale, Dolch and Rinsland word lists. The Journal of Educational Psychology, 1948, 39, 40-46.
- Hillerich, R. L. A writing vocabulary of elementary children. Spring-field, Illinois: Charles C. Thomas, 1978.
- Hinrichs, R. W. An old but valid procedure. <u>Elementary English</u>, 1975, 52, 249-252.
- Hoffman, H. G. The vocabulary of 6th grade children's letters. Unpublished master's thesis, Colorado State Teachers College, 1928.
- Horgen, G. H. A study of the writing vocabularies of first and second graders in Webster County, Iowa. Unpublished master's thesis, Colorado State Teachers College, 1952-53.
- Horn, E. What research says to the teacher: Teaching spelling. Washington, D. C.: National Education Association, 1954.
- Horn, E. The incidental teaching of spelling. Elementary English Review, 1937, 14, 3-5; 21.
- Horn, E. A basic writing vocabulary. <u>University of Iowa Monographs</u> in Education, First Series, No. 4, April 1, 1926.
- Hunter, E. L. The vocabulary of fifth grade children's letters. Un-published master's thesis, Colorado State Teachers College, 1932.
- Jakeman, T. W. <u>Differences in the oral and written language vocabularies</u>
 of certain school children. Unpublished master's thesis, University
 of Iowa, 1932.
- Jones, G. T. The determination and evaluation of the writing vocabulary of thirty intermediate pupils. Unpublished master's thesis, Atlanta University, 1959-60.
- Jones, W. F. Concrete investigation of the materials of English Spelling. Vermillion, South Dakota: University of South Dakota, 1913.

- Kinsey, R. V. A comparative study of the written vocabulary of children in Florida public elementary schools grades one through six (Doctoral dissertation, Florida State University, 1966) <u>Dissertation Abstracts</u> <u>International</u>, 1966, <u>27</u>, 3775A. (University Microfilms No. GAX67-6470).
- Kucera, H., & Francis, W. N. <u>Computational analysis of present-day</u>

 <u>American English</u>. Providence, Rhode Island: Brown University Press,

 1967.
- Kyte, G. C. A core vocabulary for the primary grades. The Elementary School Journal, 1943, 44, 157-166.
- Little, R. A. Themes as a source of vocabulary study in Lewis Consolidated High School. Unpublished master's thesis, Colorado State Teachers College, 1935.
- Lorenz, E. L. The writing vocabulary of third grade children. Elementary English Review, 1931, 8, 21-22, 24.
- Martin, W. H. A writing vocabulary of pupils of the senior high school. Unpublished master's thesis, University of Oklahoma, 1930.
- Matthews, J. A. The writing vocabulary of seventh and eighth grade children. Unpublished master's thesis, University of Oklahoma, 1931.
- McKee, G. M. The vocabulary of children's themes. Unpublished master's thesis, State University of Iowa, 1924.
- Mitchell, P. S. The writing vocabulary of children in the southern states. Unpublished master's thesis, University of Chicago, 1932.
- Nisbet, J. D. Frequency counts and their uses. <u>Educational Research</u>, 1960-61, 3, 51-64.
- Nowlin, E. W. The vocabulary of sixth-grade children's themes. Unpublished master's thesis, Colorado State Teachers College, 1930.
- Oberman, M. H. A study of the degree to which the written vocabulary of children has been determined. Unpublished master's thesis, State University of Iowa, 1933.
- O'Brien, F. P. The vocabulary of high-school pupils in written composition. Journal of Educational Research, 1925, 11, 344-350.
- Pratt, H. D. The vocabulary of fifth-grade children's themes. Unpublished master's thesis, Colorado State Teachers College, 1932.
- Purcell, R. N. The writing vocabularies of children of native-born and foreign-born parents. Unpublished doctoral dissertation,

 George Peabody College for Teachers, 1951-52.

- Riddle, C. C. Vocabulary of fifth grade children's letters. Unpublished master's thesis, Colorado State Teachers College, 1929.
- Rinsland, H. D. A basic vocabulary of elementary school children.

 New York: The Macmillan Company, 1945.
- Rinsland, H. D., & Moore, J. H. The vocabulary of elementary school children: A preliminary report. (W.P.A. Project No. 65-65-5708). University of Oklahoma, 1937.
- SAS user's guide (1979 ed.). Raleigh, N. C.: SAS Institute Inc., 1979.
- Schlegel, E. S. <u>Size of vocabulary of junior high school pupils in written composition</u>. Unpublished master's thesis, University of Kansas, 1931.
- Schwarz, C. J. A comparison of the written vocabulary of fourth-grade, fifth-grade, and sixth-grade pupils in the commonwealth of Massachusetts with the Rinsland basic vocabulary list. (Doctoral dissertation, Boston University School of Education, 1973). Dissertation Abstract International, 1973, 34, 1597A. (University Microfilms No. GAX73-23606).
- Segalla, F. L. Writing vocabularies of negro and white children. The School Review, 1934, 42, 772-779.
- Shambaugh, C. G., & Shambaugh, O. L. An association study of the vocabulary of grade children. <u>Journal of Educational Research</u>, 1928, <u>18</u>, 40-47.
- Sharp, W. S. A study of the vocabulary of fourth grade children's <u>letters</u>. Unpublished master's thesis, Colorado State Teachers College, 1931.
- Simpson, M. I. The vocabulary of children's letters. Unpublished master's thesis, Colorado State Teachers College, 1929.
- Smith, F. <u>How children learn</u>. Paper presented at meeting of the Society for Learning Disabilities and Remedial Education. Denver, Colorado, 1980.
- Smith, F. Comprehension and learning: A conceptual framework for teachers. New York: Holt, Rinehart & Winston, 1975.
- Smith, H. J. Spelling vocabularies of children in the elementary school.
 Unpublished study, University of Wisconsin, 1913.
- Smith, J. H. The vocabulary of children based on an investigation of written papers selected from pupil's daily work in various subjects of the curriculum. Bulletin of State Teachers College, 1935, 29, (139).

- Studley, C. K. and Ware, A. <u>List of words based upon the compositions</u> of children. Unpublished study, State Normal School, Chico, California, 1917.
- Taylor, R. J. A free association vocabulary of children in the second and third grades. Unpublished master's thesis, University of Oklahoma, 1930.
- Thomas, V. The basic writing vocabulary of elementary school children. Alberta Journal of Educational Research, 1972, 18, 243-248.
- Thomas, V. <u>Teaching spelling: Canadian word lists and instructional</u> techniques. Canada: Gage Educational Publishing Limited, 1974.
- Thorndike, E. L. A teacher's word book of the twenty thousand words found most frequently and widely in general reading for children and young people. New York: Teachers College, Columbia University, 1932.
- Tidyman, W. F. <u>Survey of the writing vocabularies of public school</u> children in <u>Connecticut</u>. U. S. Bureau of Education, Teacher's Leaflet No. 15, 1921.
- Toney, S. J. A study of the vocabulary of seventh grade children's social and business letters. Unpublished master's thesis, Alabama State College, 1953-54.
- Troutt, M. M. <u>Development of the writing vocabulary of children</u>. Unpublished master's thesis, University of Chicago, 1931.
- Van Bruggen, J. A. <u>Geographic differences in the writing vocabularies</u>
 of children. Unpublished master's thesis, University of Chicago,
 1933.
- VanWagenen, K. The modern speller: Book two. New York: Macmillan Company, 1920.
- Webster's third new international dictionary of the English language, unabridged. Springfield, Mass.: Merriam, 1976.
- Wheeler, A. The writing vocabulary of rural children. Unpublished master's thesis, University of Chicago, 1934.
- Wiley, L. M. The words in second grade children's writings. Unpublished master's thesis, University of Oklahoma, 1931.
- Williams, J. W., & Warf, S. L. Education directory: Public school systems 1977-78. Washington, D. C.: U. S. Government Printing Office, 1978.

- Wilmarth, A. L. The vocabulary of rural children's themes. Unpublished master's thesis, State University of Iowa, 1926.
- Wilson, K. G. The writing vocabulary of second, third, and fourth grade pupils. Unpublished master's thesis, University of Chicago, 1928.
- Wilson, L. A. Children's realistic vocabulary. <u>Elementary English</u>, 1963, <u>40</u>, p. 37-42; 77.

APPENDIX A INITIAL MAILING TO SCHOOLS



University of Oklahoma at Norman

College of Education

Dear Superintendent,

The research on which commercial spelling programs base their vocabulary is over forty years old. In an effort to update this research we are gathering samples of stories written by students throughout the country. Your school district is one of only two from your state to be asked to participate in the study. We hope you will participate since it is important that each state be represented.

Papers written by students from grades 1-12 will be included in the computer-based study which will determine the frequency of words used in the compositions. Identity of the students involved is not needed; however, information about grade, gender, and race is requested on individual students as well as information about the school such as estimated socioeconomic level of the patrons.

We would like for one teacher at each grade level (1-12) to be asked to have his/her students write a story on a topic of the student's own choice. This is an activity many teachers already do on a regular basis and since no marking or correcting of the papers is needed, it should take very little time to complete. Specific directions for each teacher are included.

If your district is willing to participate in this study, we will forward a summary of the findings to you. Also, if you or any of your teachers have particular questions, please feel free to contact us. Thank you in advance for your cooperation.

Sincerely,

Linda Highel Mandlebaum
Linda Highee Mandlebaum, M. Ed.

Instructor

Laye Mc Nutt Gaye McNutt, Ph.D. Assistant Professor

(405)325-4842

Teacher Directions for Participation in the Vocabulary Study

The research on which commercial spelling programs base their vocabulary is over forty years old. This study is an attempt to update that research by determining the frequency of words found in students' free writing.

Please do not hesitate to send samples of writing from all of your students regardless of their ability or the quality of their writing. We will not be grading them in any way nor comparing papers from one school with papers from another school. We only want to know what words students are currently using and how frequently those words occur.

If you should have questions regarding any aspect of this study, you can contact us at (405)325-4842 or at the address listed below. Thank you for your help in this study.

Please follow the steps below:

- 1. Duplicate and send home parental permission forms. Only students with parental permission should participate.
- Ask your students to write a story about anything they like. Student's own choice of topics is preferred; therefore, use the enclosed list of story starters only in an emergency.
- 3. Do not mark or correct the papers in any way.
- 4. Ask students not to put their last names on the papers.
- 5. Staple one of the enclosed forms to each story and indicate the grade, gender, and race of the author.
- 6. Compositions from students of all ability levels are needed; therefore, please send stories written by all of your students regardless of the quality of the writing.
- 7. Forward stories to: Linda Higbee Mandlebaum College of Education University of Oklahoma 820 Van Vleet Oval Norman, OK 73019

Dear	Par	an	+0.

Our class has been asked to participate in a student what words students use when they write. Each student will on a topic of his/her own choice. Students will not write however, grade level, sex, and race will be indicated on Please indicate in the space below whether or not has your permission to participate in this study.	ll write a stor e their names; the stories.
Yes, my child may participate in the study.	
No, my child may not participate in the study.	
(Parental Signature)	(Date)

The following story starters are to be used only when the student is unable to arrive at a topic on his/her own.

- 1. In 100 years . . .
- 2. When I have children of my own . . .
- 3. If I could be anything . . .
- 4. In my free time . . .
- 5. The trip I took (or would like to take) . . .
- 6. I once imagined . . .
- 7. If I could change people . . .
- 8. From the top of a tree . . .
- 9. Late one evening . . .
- 10. My invention . . .
- 11. Once upon a time . . .
- 12. When I'm 21 . . .
- 13. My favorite time of day . . .
- 14. I'm always too young . . .
- 15. The holiday I like best . . .
- 16. If I could have three wishes . . .
- 17. Haven't you always wanted to . . .
- 18. The happiest (or saddest) time . . .
- 19. I thought I would never . . .
- 20. With a million dollars . . .
- 21. Dear Grandma (or other person),
- 22. Just the other day . . .
- 23. When school is out . . .
- 24. My best friend . . .
- 25. Every once in awhile . . .

Name of School District

City______State_______

Which term most accurately describes your school setting: Urban_____

Suburban____

Rural____

What would you estimate the socioeconomic level (general income level) of your students' parents to be:

Mostly upper class______

Upper and middle class______

Mostly middle class______

Mostly lower class______

Mixed______

Please fill out one of these forms for each class and attach to the

papers from the class.

Cut the sections apart on the solid lines and attach one to each student's story.

Grade	Grade	Grade	Grade
Sex: Male	Sex: Male	Sex: Male	Sex: Male
Female	Female	Female	Female []
Race: White	Race: White	Race: White	Race: White
Black [Black [Black [Black 🔲
Native American [Native American	Native American	Native American [
Hispanic 🗌	Hispanic 🖸	Hispanic 🗌	Hispanic [
Asian 🗌	Asian 🗌	Asian [Asian [
Other 🗌	Other [Other [Other 🗌
Grade	Grade	Grade	Grade
Sex: Male [Sex: Male	Sex: Male	Sex: Male 🗌
Female [Female [Female	Female 🗌
Race: White [Race: White 🗌	Race: White [Race: White 🗌
Black 🗌	Black 🔲	Black 🔲	Black 🔲
Native American 🔲	Native American 🔲	Native American 🔲	Native American []
Hispanic 🗌	Hispanic 🔲	Hispanic 🗌	Hispanić 🗌
Asian [Asian 🔲	Asian 🗌	Asian 🗌 ,
Other [.Other [Other 🗌	Other [

APPENDIX B DIRECTIONS FOR PROOFREADING STUDENT STORIES

Directions for Proofreading Student Stories

- 1. Only words which are "real" words will be entered into the computer. The basis for deciding whether or not a word is "real" will be whether or not it is an entry in Webster's Third New International Dictionary of the English Language, Unabridged (1976).
- 2. Correct words which have been misspelled by writing the correct spelling above the misspelled word. For example: The student wrote, "The dog came running whin I got home from school." Cross out when whin by drawling a line through it and write when above it: whin.
- 3. Correct errors in the choice of homonym. For example: The student wrote, "I walked by there house." Cross out there by drawing a their line through it and write their above it: there.
- 4. Do not correct errors in grammar including incorrect verb tense. For example: The student wrote, "I saw a elephant." Do not correct \underline{a} to \underline{an} . The student wrote, "I seen an elephant." Do not correct seen to saw.
- 5. Correct nonwords if there is a possible substitution. For example: The student wrote, "I runned away." Cross out runned by drawing a line through it and write ran above it: runned. If a possible substitution for the nonword cannot be determined, cross it out by drawing a line through it and do not enter it into the computer. For example: The student wrote: "He ate a zzysg for dinner." Cross out zzysg by drawing a line through it and do not enter it into the computer.
- 6. Correct words spelled according to dialect for entry into the computer and tally these on the tally sheet. For example: The student wrote, "He was eatin' the fried chicken with his fingers." Cross

out <u>eatin'</u> by drawing a line through it and writing <u>eating</u> above it: eating <u>eatin'</u>. On the tally sheet in the "Miscellaneous: Dialect Influenced Words" column, write the dialect influenced word, the standard English word which was substituted, and a tally for each occurrence.

- 7. Correct concatenated words for entry into the computer and tally these on the tally sheet. For example: The student wrote, "I'm gonna do it tomorrow." Cross out gonna by drawing a line through it going to and writing going to above it: gonna . On the tally sheet in the "Miscellaneous: Concatenated Words" column, write the concatenated word and a tally for each occurrence.
- 8. Correct words which are supposed to be written as compound words according to Webster's Third New International Dictionary of the English Language, Unabridged (1976) and which the student did not compound. For example: The student wrote, "We built a dog house." Join the two words in this manner: dog house.
- 9. Join words as described in number seven which are open compound words (i.e., they must be written together to express an idea).

 Webster's Third New International Dictionary of the English Language,

 Unabridged (1976) will be consulted to determine if two or more words

 are considered an open compound word. For example: nervous breakdown,

 hermit crab, and cast iron are each two-word enteries which must be

 written together to express the intended meaning. These terms should

 be joined as in number seven: nervous breakdown, hermit crab, cast iron.

 These words are then entered on index cards for ease in alphabetizing.

 This procedure will allow open compound words to be entered into the computer as single words. They will also appear on the computer print-out

as single words and can be typed with the correct spacing on the final typed list.

- 10. Cross out all numerals and enter a tally on the tally sheet. This includes numerals by themselves as well as time (4:15), money (\$5), Roman numerals (IV), and fractions ($\frac{1}{2}$). For example: The student wrote, "I earned \$5 for mowing the lawn." Cross out $\frac{$5}{5}$ by drawing a line through it: $\frac{$5}{5}$. Then make a tally mark on the tally sheet in the column labeled "Things: Numerals and Letters: Money".
- 11. Cross out all individual letters and enter a tally on the tally sheet. For example: The student wrote, "I got an "A" on my report card." Cross out \underline{A} by drawing a line through it: \underline{A} . Then make a tally mark on the tally sheet in the column labeled "Things: Numerals and Letters: Single Letters".
- 12. Cross out proper nouns (names of people, places, and things) and enter a tally in the proper column on the tally sheet. For example: The student wrote, "My teacher is Miss Caldwell." Cross out <u>Caldwell</u> by drawing a line through it: Caldwell. Then enter one tally in the column labeled "People: Real or Plausible Fiction: Last Name Only". Any names that include both first and last names should receive a tally for each name.
- 13. Cross out sound effects that are not words and enter a tally on the tally sheet. For example: The student wrote, "The owl in the tree went wo-o-o-o-o." Cross out $\underline{wo-o-o-o-o}$ by drawing a line through it: $\underline{wo-o-o-o-o}$. Then enter one tally on the tally sheet in the column labeled "Miscellaneous: Sound Effects".

- 14. Names of days of the week, months of the year, and geographic locations with the status of state or larger will be entered into the computer.
- 15. All standard abbreviations will be entered into the computer.
- 16. If two people determine that a word is illegible, cross it out by drawing a line through it; the word will not be entered into the computer.
- 17. Hyphenated words or words which should be hyphenated will be entered into the computer as a unit if they follow the criteria given by Vivian and Jackson (1961):

Hyphenate two or more words which function together as one adjective modifier of a noun they precede: a well-known theory, an eight-hour day, an up-to-date laboratory, forty-eight end-of-the-month reports.

Hyphenate compound numbers from twenty-one to ninety-nine, inclusive: thirty-three (thirty-third), sixty-two (sixty-second).

Ordinarily hyphenate fractions unless either the numerator or the denominator already contains a hyphen: one-third, five thirty-sixths, twenty-one fortieths.

Hyphenate a compound made up of a prefix and a proper noun or derivative thereof: anti-Asiatic, pro-Canadian, non-European. (p. 383)

18. Ampersands will be crossed out, the word and written above them, and a tally entered on the tally sheet. For example: The student wrote, "My friend & I went to the dance." Cross out the \underline{e} by drawing a and line through it and writing the word and above the ampersand: \underline{e} . Then enter a tally on the tally sheet in the column labeled, "Miscellaneous: Ampersands".

Reduced Version of the Tally Sheet

			PE	ori.e	:			1			_				_	P	LACI	r.s											_								TII	t##:S				_							T	HIS	CELLA	6PPL	ıs
PL	EAL (AUS)	BLE] cu	AHOL AREA TOR 1	17/	6	ROU	PS	CI	ER- IAL IB.		H- HHER TAB		WRIS TRAC		FFAL.	CIT		HAG	sca	100L	ST	REET		HISC LOC.		RE	AN IH	_	IAG.	ROC HAC NEX	AZ.	1 4	AND	HOY	ľV.	PO	ANS- RTA- TON	H1	SC.	HOI. DAY					FRAL AND TTER							
FIRST MANE ONLY	LAST MANE ONLY	FIRST & LAST	FIRST MANE ONLY	LAST NAME ONLY	FIRST & LAST	TALLY FOR TITLE	1		E E	TALLY FOR 8 WORD	TALLY FOR TITLE	TALLY FOR & WORD	TALLY FOR TITLE	TALLY FOR & WORD	TALLY FOR MANE	TALLY FOR & WORD	104		FOR &	FOR NA	TALLY FOR 4 HORD	TALLY FOR NAME	IALLY FOR & WORD	TALLY FOR MANE	90	5	FOR	FOR	FOR M	ZOZ.	TALLY FOR TITLE	TALLY FOR & WORD	IALLY FOR TITLE	TALLY FOR & WORD	TALLY FOR TITLE	TALLY FOR & WORD	TALLY FOR MAME	TALLY FOR & WORD	TALLY FOR NAME	TALLY FOR & HOND	TALLY FOR NAME	TALLY FOR 9 YORD	NUMBERALS	ROMAK	FRACTIONS	SONEY	The	STHGLE	SOUND	EFFECTS	CONCATENATED	e contra	INFLUENCED

APPENDIX C THE COMPUTER PROGRAM

Program for Total Counts

STATISTICAL ANALYSIS SYSTEM

```
NOTE: THE JUB LINCA HAS BEEN RUN UNDER RELEASE 79.48 CF SAS AT THE UNIVERSITY CF CKLAHCMA (646).
                DATA 4;

LENGTH WURD $20;

INFILE VWCFDS;

ID: INPUT/IDEN 1-7 SEX 8 RACE 9 SETG 10 SES 11 #;

WD: INPUT WORD : $20.00;

GUT?UT:

IF WORD=*QQQQQ* THEN GC TC IC; ELSE GQ TQ WO;
NCTE: INFILE VWORDS IS:

OSNAME=LINDA.VWORDS,

UNIT=TAPE, VOL=SER=004048, DISP=OLD,

DCH=(BLKSIZE=3120, LRECL=80, RECFM= F9)
NCTE: 11456 LINES WERE READ FROM INFILE VWORDS.
NCTE: DATA SET WORK.4 HAS 167435 OBSERVATIONS AND 6 VARIABLES. 203 OBS/TRK.
NOTE: THE DATA STATEMENT USED 76.78 SECONDS AND 60K.
               PROC SCRT: AY WORD:
NOTE: DATA SET ACRK.A HAS 167435 CBSERVATIONS AND 6 VARIABLES. 203 DES/TRK. NUTE: THE PROCEDURE SORT USED 190.97 SECONDS AND 128K.
               PROC FRED: TABLES WORD/OUT = G:
NOTE: DATA SET WORK OF HAS 6489 ORSERVATIONS AND 3 VARIABLES. 465 CESTAR. NOTE: THE PROCEDURE FREC USED 100.47 SECONDS AND 494K AND PRINTED PAGES 1 TO 114.
               FROC SORT CATA #G: BY PERCENT;
NOTE: DATA SET WORK O HAS 6489 DESERVATIONS AND 3 VARIABLES. 465 CESZTRK.
NUTE: THE PROCEDURG SORT USED 6.04 SECONDS AND 128K.
1 C
                                                                 FPCC PRINT:
                PECC SOFT: BY IDEN WORD:
11
NOTE: OATA SET WORK A HAS 167435 OBSERVATIONS AND 6 VARIABLES. 203 OBS/TAK. NOTE: THE PROCEDURE SORT USED 159.71 SECONDS AND 129K.
                PECC FRED: BY IDEN; TABLES WORD /OUT=8 NOPPINT;
NOTE: DATA SET WORK.3 HAR 91293 OBSERVATIONS AND 4 VARIABLES. 361 GHS/TRK. NOTE: THE PEOCEDURY FREQ USED 459.00 SECONDS AND 152K.
               POOC FRED DATA = 0: TABLES WORDZNOPRINT OUT #F:
NOTE: DATA SIT WORK F HAS 8250 COSSETVATIONS AND 3 VARIABLES. 465 OBS/TRK. NOTE: THE PROCEDURE FRED USED 43.99 SECONDS AND 480K.

14 PROC SORT DATA # F; BY PERCENT:
NDTE: DATA SET WORK F HAS 6250 OBSERVATIONS AND 3 VARIABLES. 465 OBS/TRK.
                                                                   PROC PRINT;
NOTE: THE PROCEDURE PRINT USED 20.65 SECONDS AND 104K AND PRINTED PAGES 1 TO 112.
NOTE: SAS USED 480K MEMORY.
NOTE: SAS INSTITUTE INC.
SAS CIRCLE
BOX 8000
CAPY. N.C. 27511
```

Program for Individual Grade Counts

STATISTICAL ANALYSIS SYSTEM

```
NCTE: THE JUB LINDA HAS BEEN RUN UNDER RELEASE 79.4E OF SAS AT THE UNIVERSITY OF OKLAHOMA (646).
              DATA A;
LENGTH WORDS:
INFILE YWORDS:
ID: INPUT/SCHO 1-3 GRADE 4-5 SNC 6-7 SEX & RACE 9 SETG 10 SES 11 &;
WD: INPUT WORD : $20.88;
UUTPUT;
IF WORD='QQQQQ' THEN GQ TO ID; ELSE GO TO NO;
NCTE: INFILE VWOROS IS:

DSNAME=LINDA.VWOROS.

UNIT=TAPE, VCL=SEN=004068.DISP=DLD.

DCB=(BLKSIZE=3120.LPECL=80.RECFM=F9)
 NCTL: 11456 LINES *FFE READ FROM INFILE VWCRDS.
NLTC: DATA SET WCPK.A HAS 167435 ORSERVATIONS AND 3 VARIABLES. 162 ORS/TPK.
NCTE: THE DATA STATEMENT USED 79.35 SECONDS AND 60K.
              PROC SORT DATA=A; BY GRADE SCHC SNO;
 NOTE: DATA SET WORK.A HAS 167435 OBSERVATIONS AND B VARIABLES. 162 OBS/1FK. NOTE: THE PROCEDURE SORT USED 172.29 SECONDS AND 132K.
               PROC FREN: BY GRADE SCHO SNC: TABLES WGROZEUTER NOPFINT:
 NOTE: DATA SET YORK.E MAS 91326 ODSERVATIONS AND 6 VARIABLES. 250 CBS/THK. NOTE: THE PRUCEDURE FREG USED 468.11 SECONDS AND 156K.
              PHOC FRED DATA = B; BY GRADE: TABLES WORD MOPHINT CUT =F;
 NOTE: DATA SET WORK.F HAS 14556 COSERVATIONS AND 4 VARIABLES. 361 DOS/TRK. NOTE: THE PROCEDURE FREQ USED 56.89 SECONDS AND 350K.
                PROC SORT DATA = F; BY GRACE PERCENT:
 NUTE: DATA SET #CFK.F HAS 14556 CBSERVATIONS AND 4 VARIABLES. 361 OBS/TRK. NOTE: THE PROCEDURE SORT USED 12.83 SECONDS AND 132K.
                                                                       PROC PRINT: BY GRADE:
 11
 NOTE: THE PROCEDURE PRINT USED 56.71 SECONDS AND 1064-AND PRINTED PAGES 1 TC 271.
              PROC SORT DATA=A; BY GRADE WCRD;
 NOTE: DATA SET WORK.A HAS 167435 GBSERVATIONS AND 8 VARIABLES. 162 DBS/TRK. NOTE: THE PROCEDURE SURT USED 187.31 SECONDS AND 132K.
                PROC FREQ: BY GRADE; TABLES WORD/CUT=H LIST NOROW NOCOL NOPERCENT NOPERINT:
 1.3
 NCTE: DATA SET WORK.H HAS 14799 OBSERVATIONS AND 4 VARIABLES. 361 OBS/TFK. NUTE: THE PROCEDURE FREG USED 96.73 SECONDS AND 356K.
               PROC SORT CATA=H; SY GRADE WORD;
 NOTE: DATA SET WORK H HAS 14799 CBSERVATIONS AND 4 VARIABLES. 361 CBS/TFK. NOTE: THE PHOCEDURE SOFT USED 12.63 SECONDS AND 132K.
               PROC PRINT; BY GRADE;
NUTE: THE PROCEDURE PRINT USED 64-11 SECONDS AND 108K AND PRINTED PAGES 272 TO 546-
MCTE: SAS USED 356K MEMCRY.
NOTE: SAS INSTITUTE INC.
SAS CIRCLE
BOX 8000
CARY, N.C. 27511
```

Program for Descriptive Information

STATISTICAL ASALYSTS SYSTEM

NOTE:	THE	Jua	LIND	A H45	BEEN	RUN UND	ER RELEAS	E 79.48	UF SAS	AT THE	UNIVER	ITY OF	UKLAHUMA	(646).
45		INF	TING!	ាពលបា	<u>u 1=3</u>	EN GN TO	-5 SNU 0-	7 SEX 8	RACE 9	SETG L) SES 1	• 1		
NOTE	DSNA	MESI	INDA	. V MUH LaSe R:	=00401	TEAULISE S	ILD FAEFA)							
HULE:		1234	507.	10123	<u>i 5 o 7 _ 3</u>	<u> </u>	7 3012345	<u> </u>	4507 Su	23450	001234	5 <u>07. 7</u> 0	1234507 #	ιψ
SCHUE!	14 GH	MYE:	113 0	0=24 :	SEXE	RACE=2 S	A GOMO : SEIGE SE PUT SIATE	S=4 MQR[Ment	, ննանինե	EPHUR.	.=! _N_=	:1		
NUTE: NUTE: NUTE:	THE	SE I	NES 1 208 1 5 La	K A H	KEAU F AS 101 I USEI	ROH THE NE DESERV	TEF VHIRTS VATIONS AS SECTIONS A	N VAF	RIABLES.	162 0	15/TRK.			
7					TGF3.57	-								
UTE:	fra Ta	ւ 5E1 .P <u>it</u> ti((1.114) (1.114)	k a Hi La Sulta	an 15. 1. 10821	1 2 00 SI	VATIONS AN	112.3X	HAHLES.	156,54	14/19A.			
a		PROC	FRE	11 11 11	Grail	TABLE:	3 SEXARACI	ŧ;						
NUTE:	THF.	Phil	Finns	FEE	<u>a (1758)</u>	3.10 3	<u> 60000574</u> (<u> </u>	1177 PET 111	TED - P 4	(f. 57 <u>1 1 1</u> 5	<u> </u>		
YUTE:	545	いっきし	120	K PEM	1,44 ·									

APPENDIX D WORDS COMMON TO ALL GRADE LEVEL LISTS

When the 100 most frequently used words at each grade level (1-6) in this study were compared with equivalent lists from Rinsland's study, the following 47 words appeared in all 12 lists.

а	home	that
all	I	the
and	in	then
are	is	there
at	it	they
be	like	time
but	me	to
do	my	up
for	not	was
go	of	we
going	on	went
got	one	when
had	out	will
have	see	with
he	she	you
her	some	

The following 10 words appeared in 11 of the 12 lists.

day	little	them
get	school	this
him	so	very
his		

APPENDIX E COMPLETE LIST OF WORDS ENTERED INTO THE COMPUTER

Complete List of Words Entered into the Computer

Word	- Ytrse	Second	Third	Fourth	71fth_	Stach	Total	Word	First	Second	Third	Fourth	Fifth	Sixch	Total
4	294	505	730	1,065		1,436	5,211	air pressure			3		3	1	3
a.g.		3			i	•	:	ALSTE					2	î	3
abandon				2			2	alarm clock				ı			L
abandoned ability				2		3 2	5 2	Aleska Aleskan					2	1	2
able			1	3	6	8	18	album				1		-	1
aboard	3	.1	46	71	1 116	2 155	433	albums		1		ı	ı	1	1
4bove 4bove	3	35	40	12	1	1	- 6	elert alien				1	i	•	2
abracadabra			•	-		1	1	aliens					4		4
absolutely					2 1		2	aliva all	20	3 80	118	1 195	5 190	281	15 374
accept					2		ž	alley	40	30	110	2	1		7
Accessories					ī		1	alley cats				1	1		2
accident accidentally				2 2	2 1	1	5 7	alligator's alligators		1			1		1 2
accidents				-	2	1	3	allow		-	1		_	1	Z
accomplished						1	1	allowance allowed			1	1		1	1 3
accurate						ī	1	all right				2	7	7	15
accused				1		1	1	almost	1	6 1	9	17	19 9	29 11	80 32
ace sching					2	•	ž	alone along	•	3	5	3	13	15	41
acid					_	2	2	already			1	5	5	1,2	23
acorns acquainted					1	1	1	also altered	3	5	9	14	36	69 1	136 1
acdrarmend						ī	1	although				1		2	3
40788	1						1	altogather				27	38	2 35	171
acrobats			4	2 10	9	12	2 35	alvays	16	3 25	19 45	27	55	45	131 213
act			•	2	í	3	8	asazed					1	2	3
acced accing				1	1	1	2 2	andsesent anazing				2	1	1	1
action					•	1	1	ambulance			2		3	ı	6
accivities	2				1	1	1	ADCO.			2		1	1	1
activity actor	- 4		1	1	•		2	America America's			ī		•		í
ects						2	2	American					1	4	5
actual ad					1		1	Cames Barones				1	1	1	1 3
add			1		-	1	2	amusement park			1				1
added address			1		1	2	2 2	an ancestor	3	2	20	34 1	53	55	167 1
addressed			-	1	•		ī	ADCESCOTS				ž			2
adjustments		1					1	enchor						1	1
admire adobe			1			1	1	anchovies and	398	883	1.079	1,467	1,365	1,919	7,311
adopt			•			1	1	angela	1		-,		4		5
adopted					1	3	3	angry animal		9	3	1 13	1 8	2	13 30
adote adult					1		1	animals	3	4	4	37	12	28	88
adults					2	2	4	ankle				1	3	2	5
equencate equenced		1	6	1 2	2	4	15	ankles announce					1		I
adventures			2	1		1	4	*8880000049					1	1	2
advertised advise	1			1			1	annoyed annoying						1	1
aeriel			2	ž			4	another	1	3	6	32	20	28	90
afford			1		1	2	1	ansver			1	9	4 5	3 5	9 22
Afghan hound Afghanistan					1		1	ADSVETS			í			1	2
afraid	1	1		10	7	4	23	anc				1	7	2	10
Africa after	5	21	37	1 55	1 68	6 99	8 295	antelopes antigravity					2	1	1 2
afternoon	1	2	1	2	2	10	18	ancique					ī		ı
again	3	3	35 1	33 3	34 6	60 3	173 15	antlers antonym						1 2	1 2
against age		•	2	í	2	4	ц	antonym					1		1
egency						1	1	ants				2	2	2	6
agent			1			2	3	anvil any		7	7	23	19	38	74
460	1	7	6	5	17	9	48	anybody		1	3	2	t	3	10
agreed		1		3	1	3 2	7	anymore anyone			1	7	2 5	9	2 22
ahead		1	3		1		23	anything	2	6	11	16	10	38	33
aide .		1		1			1	anytime		2		2 2	7	1 5	4 16
aides aim				•	1		1	anyvay anyvhere		i	1	1		4	8
aimed					i		2	apart					ı	1	6 7
aiming ain't			1	1	1 2		1	apartment building			1	1	· :	1	1
air		1	ž	7	9	12	31	shartments		_			ž		2
airborne air conditioner					1		3	apa		1		1	1		2
air condicioners					•	1	1			1		•	•		ī
air conditioning						1		apologized						1	1 1 1
aircraft aircraft carrier			1		. 1		1	apparent appealing						1	i
aircrafts			1		•	1		appear			_	_		1	1
air force airlines				2		1	1	appeared applaud			1	3	1	1	1 7 1
airplane	4	2	2	2	1	. :	15	apple	. 5	3	12		1	ī	22 6
airplanes air pockat		1	1	. 2	1		4	apples			5	1	1		6
eirport				2	ž			appliances						1	1
•								* *							

ord opreciate	First	Second	Third	Fourth	figeh	31Xth	iotal	Word swarded	First	Second	Third	rourth	Fifth	icxen	Tota
preciaced			•		1		i	avay	3	24	17	34	38	37	15
proached						1	ī	4461000						ž	
proaching						1	1	awful awfully		ı		4		2	
prove ril	1		1	2	3		11	awhile		٠	9	6	17	9	4
18	-		_		2		2	avoke		1				1	
varium					1		÷	AX/AXA			1	1	3	1	
uariums objects					1	1	1	babies baby	5	3	1 18	1 15	3 22	5	6
chitect ctic Circle			2			-	ž	baby-sit	•	-			- 3	•	•
	45	105	78	102	148	144	622	baby-siccer				1	Ž	1	
			1	1	1	3	, ś	beby-sitter's				1	1		
ren.'C				3	5	1	14 L	baby-sitting baby's				4	i	1	
ine ans			1		î	2		back	5	40	74	90	97	107	41
gued						1	1	backed		1				1	
guing			1		1	1	3	backflip						1	
genent guments						2	3	backs backscage				1		•	
izota		L			2	2	5	back track				1			
 k		•		ı			1	backward				1		2	
kanses			2			2		backwards			1	20	1	ı.	2
4			9	2	3	3	22 1	backyard backyards		1	1	3	7	4	1
sed mor				2	•	1	3	bad	6	7	4	13	15	24	;
RS			1	4	4	3	12	baddest	_		1		•		
7			4	3	4	3	14	badge			1			1	
rund	3	13	24	48	51	89	. 228	badly						1	
anged		1	ı	1			1 2	baffled beg		1		1	1	1 2	
ested ived			ì	•	2	4	7	bagged		•		i		•	
iving			_	1			1	bags		1	1		7		
OE#IIC						1	1	bail						1	
ov.				2	4	4	10	bait baked					1	4	
				ž	•	•	.0	bakas					•	1	
105	2	9	32	67	79	129	318					2	t	-	
aned	-	-		1			1	balancing			1				
ore		_				.1	1	bald-headed				1			
		9	12 19	14 50	14 59	15 50	67 182	bald eagle bale			1			1	
ed ing		•	17	Ţ	"	30	7	bales			î				
5		1	•	•	1	1	3	ball	1	19	10	6	10	31	
eep		7	4	9	7	13	40	ballet					1		
embled			1				1				2				
ist						1	1			1			1 6	3	
istanca istant					1	î	2			•			i	•	
ists						1	1	ballplayer						2	
uning				_	1		L					1	1	3	
hmatic				1		2	1 2					1	6		
onished ounded					1	•	ĩ					1	٠		
TORRUE			3			1	4	bananas			1	_			
TOCAUCS				2	2		4				2	_		1	
TODOGET						1	1				2	5			
POSCALE						1	1			1	2	2	3	1	
TODORY	26	65	73	129	142	187	622			•		•	•	i	
1	10	ii	14	19	15	18	87				4	2	7	10	
antic				1	_	_	1		1						
antic Ocean				1	1	2	1	benk robbers				1	1		
m boab mic		1				1	ī				4	•			
ached				1			ī				4	1	3	3	
ack		1	1	2		3	7	barbershop					1	_	
acked			1	1		5	7		,			1		1	
acking						1	i		1		1	2			
end encion				4		ž	6			1	-	-			
ention		1	3	3	1	3	11	berf					1		
Tact						1	ŗ					1	1		
TACTIVE				1 2	1		1		1		1	1	2		
ience itorius				4	2	ı	3		•	1	•	i	•	1	
inec Teorium				1	4	4	9	barn	3	ā	4	ā	6	5	
E .	3	1	5	2	3	9	28							1	
t's			1		1		2					1		2	
CS			1		2		1					1		•	
eralian eria			•			1	1	bars		2		ī	3	1	
thor						2	2	base		_	1	.1	1	1	_
:0						1	1		6	9	18	18	29 1	22 1	ı
cographs			1			ı	1						1	1	
ailable						2	2							î	
elanche erage					1		ž	basement		3	1	4	2		
erages erages					1	-	i	. bases				1	1	2 1	
oid						1		besk						1	
1					1	1	1 2	. besket ! besketball	1	1	1	1	1 7	17	
ake			1			2		baskets	i	•		•	,	.,	
aken				3		î	4	bass						6	
rakened rakening						i	1	. bac	1		1	1	3	7	
				1			1	bach			1	2	2	4	

Word	Tirec	Second	Third	Fourth	Fifth	Sixth	Total	Word	First	Second	Third	Fourth	Fifth	Sixth	Total
baching		Jecond				1	*****	beside			2	2	7	3 Z	14
bathing suits		2		I.	4		7	besides best	1 16	45	28	30	36	52	237
bachrooms		2		i.	1	1	3	bet betrays		2	ı	2	2	3	10
backs baciks		4		٠	1		1 2	better	2	3	9	15	14	23	55
baton bats				1	2	2	2 3	becting between					1	1	55 1 6
bacced				•	:	ı	3	bevere					•	5	i
batter's					2	6 1	9	bewitched beyond				ı		:	1 1 2
batteries					_	1	1	bicycle					7	•	
betters bettery					2 1	1	3	bicycles bicycling					1		1
becting					1		1	biddies				3	1		3 1
becting average battle					4	l l	5	bide big	10	24	48	58	57	57	274
bectleship				1	1		1	bigger		3	4 2	5	9	5	27
battleships battling				2	•		2	biggest big shot					1		10 1 1 39
bewl bewling	1					1	1	bika bikas	10 2	25 3	19	9	19 10	7	39 25
35 gun		1	1			2	789	biking	-		•	ı	10	·	25 3 3 2
be beach	30 6	71 12	125	120	167 25	276 2	789 59	bill billion		2 2		1			2
beaches			1		1 2	1	3 2	billions bills		3		1	2	3	1 8
beady beagles					í		1	bing		,			-	2	1
besk besks				2	1	2	1	bingo bionic					2	1	1 2
bean				1	•	2	3	bird	3	3	7	18	13	11	55
been beenbeg			2	1	1	1	2	bird dog			1	3			1 4
eased		2		•	1	ī	3	birds	3	4	6	18	10	11	52
beanstalk bear	1	4	6 7	10	8	9	5 19	birdseed birth				1		4	1
beard	_		2		1		1	birthdey	7	4	8	20	5	7	51
bears beast		1			2		2	birthdays biscuit					2 1		2
beat beaten		5	2	1	3	÷ 3	15	bit bita	2	5 7	8 5	6 1	6	8 2	35 19
beating					1	í	2	bites	i	í		•	i	•	3
beats beat up					1	2	1 2	bicing bics			4				4 1
besutiful	2	2	9	19	16	16	64	bitten				1	_	i	1 2 1
peanth contest		1			1		2	bitterly black	11	9	15	9	1 21	24	39
beauty concests					1	1	1	blacked black hole			3		ı		1
became			3	4	6	9	22	blacksmith			,	1			1
because	21	44	65 1	89	142	151	512 15	blade blades			1	33 1		1	34 2
becoming					1		1	blank			•	-	1		1
bed bedding	6	17	16	26	32 1	28	125	blanket blankets		1	1	1	3	1	3
bedroom	1	2	4	2	2	2	13	blast		-			1	1	1
bedrooss beds	1			2	2		5	blasced blasc off	1	1		1		5	10
bee's			2 1	4	1	2	9	bleachers bleed					1	1	10
beef		1					1	bleeding		2 2		2			4
bechive becn	1		2 18	19	22	36	2 76	blew blind		2		5	,	2 7	13
beep	_			3 2	3		6	blinded						1	1
beer beers					ı	1	1	blindfold blink				1	1	1	2
bees beetles		2		1	2	1	5 2	blinked blinking			1		1	1	2 1
before	2	7	3	22	28	14	101	bliszard						i 2	1 7
beg began	1		4	1 8	1 2	1	22	block blocks		5	1		4		5
begging	_		1	1		1	1	blond/blonds blondish	3	i	ı	1	4	2	11
begin beginning		1	-	2	1		4	blood		_	1	18	4		23
begins begun					7	1 2	2	bloody bloom	1	2	2	5	1	1	3 5
behind		4	4	21	10	22	61	blouses	1		_		_	ı	5 :
beige being		2	5	6	1 12	28	1 53	blow blowing	1			1		3	3
believe believed			3 1	11	7	15	36	blows blows		L		1	1	1	2
bell		1	ž	1 2	•	1	3	blow up	4	,			9	2	2
bells belly		1			2		2	blum blumgill	4	6	2	5	4	15 2 1	41
belly dencer				1	-		ī	bluegills				2		1	1 2
belonged		1		1		1	2	blue jays blue jeans						1	1
below belcs				3 1		1 2	S L	blue whale bluish	2	2		2			4 2
beach				•		1	l,	bluery				2		1	3
benches bending					1	1	1 2	board boards	2	1	2	2	2	1	2
bengal tiger				1		-	1	boars	•			12	18	14	9 2 1 56 1
bent berries		1			1	2	1	boat boating	2	8	2	12	1		1
								•							

1 1 1 1 1 1 1 1 1 1		bodiss	•	4	-	~*	,	: # ! 	# 10 pp		•	-		•	-4
		body			-1	^	e	5 H	1ghter		•		,	• ⊶	
		boil						77	ightly ightness					-	•
		boiling						.	111.mc						
		bologna bol re				4	_		indle for			.,	•	4 ~	~
		9	-	۲1		4.		101	Sursur		н		-		
		bomber				•		4.1	12.						
		bombing						 	100					-	4
		pound.					-1			-1	7	•	4	•	=
		bone		•		.			oken	••	-	-	•	•• ↔	-
	### description 1	boufires							90000					~4	
### Colonia Co	The control of the co	bonnethead shark					.4 v	 	etuo.				12		4
## Golphia 1 1 1 1 1 1 1 1 1	## Colored 1	bookeynan				1							7		
### Country 1	## GOLDSTAND 1	boogte						#	ook trout			-	٠	4	- 4
See dolly Man. See dolly Man.	The control of the co	boohoo			-	-			0000	•	91	٠ ٢٢	• 4	, 55	3
Management of the control of the con	se dolokka	book book	2	-	,	~	.,	9 22 br	other-ta-law		í	í		-	
de dafibite	se dolibita	booked				,		д. - 1	ocher's		-4 -	 -	4 •	- -	~ ~
sed dolokky		Sooks	-	N F	, e	7 4	۰, ۱	32	Others	-	•		. 4	• 9	· m
1	## double in the control of the cont	200		٠.	4	,	•			* 100	2	• •	'n	2	2
## doubliding 1	## doi:	or and		•		4	1 61	10 52	ownish		-				
### ### ### ### ### ### ### ### ### ##	1	Sortag				74	r.) Q G	town author						•
## doi: 1	## doi: 1	EX	-	⊷.	••	₩	2	# ·	town trout					-	4
1	1	Jorge		-4 e-1	-	•	2	10 61	To find						-4
1	1	0088ed		,				-7	deh			н	-	-	
1	1	och	н	4	•	2	2	17 62 34	rushed						٠. ٠
### doubting the control of the cont	1	other		-	-			, d	Total Aug					•	4
1	1	othering							ibble ibble				7		•
1	1	Mattle				2		4 91 4 91	ibble gum				7	-	
11 1 1 1 1 1 1 1 1	1	pottle-nosed dolphin					•	.	epples.			-+ -		-	
1	1	octied		-1	4	н	4 ~4	ă ă	John J. Charles	~		•		•	
11 6 9 10 50	11 8 6 9 10 50 butching 1 1 1 butching 1 bu	SCT CHE		ı	-4	-	-	21 24	1CK4C8						-
1	1	ought.		=	•	91	ь.	57 . 4	ucicing				-	~	
1	1	iou dets					• ~	5 .6 4 W	Johnston					-4	
1 budges 2 budge	1 1 1 1 1 1 1 1 1 1	ounced						m ~	uddy			-1			
1 1 1 1 1 1 1 1 1 1	1	Sacial Ces					~		*Spn					-4 -	-
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1	puno					.	 	uffaloes			~		- 67	
1	1	oundary dunity						5 E	165506					-	
1	1	AO.							411						 •
1	1	owhead			-		-	ā i ⊣ ⊷	16148				-		•
1	1	Ow.		-	•		•	5.6 1.4	10 m	**		-	-		80
2 2 6 14 1 1 1 buildings 1 2 2 6 14 1 1 1 buildings 1 2 2 6 buildings 1 2 2 buildings 1 3 1 2 buildings 1 3 1 1 buildings 1 1 1 buildings 2 7 20 19 12 13 7 buildings 1 1 1 buildings 2 1 1 1 buildings 2 1 1 1 buildings 3 1 1 1 buildings 4 6 2 2 6 buildings 5 1 1 1 buildings 5 1 1 1 buildings 6 1 1 1 buildings 7 1 1 1 buildings 7 1 1 1 buildings 8 1 1 1 buildings 9 1 1 1 buildings 9 1 1 1 buildings 9 1 1 1 1 buildings 9 1 1 1 1 1 buildings 9 1 1 1 1 1 buildings 9 1 1 buildings 9 1 1 buildings 9 1 bu	2 2 4 14 1 1 1 buildings 1 2 2 4 14 1 1 1 buildings 1 2 2 4 14 1 1 2 buildings 1 3 1 1 2 buildings 1 3 1 1 1 buildings 2 7 20 19 12 15 7 buildings 2 7 20 19 12 15 7 buildings 1 1 1 buildings 2 7 20 19 12 15 7 buildings 2 1 1 1 buildings 2 1 1 1 buildings 3 1 1 1 buildings 4 1 1 1 buildings 5 2 1 1 1 buildings 6 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	ano.				-1		, A	atlding	,	. 73		7	•••	.,,
1	12	20v Cf.a				:	•	A.	ulldings		•	-	4 F	- 0	- 1
1	1	202	7	rı	•	<u>.</u>	-	 	4116		-	4	٠.	^	* ~
12	12	JOXET			-		-	ă. o t. t	ulbe						1
1 2 3 1 5 10 buildoners	1	204	ဌ	9	.2	7	2	61 256 b	4						٦.
1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	204,8			61	n 1		۵. ۲	ulidoser						-
2 7 20 19 12 15 5 billings 1 1 1 billings 2 1 1 1 billings 2 2 1 1 1 billings 2 2 1 1 1 billings 3 2 1 1 billings 4 8 2 2 3 5 billings 5 billings 5 billings 6 billings 7 billings 8 b	2 7 20 19 12 15 75 billions 1 1 1 billions 2 2 1 1 billions 2 2 1 1 billions 3 2 1 1 billions 4 2 2 1 1 billions 5 2 2 1 1 billions 6 3 2 2 3 5 billions 7 4 1 1 billions 8 7 7 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	boytriend	-			٠		i 0	ulldozers ullar						•
1 boilfaght 1 boilfagh	1 boilfaght 1 boilfagh	8400	۲.	•~	29	63	7	25 25	ullete						-
1	1	bracelets							ullfight ullfor						-
1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	1.16						, A	e i i					-1	•
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1	patted						ь. 	undlebees			-	-	,	
1 2 1 1 1 1 1 1 1 1	1 2 5 bumpler 1 2	resta			•	•		4 ++	page.			•	. 72	,	-
2 1 2 bumping 2 2 2 bumping 2 2 bumping 3 5 bumping 3 5 bumping 4 6 bumping 5 2 1 1 bumping 5 1 1 bumping 6 bumping 6 bumping 6 bumping 7 bumping 7 bumping 8 bumping 8 bumping 8 bumping 8 bumping 9 1 1 bumping 9 1 bumpin	1 1 2 bumpying 2 2 1 3 bumpying 2 2 1 3 bumpy 3 5 bumpy 4 6 3 2 2 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	praka			•	-	•		umper				-	,	-
2 2 0 0 mm. 2 2 0 mm. 2 2 3 3 5 3 5 3 5 3 5 3 5 3 5 3 5 5 0 mm. 2 2 3 3 5 3 5 3 5 5 0 mm. 2 2 3 3 5 3 5 5 5 0 mm. 2 2 3 3 5 5 5 5 0 mm. 2 2 3 3 5 5 5 5 0 mm. 2 2 3 3 5 5 5 5 0 mm. 2 2 3 3 5 5 5 5 0 mm. 2 2 3 3 5 5 5 5 0 mm. 2 2 3 3 5 5 5 5 0 mm. 2 2 3 3 5 5 5 5 0 mm. 2 2 3 3 5 5 5 5 0 mm. 2 2 3 3 5 5 5 5 5 0 mm. 2 2 3 3 5 5 5 5 5 5 0 mm. 2 2 3 3 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	2 2 1 1 2 0 burnty 2 4 1 1 2 0 burnty 3 5 6 burnty 4 8 2 2 3 3 5 6 burnty 5 6 burnty 6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	brakas		-	-		٠.		Surden				-	4 17	**
2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	brand		114			•		A CHIEF						-4
2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 1 1 1 butter 2 2 1 2 butter 3 2 2 2 3 5 butter 4 3 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	brand-new					-		ğ				 -		•
2 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2	prent			••				unch	٠	•		٧,	~ ·	٦-
2 1 1 2 burgers 1 1 1 1 burn 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 1 2 butter 2 1 1 2 butter 3 1 1 1 butter 4 1 1 1 butter 5 1 1 1 butter 6 16 butter 7 butter 7 butter 7 butter 7 butter 8 1 1 1 butter 9 1 1 butter 9 1 1 butter 9 1 1 butter 9 1 but	bracty		•		 .			rumay	•	ю	••	• -	o	
Description of the control of the co	1 1 1 1 1 1 1 1 1 1	Stave		•			-	,, <u>,</u>	ourget's		ri		4		"
1	1 1 1 1 1 1 1 1 1 1	Dravet.										-4			
2 2 5 6 10 burnering 1 2 5 6 10 burnering 2 1 1 1 1 burnering 2 1 2 1 1 1 burnering 2 1 1 1 1 1 burnering 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 2 5 6 16 because 1 2 5 6 16 because 2 2 2 2 2 2 1 1 1 1 because 2 2 2 2 3 3 3 2 2 2 2 2 3 3 3 3 3 3 3	read				-	•	2 2	petano		~4	⊶,	•		.,
2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 1 1 2 busines 2 3 5 3 5 1 1 1 1 busines 2 1 1 1 2 busines 2 1 1 1 2 busines 2 1	break			-4 (•	en .	2:	Sutatos			-	4	•	
1 1 2 bearering 2 3 3 1 2 bearering 2 3 3 3 1 2 bearering 2 3 3 3 3 1 2 bearering 2 3 3 3 3 1 2 bearering 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	1 1 2 bearering 2 3 3 3 1 2 bearering 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	breskfast	-+		٠.	•			NETS C					•	
1 2 5 5 5 5 5 5 5 5 5	1 2 5 busecing 2 3 3 3 3 3 3 3 3 3	Dreak in			-	-	4	4 60	METOWS				-1	•	-
1 2 bass 42 2 3 5 3 2 1 1 1 1 bass 42 4 2 1 1 1 1 bass 4 1 1 1 1 bass 4 1 1 1 1 1 bass 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 2 bhus driver 2 3 5 3 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	breeth			٠	• ~	٠	11.	narsctog						
1 1 2 bass defear 1 1 1 1 basses 2 1 1 1 basses 2 1 1 1 basses 2 1 1 2 6 2 2 1 1 2 6 2 2 1 1 1 2 6 2 2 1 1 1 2 6 2 2 1 1 1 2 6 2 2 1 1 1 2 6 2 2 1 1 1 2 6 2 2 1 1 1 2 6 2 2 1 1 1 2 1 1 2 1 1 2 1 1 1 2 1 1 1 2 1	1 1 2 bass driver 1 1 1 1 basses 2 1 1 2 basses 2 1 2 2 1 1 2 4 2 1 1 1 2 4 2 1 1 1 2 2 1 1 1 2 3 1 1 1 2 3 1 1 1 2 3 1 1 1 1	oreache.		~;				2 5	7		7	-	•	m	:: ::
1 1 1 1 2 4 5 5 5 5 5 5 5 5 5	1 1 1 1 1 1 1 1 1 1	bresching			-1		٠	 	nus driver			-1		-	~
Process 1 4 5 bushes 1 1 4 2 1 2 4 2 1 3 4 3 1 3 4 3 1 3 4 3 5 1 3 4 3 5 1 3 4 3 5 1 3 4 3 5 1 3 4 3 5 1 3 4 3 5 1 3 5 1 3 5 1 5 1 5 1 5 1 5 1 5 1 5	1 5 5 1 6 5 1 6 5 1 6 5 1 6 5 1 6 5 1 6 5 1 6 6 6 6 6 6 6 6 6	breed					•		4				17		.9
Dreet	Dest 3 3 business 1 1 2 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	210010						~ *	bughes		⊶.	-4 -	4.	٠, ٠,	٠.
	Darker 4 4 4 5 Name Supplemental 1 5 Name 1	prew		•	-	-		~:	3001000		-4	-1 F	-	-	•

Ford	First	Second	Third	Fourth	Fifth	Sixth	Total	Gord	first	Second	Third	Fourth	Fifch !	Sixch	tocal
busy		3	1	1	10	1	15	carefully careless						3	3
buc	24	91	125	257	218	303	1,018	CATES					_	3	3
buccher knife				11	1		2 11	caring carnivel		ı	4	1 2	ī	ī	3
bucler						1	1	carnivala				1	,		1 2
buclers bucc						2	2 3	carpenters					2 1		i
butted	1					1	2	carpet					2	2	4 1
butter butterflies					2	1	5	carpeted car pool				2			2
butterfly	3 1		2 1	3	2	1 2	6	carried carrier			1	2	1	4	7
buccon buccon		1	-	í	ī	•	3	CATTIES			ļ				1
buccs buy	1 15	32	11	L7	32	57	1 164	CAFFOE CAFFOES			1 5		1		2 5
buying	_				•-	2	- 2	CRTTY		ı	1	1	2	,	5
buys buzzed				1		1	1	carrying cars	2	12	2	13	11	3 16	6 60
busser			1		1		1 1	CATE CATEGOR				2		1	1 2
passing	32	40	46	62	79	137	436	CATTOOUS				2			2
bye bye-bye	1	5	6	<u>د</u> 1	2	9	27 6	cartwheels			1			1	1
cab		,		•		1	1	CASA		2	4	1	3	7	17
cabbaga cabin	1	1	7	7	9	1	1 25	CTR42		1	1		1	1	2 2
cabins	-	-	1			-	1	casino				1	1	3	1 7
cable cactus					1 2		1 2	cascle	2	11	1	47	2	17	30
cafeteria				•	4 7	i 7	5 19	castles		1			1	1	1 2
cage cake	1		2	2	1	ί	7	casually cat	35	34	17	25	33	26	170
calendar calendar					1	1	1	cat's catch	7	1	6	2 13	1 7	15	51
calf	2			1		7	10	catcher	•	•	·	ī		7	8
California call	3	5	1 8	2 9	11 16	12 21	26 52	catches catching			ı	4	3	2	10
called		5 13	12	34	31	38	128	catachism		ı	_				1
calling calls	1			1 3		3 2	5 5	cererpillar cererpillars	1					5	6 1
calm				1	1	1	3	catfish	4	11	2	1 20	7	18	3 62
caimed caimly				•	•	1	1	cats cattle	•				2	1	3
calme calories				1		1	1	cause cause		14	17	21 1	12 1	19	83 2
calves	4			ī	1		6	caused				-	1		1
Cambodia came	7	56	77	117	101	99	1 457	causing cautious				1	1	1	2 1
camel		ĭ		•••			1	cauciously		3		11	3	2 6	1 2 25
camera camera	1			1	2		3	CTASQ CTAS		,	2	**	i	٠	1
cameras		1	6	2 2	12	11	2 32	CTAGR CTAGRED			1				1
CAMP→OUC		•		2	••	••	2	cevities			•	2	1		3
camped camper			1	2	1	1	3 2	CB CB		1		3	2	1	2 5
campfire						1	1	cedar					2	z	2
campgrounds camping		1	2	1	5	1 8	1 17	ceiling celebrate				1	i	8	11
can's	30 5	49 5	30 15	55 16	84 23	92 29	340 93	celebrated calebration					2	1	1
Canada	•	•	•	ĭ	-3	3	7	call						1	1
Canadians cancer					3	1	1	cellophane cement						1	1
candle				1		1	2 2	cametery			2		2		1
candles candy	6	6	1	1	3	10	29	Center Center	1 2			3	1	2	9
cannons	6	3	3	1		3	3 13	center field center fielder			1			1	2
CARROE	2	•	•	•		:	3	cents				1		•	1
canosing canoss						1		centuries century			1	1 6		3	1 10
CADE	1	1			3	-	5	cereal			3			2	3
cantar canton					1		1	certain certainly			1		1		1
CAP				2	1	1	2 2	chain				3		1	1
cape buffalo						1	1	chain-smoking chained			1	1		-	2
capital capitol	ι		1		1	2	4 2	chaine		7	1 2	4	4	3	20
captain	•		•	5	5	4	14	chairs	_	ž	•	ĩ	3	ž	10
captive capture					Ļ	ı i	2	chalkboard chalked	2					1	2
captured	27	24	19	33	1 35	48	1	challenges			1	1		3	1 5
car caracals	41	24	.7	,,	.,,	1		champions						Z	2
carac carbobydrate				1		1	1	championship championships				2	1	3	5 1
CSTQ		1		_	1		2	champs				1		2	3
cardinal cards	:	1	2	2	4		2 9	chance change		2	1	1 5	1 7	9 10	10 25
CATE	2	4	11	9	7	7	40 1	changed	2		ī			3	12
cared career			1			6	5	changing					2	2 1	3
careful		2	2		2		6	characterized						1	1

	e0 4 ⊷	414	-=-		~1	404		9 ~	Ф		5	446		7	ns	4 4				47	4 :	; →		-11		91	• •
→ ;	<u> </u>	•	- 1 9	m **	80	4	~	4 11	~		7 -	444		-	~~.		4	, 4		-1	٠.	•		n 44	wHH		
-4.9	24	4 4	٠,		ND4	79	4	14.	450 74 7	• •	g .	4 45	~ ~ ~		4 74		-		-		•	n -+	-			"	
	4	•	••			na	н н	1 •		•	•		•		-44		•					•			-	**	-
	•		-4 -3			~ ~				4	~				-4		-				9	3				σ.	
						~						45															
											1881	_				ä		3	loodle-do								
7	, j	200 200	3	1 1 3	4 <u>5</u> 2	_ # ¥	ēē		5 ¥		2 2	loches in a lock			. 3	al al platn	ters c guard	9 Jo	# - dood				9	rrbone fred	ag ag ag	. ē	198
Clap Clap			100								19 d		Close	333	Control of the contro		100		cock-	COCKE	333	9 0 0 0 0 0	2000	1100			969
		3"5-		4	0 4 11 14	N 10 11 11	<u>.</u>	- 111	• • • • •		2-1	. 11 Lim.	==	•••••	· · · · · · ·			4 -4 -4 -4		474	'n o :	3~~	~	m ~ ~		-775	: 7 E :
		n n-		4 -4	nnn .	nnd					24	٠	r &		-				d		~				m -1	*	•
	-1 72	n m	-1		n H		61					m	* 4			-1					-41	·•		-	44		, , ,,,
													•••														
-1		7-4			-1 -4		~ H		• •	•	•	12	77.	• -			н		44	44-	• •	· ·		7	~	vc	•
	- ~	4 5		-		-1			•	-	170	200	e4 60			-	٠	-4			,	-		11			•
	-4		_				_				_		_			. 4											9.
	_		-	-					••			••															_
	•	H 14									~															-	•

mdu.1	First	Second	Third	Fourth	-71Esh	Sixth	Tota:	Word	First	Second	Third I	Fourth	Yifth	Sixth	Tota
rful ring		i		í	,		3	COSCS				ž			
TS.	1		_	6	5	5	19	COSCUMES			1		1	1	
:	3		2	ı	2	5	11	COLLEGE					1	•	
inscion						1	1	COCCOB		ı		1		_	
1_	4	27	39	47	43	52		cotton candy				1 2		2 2	
is It	•	6	13	6	11	20 1	60 1					î		•	
ore						2	2	cough					1		
ortable c books				1	1	1	3	coughed coughing					1 2		
500KB	1	10	9	18	23	29	90	confirm		2					
nder				4	1	1	6	could	9	60	73	56	51	172	46
rcial n				3 1			3	couldn't	1	5	14	21 1	19 1	37 4	,
nly				-		1	ī				-	1	ī	1	
Licated						1	1					1			
nist Nice					2	ı	1 2	counting				4			
iians					1		1	councless				1	_		
y			1	1	6	ı	9	countries country	1	3	3	2 7	3 2	9	:
CHENCH			1				ī	country store	ī	•	•	•	•	•	
1			1	1	1		3	counts			1			1	
ed Lag				2	ı		L 2	county			1	3	1 8	8	
ition				•		1	ī	CONTRE			ž	Š	7	6	
ia						1	1	COSTSOS					1	1 7	
ining ted						i i	1	COUFT COUF					i	,	
tely						1	1	cousin	1	1	1	4	6	12	
cated						1	1	cousin's		1	1	3	2 2	1	
menced mencs						1	1	cousins'	3 1	3	6	,	•	,	
ing					1	-	1	COVEE	_		1		1	4	
•		1		•	1	1	1 4		1		1 5	1	5 4	6 1	
ers CTACO		•		2 2		•	:	compan	•	1	í		-	-	
n.						1	1	coupoys		3					
t ded	_			1		1	ì		1		6	1	ı	2	
sion	•					i	i				•	•	1	-	
ion		1			2	1	4	CTAD		1			1		
ioner inium					1	1	1	crabbing crabby					4	1	
				1			1	CTADS	1	1		4	5	1	
ticut						1	1				1	1 2		7	
ence ence					1	1	ī	cracked crackers			•	•		ż	
ared					1		1	craft					2		
ering ced					1	1	1	crafts cramp				1			
ucting					-	1	ī	crap				-	1		
Der					1		1	crappie			1			7	
CS4BC						1	1	crappies crash		1	1	4	ı	4	
ε .		2				2	4	crashed		-	2		2	7	
ES						1	1 2	crate				4	2	1	
ent uscion					1	2	í	crawfish crawled			1	3	i	3	
tu s				1	-		1	crayfieb				_	_	1	
ued						1	1			1	1	5 1	7	7	
ict L				1		1 2	3	crazy house creak				•		1	
olled				1	1		2	creaked				1			
ols ol tower				1		1	2	cream creamed				i		2	
reacion						ž	3	creased				-		1	
yor belc				1			1	CTEATE			1			4	
ced					1	1	ı 1	Crestures		4			2 1	5	
7						L	ī	CLESK		•			i	2	
		2	2	ı	2	6	13	creepy				3		1	
l L	1		2	2	1	2	1.8						1	1	
ouse			•		i	•	3							1	
/cooky	1	2		7	2		5 10	CTBV			1	1	1	4 1	
ig	1	2		5	1	3	10			6	5	3	5	-	
•		ı			_	2	3	cries				1			
				7	2	4		crime					ì	1	
1				1	1		1						1		
				-		1	1	crisis					1	2	
4				3	2	1	l.						1	1	
				,	2		5 2						1 2		
ng					1		1	crop		_		2	•	_	
			٤	ı	1	2	1 9	crops		2 1 1	6	3		2	
ır		1	ž	3	3	13	22	cross		ī	•	ž	1		
TS				2	i		3	crossing						1	
					5		•	crossly				1	4		
al ecting			ı	1	7		1	CIOM							

7 27 62 7	• -	· 			-1 -1 -1	10		•• -		-1 ^			Ω-		••	-1 -1 -1 -		• • •		v :	4	46	9 -7		-1-				•	,,,		1 -1 11		2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	38.6	41	1 97 .	- n	4 me		n-:	8 4 4 E 4 5		14	444 448
				-									•				• ~		-4			m	4 14	-1	-	14	-4					44	-	28	, 2 B		11	ra .				n 4			4
.17				٠,					rs	,	•		•	-	7						~ 		-1						6 14		4		-4	75 5	3 ~ 12	⊶ ⊷	 12 -	3 -1			:	ដ		-	~ •
2			•				-	1 -1									٠			•	-					91							-	25	;~:		•		-	. ~ ~		.	• •	.4	
																		, .	-1		2		-			.9		-4				-1		92 4	, ~ ~	-4	•		*1	-			n ro	-1	ाल ज
																																		s-	• •		-4					-	•		•
desper dest dests	defeated	defected	defended	deformed	degrees	Delaware delectable	delicate	delight	delivery	desanded	2	Dentes rk dentes	dentist	pondep	depends	depth derby	descripcion	deserted	design	designed desire	deska deska	desert destroy	descroyed descroyers	destroying	descruction	details	decerained	detour	devil's	diabolical	diagram diagram diala	dial tone	dispers	414.	die die	dies	dist different	41g 41gging	digital.	ding-e-ling	dingier dining room	dinner	dinosaurs dinosaurs	diplome diptheria	directions directly dire
1	1 🗝 🕁		٠ ١	40;	3-	~ ~	f-	m.	7 -4	•• -		-4			•	82-	9 9-4	` <u>5</u> :	32.	- 14	4 64 6	n 4	4 14	m 0	6 74	~ ~	-1 49	rı ~ ·	~ ÿ ·	4 ~ •	144	45	un.	466 1	7-1	3	., 6.	- 6	1-1-9		₽ → (- 4 K		444	444
44	4	, ,	•		100	•		~	7	•		-4	-		•	.	٠	.ង.	-2.	•		-		~	-	N ~		77	20	-	-4	4	۳.	750		12	::	٠	• -	-	4	5	-	4 +4	нн
			• •		••			•	~ ~	-		-	-	⊶ •	•	r1 10	ıi	23.	, .				n⊣	~	-		-		-					1222	-	72	٠	•	-4-1				i		
			-1	n	~ ~											ei a		. 21,	n 0		-4		-	-		-	-	-1	-16	+		60		189	ì	9	- Q				~-	-1 2	-	-	.
				**	-	~										w 74		-3	t 11		-			~~	m 14	,			411	٠.	•			201	1	•	1		1-			rı 4			
-				,	•		-	4 14								n w		ä	- 2			7			-		-		₹0					##	:	J	 7		-	•		•	•		
				.4												7		9	6	14				-	***	7			7			-1		# =	;				-	•		-	•		
7	7	4 4	2 4	d d	100 100	28,000	oard	rke.	OBIET	900	7	r 8	sus	. 2	omixed			Ĕ	• 5-	y's y longlegs	_ b ;	· Ի Է			. 2	.	er erous	- 10	89	ness ing	. T .	# 45 # 45	hter's	mports	-care center	ighe F	4 1	Ar a	14ng		: 6 8	naber 1de 1de	19100	Latons Lared	orace d d

ord	First	Second	Third	Toursh	fifth	Sixth	Total	Word	?irse	Second	Third	Fourth	Fifth	Sixth	Total
Lrty Leappear	13324		2	1	ı		3 1	dragons drag races					1	1	
isappeared		1	1	5			7	drained						ž	
isappearing		1	_	-		1	2	drank	1	2	2	1	ı		
isconnected iscover						1	1	drawer draw		1	2	5 1		1	
Lacovered			1	2	ı	3	7	drawing		-		2	1	ı	
Iscuse						1	1	drawing board			1			1	
iseasen Isquise				1		2	2	drawn drawn					ı		
isguised				-		ı	1	dreaded					1	.1	
Laguat						1	1	dresm dresmed		1	3	10 2	11	13	38 13
isquecing ish			1		1		2	dressing		1	•	7	3	•	• 1
ishes		2	2	1	2		7	dreams			3	5	1	2	10
isplay istancu		1		1			1	dresst dress	1	2	3	1	2	6	1
istance Istribute		7					7	dressed	•	•	ž	5	4	5	11
iscribucion			_			1	1	drasser				1		ı i	
itch Itches			2	1	1	2	6 1	dresses				3 1		٠	
ive					Ž	1	3	drev			_		1	2	
ived			1	2	ı		*	dried	1	1	7	5	i	4	11
iver Iversified			ı	1		1	1	drink drinking	•	•	2	ź	ī	ĩ	
vide .			1				1	drinks			1	ı			
ivided Lviding						1	1	dripping drive	3	4	5	6	5	1 2	20
iving		1	1	ı		i	4	drives		•		i	•		
lving board				2	1	1	4	driver	3	ı	4	6		7	2
ivorce ivorced					1	1 2	2 2	drivers drives		1		1		1	
lssier				2		•	2	driveway			1	1			
izsy				1		. 1	2	driving	2	1	1	3	2	9	1
obermen pinscher	28	45	52	77	123	101	426	droop drop					-	4	
oc person					1		ī	dropped		4		2	3	4	
ock			2		2	5	4	dropping			1	1			
octor octor's	3	1	2	10	3	î	27	drops drove		1	-	7	2	5	
PCEOFS					ī	ĩ	2	drows		_				1	
odge bail	4	7	1 4	4	3	8	1 30	drownded drowned			1	2	1		
es est't	•	,	10	3	2	7	24	drug drowned			•	•		1	
35	32	84	65	66	43	33	343	drugstore					3		
og's		2	1	4	1	1	7 2	drum drumer				3		1	
ogborse SESA			3		3	•	6	druming				•		1	
oge .		19	3	5	16	2	45	drume				3		1	
ogs' oing	1	2	3	8	19	9	2 44	drunk dry	2	2	2	6	1	5	
011	ž	-	6	7	iš	7	35	dryer/drier	•	2		-	_		
oller	1		2			5	10	dryness					7	i	
oliars olihouse	2	13	10	19	18	43	105	duck ducks	1 2	ı	4	ı	í	i	
ollies	1						1	duffel bag				_		1	
ille	2		1	ı	3	1	8	dug		1		3	1	2	
olly olphin		1				•	ī	dugout dugouts					1	•	
olphine				1		1	2	dull		1		2	4	2	
main me					1	3	1	dumb dummy		1	1	5 1	•	-	1
omino			1				1	dump			-	2			
ou't	7	14	29	40	62	79	231	dumped				1			
onace onacing			1			1	1	dumpling dumps		1	1				
ode onerwe		3	5	1	6	15	30	dusce			-			1	
oukey	1	2	1	1	ı		6	dune buggies				,	3		
omed or	2	35	13	2 44	19	27	139	dunes dunes				ı	4		
oorbeil	-	ī		1	•••		2	dungeon				1	2	_	
ooriaseb				1 4	2	6	1 15	during		1	2 2	3	7 2	3	1
NOTE NOTES	1		3 1	4	í	ı	10	dust dustmop			î	•	•		
e '			_	1	_		1	dusty						1	
ots otted						1	1	dvaris				1	2	ı	
ouble				1	1	ī	ŝ	dying dynamics			1				
mble-barreled			_	ı			1	each		6	6	14	22	29	•
ouble play			1		1	1	2	eagerly					1 4		
oubl es oubcfully						1	1	engles engles				2			
ough					1 2	1	1	447	1			3	2		
ove ove	9	27	42	77	97	111	363	earlier early		1	3	3	3	7	
ovnsteirs	•	27	42 3	. 6	4	8	25	4473		1	•	1	i	1	Ļ
OVERTIBEE						1 2	1 2	entraed				1		1	L
own.cown					2	2	1	estrings			1	. 2		,	L
osing					1 2		1	RETS		1	4	. 2	9	2	
T.		6			2	5	13	earth	1	5	2	. 10	17	19	,
					1	2	5	earth's		1		1	•		
irafted		د						estthling							
irafred Irag Iragged Iragon		3 1		7	1		23	earthling earthlings earthearthlings'		•		3			•

Zord	First	Second	Third	Fourth	71£th	Sixth	foral	Word.	first	Second	Third	Fourth	Fifth	Sixth	Total
esser	1					ı	1	evacuate evacuate				1		2	
essily		•	1		4		i	6A6U		9	6	20	24	38	97
eesy eac	2 12	2 30	1 30	25	27	3 36	14 160	evening evenc				l 1		3	1
eaten			3	I	4	3	5 3	events		,	15	31	30	1 36	2 119
ester esters			2 2			_	2	evergreen		,		••	ĩ		1,
esting ests	2		2	3	7 2	8 3	20 8	everlasting every	5	21	24	25	37	1 45	1 157
edge	-		•	2	i		3	everybody	•	12	5	29	16	11	73
educated education					1	12	13	everyday	2	3	3	2 27	19	39	2 93
eerie					_	1	1	everyone's				1	1	1	3
effects effort					1	1	1	everything everythere	t	6 1	8	17	15	31 7	78 18
462	6	2	9	ſΰ	ī	1	29	evidence					1		1 2
egga ego	2	2	7	3	3	l0 L	27 1	evidencly evil				1	1	2	6
agos				1	1	1	1 2	ex-con ex-friends				1		1	1
Egypt eight	1	5		š	2	2	13	exact				1			1
eighteen eighty			1		3		3	exectly example				ι	1	2	2 2
either			2	ı	4	1	14	except		3	1	12	8	8 7	32
elbow elect				2		1	1	excited excitement		1	6 2	,	7		26 2
elected				1	3	2	3	exciting exclaimed		2 6	1		6	5 1	14 8
election election day					ı		1	exclamation		•			1	•	1
electric electrical		1	1		1	2	5 2	excused			1				1
electric eyes						1	1	executed			-	1	_		1
electricity electronic					1	1	1	exercise exercises				1	1		1 2
electron microscope					1	1	1	exercising					1		1
elementary school elephant	1			1	ž	ı	5	exhaust exhausted						ı	1
elephants elevator	9			3	2		12	exist exotic					1	1	2 1
eleven					i	ī	2	expect				1		•	1
eleventh elf				2	2	1	1 4	expected expecting				1	2		1 2
sioped				9	3	1 12	1 36	expedition						2	1
else else's	1	2	4	,	i	12	1	expelled expensive				2	3	1 2	7
elves			1	ı			1	experiments						1	1
embarrassed embarrassing				ī			1	expert explain						3	3
emergencies emergency	1		1			1	1 5	emplained emplaining				1	2	1	4
emp Cy	-		ī		1	3	5	exploded		1	2	1	ī	1	6
encountered end	14	77	37	89	64	1 58	1 359	exploratory explore			1	1		1	1 2
ended	1		2	2	1	1	7	exploring explosion			1	1	ı	2	4 2
ending endless						1	1	explosions				•	ī		1
ends enery					3	1	3	extending extinct				1	1	1	1
energetic						1	1	extinction		_		_		1	1
energy engaged						2 1	2 1	extra extramely		ı			1	2	1
engine engine room	1	1		3 1	ı	6	12	EXCIENS		1	6	4	ı	1.8	1 20
engines	1			ī		3	5	eye eyeballs		•	5	1	•	·	6
England English				ı	5	7	7	eyebrows			1	1	5		1 6
Englishman			4	-		_	1	4742	5	5	10	14	16	18	58 2
English sector enjoy				1	1 2	10	13	eyesight face		5	2	14	8	13	42
enjoyed			1		1	2 1	1	face-off face-to-face			1	1			1
entrous entrous						1	1	faces				ā	1		5
enough enroll	1	4	1	10	12 1		46 1			1	1	1	2	1	1 5
enter		1	1	1	ī	1	1	factory		-	_		1	3	1
entered entering		•		-		2	2						:		2
entertainer entrance				2	ı		1 2	failed				2	3	1	3
enationment antianca				•	_	:	2			_	2	ţ	ž	1	á
equal equality					1	2	1	fair fairground		3	ι	2	1	3	14
equipment		ı	2	1	1		- 7	fairies		6		,	8		1 8 7
eraser errands						2	2	fairy		1		1		2	3
errors			1	1	2 3		:	fake	1	i	1	1 7	4	7	2 21
escaped escape			i			2	5	fallen	•	•	•		1	1	2
escaping Eskimo			1			1	ı	falling				4	2	2 1	8
especially			i	. 1	1		7	falls						î	1
estimated			1	. 1	1	3	1 6				1	1		1	1
etch			•	•	4	1	1	families						ī	1
Europe					4	7	11	family	7	25	23	18	37	44	154

ord	Tirsc	Second	Third	Fourth	Fifth	Stath	Total	2ord	First	Second	Third		Fifth	Sixch	Total
mily room				1		. 2	1	finger fingernails			ı	1	2		1
SMORE			5	i i	1	6	16	fingscprints			•	ī	1	1	
anciful	1				_		1	fingers			2		Ţ	3	. 6
adey ans				1	2	2	3	finish finished		1	1	1	4	6 8	16
ans antastic				•	•	i	i	finishing		,	٠	•	•	ĭ	1
Ancasy						1	1	finish line				10			10
ar .	_	1 2		.4	4	. 9	23	fin whale		.2	,				47
arm Armer	3	2	11	11	3	li l	41	fire fire alarm	4	10	4	12	5	11	• •
TLEST, 1			•	í		•	í	fire chief					•	2	- 1
eraing						1	L	fire company				1			1
ltas			1			1	2	firecrackers		2		Į.		5	
rther Irthest		1		1	2		4	fired fire department			1	2 1	2	,	
escinsting					ī	1	ž	firs drill					- 4		
ashions					1		1	fire engine				2			
l s t	8	12	8	18	L7	25 1	58 1	fire escape		1			2		
isced Isced		3		2	ı	5	ıi	fire extinguisher firehouse		1			-		
utest		ĩ		ī	i	ī	- 4	firemen	1	ž		5			
it.	4	4	4	1	9	4	26	fireses				5		_	
cher	5	14	64	29	27	47	166	fireplace						ı i	
cher's			2	1		5	11	fires fire truck	4	i			1 2		
mpt iccening				i		1	2	firewood	•	÷			•		
AOL			ı		1		2	fireworks			1			1	
evorice	5	4	3	11	14	23	61	firing						1	
AT .						2		firm		^	40	42	39	1 84	20
ared ering						1		first-class	6	9	22 2	42	39	34	20
ested						ī		first base			-		4		
140				1		•	1	first class						1	
acher					1		1	fish	19	15	17	22	11	18	9
athers				2	1	1	3 2	fished		1			1	1	
ebruary ed		3	3	- 1		4	14	fishermen					-	î	
deral		•	•	•		1		fishermen						Ž	
ed	2	3	15	3	8	5	39	fishee	1			1			
eding	1					1	2	fishing	3	4	3	6	12	25	5
eds		1 2	6	2	5	1 21	2 36	fishing poles			2			ı	
el eling		•	4	ĩ	•	•	13	fishing rods				1		•	
elings				ī	2	1	4	fiehy		1			1		
eels					1	2	. 3	fie		2	_	ı	3	1	
ec		. 2	10	7 30	16 22	9 29	105	fits		2	1	12	12	11	4
ell ellov	3	12	,	30	44	1		five fix	1	•	2		7	3	ī
ilt		1	4	7	3	ī	22	fixed		1	ĩ	2	j		1
mala		_		1		5	6	fixer				3		2	
nce				1	3	12	16	fixes		:					
mces		1				1	1	fixing flag	1	5		1	ı	3	
erry ertile		•	1				i	flags	-	í				-	
ertilizer			-			1		flame						2	
seival		1			_		1	flaming						1	
esch					2		2 1	flannel		1		1	1 2		
ea Eagl	1	3	10	7	16	23		flash flashed			1		•	1	
iances	•	•		•	•••	ī		flashes			_	_		1	
Lances		1					1	flashing			_			2	
teld		2	2	3	4	15		flashlight		1	3			3	
ield mice			1		1	1	1 3	flashlights		1	3		ı	4	
ields ield triv			2		1	3		flat flavor			,	1	•	•	
leld trips					ĩ		1	flavored				1			
larce			1				1	flavors				1			
fteen			2	3 2	ι	1 7		fles				1		1	
fth fties			1			,	1	fless fled				-		ī	
fty		1	•	4	1	1	7	fleet					1		
fey-aine						1	1	flash	1 2	_	2 5				
ght	1	10	3	į,	9	12		flev	2	2	5		4		:
sheing		2	1	4	6 2	3		flies				1	1 2	i	
ghta gute				ı	- 4	4		flight fling				•	•	i	
gured				•		2	. 2	flip-floos						ı	
zures					_	2	. 2	flipped				3	3		
Lguring			ī		1	1	. 1	flipe					1		
ile				1		2	. ;					2	2		
ill illed			1	ī	5	ž						•	2	. 2	
illing			-	1	ī		2	flocks					2	•	
illy				1	_		1	flooded						3	
11s				3	2		5	floods		2	2	. 5	•	2 3 7	
ilmed				ı	1		i			•	2	1		Ś	. '
in Inal					1	1	. 2	floory					1		
inelly	1	5	6	27	25	36	101	Florida	3		5	. 6	- 3	1 7	٠ :
ind	1 2	5	12	26	25	23	1 93	florecion						1	
inders					_	1	. 1	flow						3 1	2
inding				1	1	•	. 2		1 2	5	2 9	1	t i	1 12	. 4
								flowers	- 6	,	7				
finds fine			10	. 5	7	11	. 33	flowing						L	

id		Second			Fifth	1	1	frightened			Titre			Sixen 3	
ng Ak					ı	ı	1	frog frog's	2	3	4	2	4	1	
rer K					ì		ī	frogs		1	1		4		
		4	11	12	6	17	50	from	ı	27	30	58	73	112	
ng saucer ng	1	2	4 2	5 3	8	7	27 5	front room		3		10	10 1	15	
of server			•	•	1	2	ž	froncverds				3	-		
		5			3	3	5	front yard frostbitten						1	
s ov			2	2	2	3	9	frosted			1			•	
oved		ī	2	2	6	5	16	froze					1		
owing				1		2	5 2	frosen fruit		4			ī	1	
	3	16	17	23	L7	26	102	fruits		•			1	•	
t#	=				1	1	2	ft.					4	2	
atamps				1		1	1 2	fuel full		2	2 1	3	1	11	
Ling				ī			1	full-grown		•	-	-		ï	
1.1ah					1	1	2	full-time	41	50	16	34	1		
l∎ :		4	ι	5	4	1	16	fun funeral	41	30	36	34	67	43 3	
ball	5	6	i	Į4	ž	20	55	fum fair	10			-		-	
line						1	1	fun house	3		6	9	12	5	
eprine eprines			2	3	2	1 5	12	funny fur	i	3 2	•	3	12	•	
scepe						2	2	furnace			1			1	
	30	68	134	179	219	329	959 2	furniture furry		1 2	1	3	i i	1	
ed		1		1	2	1	3	fuselage		•	i	•		•	
C89		-		_	4		4	fusa					1		
ehead						1	1	fussed future				10	1	7	
eign est		3		2	4	î	L2	fuzzy					1	Ĺ	
est fire					1		1	gadget					1		
est tanger est tangers						1 2	1 2	gain galaxy						2	
SASE SEC (STREET		2		2	5	10	19	galleries						ī	
£444				1	2	1	2 7	gailon gallons			1	1	2		
get getting		1		•	i	,	í	gamble			•		•	1	
Zíve						1	1	gambling	_	_				2	
ELVES		11	4	5	1 7	6	1 33	Enses Ense	7 10	3 10	15 9	6 5	25 6	30 13	
facteu fac		•••	•	í	•	3		gang	••	2			ĭ	3	
k						1	1	garage .		2	1	4	1	5	
*				1	1	1	3	States stie					1		
enia			1			-	ī	garbage		1		3	1	3	
t				7	2		9	garden gardener		16 9	10	2	2	1	
tune				1	1	1	i	gardens	1	,	1				
C7			1	_		1	2	gardener's		_		1			
ward				2	1	2	5 1	gas gasoline	1	3	1	4	14	11	
ter home	1	1	1	ĩ	3	2	9	gasoline's						1	
il ball						1	1	gas station			3	2	4	2 3	
ul balls und	1	16	19	43	39	52	170	gaces gaces			,	-	٠	2	
mesia	•	•••	••	1			1	gather			L	1	2		
mtains		3	3	1 13	14	17	1 51	gathered gathering			1	1		1	
r-vheel	1	i	,	.,		.,	'n	STAG STUGITUS	1	13	14	18	24	20	
TCROC.		-		1	2	1	- 4	gazelle					_	1	
erth	2	5	4	5	3	6	18 7	gear gear			1	ı	2	1	
	•	•				1	1	gadee			1		-	•	
ctions						1	1	genualogy				1	4	ı	
ines Rocs					1	2	1 2	general generation					4	i	
mk.					1	_	1	generations		_				2	
mkfurter					1		4	generous generous		1	4	12		1	
mks meically						1	ī	genies		•	•	12			
aky				_		1	1	gentle					1		
16	1	3		7	3	15 1	30 1							1	
red redom						ī	1	geography						3	
na sa			1				1 2	Georgia					2	ı	
esing such fries				1	3		3	gerbils German		1			3		
eap Lacu three				2	ī	1	4	German shephard					2	Z	
sahwacaT		1 3		3	4	16	27	German shepherds					1	2	
iday idge		3	1 2	,	•		2						i		
ied			1			2	3	COC	27	95	87	118	173	185	
Lend	39	78	51 3	27 4	69 7	63 4	327 21	gacs		9	9 3	6 19	9 16	14 29	
iend's iendly	1	2	1	1	4	3	9	tersor		,	,		7		
iends	10	24	28	40	68	74	244	ghost		4	4	19	7	7	
leads'	ı	1	1	1		1	4	ghostly				7		1 5	
iendship				1			1				10	4	1	4	
ies				•	2		2					2			
12800					1	1	2	gift		1				4	

	iord	Firer	Second	Third	Zoupeh	Fifeh	given	70001	Votd	_first	Second	70101	Tauesh	T4 fab	*1~~~	
Registry	ifes		340000	*******	200113		1	1	grandmas			1				.00
Second	igantic				,	1	ı		grandmother				2		13	
TREATER 2 1 2 2	1110		2		•						1	4	2			
Table 1 1 1 2 3 2 7 41 1 5 5 7 5 1 1 1 1 1 1 1 1 1 1 1 1 1 1	irstfe		_				1			ı	4	4	3	5	1	
Table 1		_							grandparencs		3		1	ı	2	
1	LFL	8	13	19								1				
Terminal Person	irl friend												1		1	
State	irl friend's							4	granted				ž	ž		
Value									Brape		_		2			
Tree	Va.	1			21		25		grape juice		1					
Name	Lves	•	••			••	••			•					1	
Victor	Lves	1	2	5				16	STAIR	2	2	8	3	5		
and 1 4 6 7 12 14 30 ceres	ving				2	1			grasshopper					3		
andered	.ac1at	3	4	6	7	12						1	,			
Accorded	adly	-	-	_	•							•	•			
Asset	acced													1		
## 1	.44	ı					5		gray/gray	8	5		2	3	3	
1	.43141		4		,	ı					2					
Service 6			•	1			1							ţ		
Stearing	impse			_	6		ī			1	2	5	17		25	
	ittering								Great Dame					1		
					I											
	0067				2				greatest							
Trees					3		•									
Order	OVe		_				ı		green	5	4	5	4	13	LŠ	
owding we we will be seen as a strength of the seen as a strength of t			1						greeted	_		,			1	
Second S						4	ī		grev	Z	2	4	3		3	
Second 1	ue		2		1	•									1	
Accordance	ued							1	grinds						ī	
mearce 1 4 7 12 processes 1 1 1 1 4 7 12 processes 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		**		116	142		202					1				
Martin		39		140			252		grizzly beer			1				
alide			•		•	•	4									
Second 1 1 2 2 2 3 3 3 3 3 3 3	al		2						gross				2	ī		
ate				1			_		ground		1	5	8		14	
### Action	41.5		,	•			3		ground ball					1		
Diling					•										•	
blins	blin		ĩ										8			
ddessed dessets 1 1 Trowing 2 1 2 2 2 2 2 2 2 2	plins			1							1		1		2	
	d ddaa				2		2		STOV	8			4			
See											2	1	•	2	2	
es	de								Storing					1	•	
Ang	48	2		6									•	2	3	
Ident	ing	24							ELOND-nb		1					
Idefanh			•				٥				ļ				2	
Id state If the life	ldfish		1	•	3	•			ELIAR		•		1			
	ld mine				_	1		i					•		1	
If bells	H.								guarenceed					1		
If club											7	7	4		ï	
If course	lf club								guarded				1	1		
1	lf course										3	4		11	3	
od 19 37 37 40 62 66 261 willing suffice by a content of the conte			_				_		guest							
od-bye/good-by 3 1 2 5 6 1 18 guines pig 1 1 1 2 5 6 1 18 guines pig 1 1 1 2 5 6 1 18 guines pig 1 1 1 1 2 5 6 1 18 guines pig 1 1 1 1 2 5 6 1 18 guines pig 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		10	17	12	14				guides	ı						
odies					5											
odnass 1 1 2 guttar 2 2 od daight 2 2 guttar 2 0 od daight 2 2 guttar 2 0 od daight 2 1 2 1 1 1 2 1 1 1 2 1 1 1 2 1 1 2 1 1 2 1 1 1 2 1 1 1 2 2 1 1 2 1 1 2 1 1 2 2 1 1 2 2 1 2 2 1 2 2 </td <td>odies</td> <td>•</td> <td></td> <td>-</td> <td></td> <td></td> <td>•</td> <td>2</td> <th></th> <td>•</td> <td>1</td> <td></td> <td></td> <td>ĩ</td> <td></td> <td></td>	odies	•		-			•	2		•	1			ĩ		
ode 1 1 2 quiterial 2 recommendation 2 recommendation 2 recommendation 1 2 2 quality 1 1 1 1 1 2 2 quality 1 1 1 1 2 2 quality 1 1 1 1 2 2 3 4 1 2 2 3 4 1 2 2 3 6 6 5 3 4 4 1 2 2 3 4 4 1 2 2 3 4 4 1 2 2 3 4 4 1 2 2 3 3 1 2 <th< td=""><td>odnass</td><td></td><td>1</td><td></td><td></td><td>1</td><td></td><td></td><th></th><td></td><td>-</td><td></td><td></td><td>-</td><td></td><td></td></th<>	odnass		1			1					-			-		
off on	od aight		,	ι	7				guitariat				2			
1			4				1					,	,		L	
Second	OR .															
THROWS	010		1	1				4	guas		ı					
Tills 5 5 5 8 guffisht 1 sh 26 76 144 242 213 228 937 gurs 1 3 2 6 3 6 cten ten 3 4 1 8 gushing 1 1 3 2 6 3 6 cten vermment 1 2 2 3 gut 1 2 3 9 9 6 5 3 8 9 9 6 5 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9						1	1		gun	2			6	5	4	
ten 26 76 144 242 213 238 937 gran 1 3 2 5 3 6 ten 1 2 2 3 3 4 1 8 graning 1 2 2 1 3 28 937 gran 1 3 2 5 3 6 ten 1 2 3 2 5 3 6 ten 1 2 2 3 3 2 5 3 6 ten 1 2 2 3 3 2 5 3 6 ten 1 2 2 3 3 2 5 3 2 5 2 5 5 2 5 5 2 5 6 had 3 3 5 2 12 180 202 205 3 andfather's 1 1 3 2 6 1 1 1 2 2 2 3 2 2 2 2 3 2 3 2 3 3 3 2 12 180 202 205 3 3 3 2 12 180 202 205 3 andfather's 1 1 1 1 1 1 2 2 2 3 3 3 2 12 180 202 205 3 andfather's 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					,		,		gunfight			1		,		
Second	•	26	76	144	242	213				1	1	2	5		6	
Vertnerner	ctes						ı	8	gushing	•	•	•	-			
abbad 3 10 4 6 10 80y 3 9 6 5 abbad 3 10 1 2 2 2 2 80y 1 3 9 6 5 abbad 3 10 1 2 80y 1 1 4 1 4 4 1 4 4 4 1 4 8 8 8 8 8 8 8 8	Vernment			1	_				gut						1	
abs 1 1 2 2 507 8 1 2 1 4 1 4 4 1 4 4 4 4 4 4 4 4 4 4 4 4	30 ebbed					L			gues					,		
aders adas 2 1 5 3 gurlers adas 2 1 5 3 granastic 1 adually aduate 2 2 5 granastic 1 adually aduating 1 2 5 granastic 2 7 3 2 aduating 1 1 5 granastic 2 7 3 2 aduating 1 1 5 granastic 1 andichildren 1 1 ha 3 5 5 andichildren 1 1 ha 3 5 5 andidaddy 1 1 habit 1 andifather 5 5 5 5 6 6 10 habit 2 1 andifather's 1 1 2 hada't 2 1 andifather's 1 1 3 4 6 4 10 habit 1 andifather's 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			_		1	1	ď	30	guy	,		3	9	0	,	
aders adas 2 1 5 3 gurlers adas 2 1 5 3 granastic 1 adually aduate 2 2 5 granastic 1 adually aduating 1 2 5 granastic 2 7 3 2 aduating 1 1 5 granastic 2 7 3 2 aduating 1 1 5 granastic 1 andichildren 1 1 ha 3 5 5 andichildren 1 1 ha 3 5 5 andidaddy 1 1 habit 1 andifather 5 5 5 5 6 6 10 habit 2 1 andifather's 1 1 2 hada't 2 1 andifather's 1 1 3 4 6 4 10 habit 1 andifather's 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	ade		2	7	Š	12				i			4	1	4	
Addas 2 1 5 5 27 4 1 advants 2 2 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 3700.00 2 2 2 3700.00 2 2 2 3700.00 2 2 2 3700.00 2 2 2 3700.00 2 2 2 3700.00 2 2 2 3700.00 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	aders			•			1		guzzlers	•				1		
aduste 2 2 3 3 3 3 3 3 3 3				2			,	3	273					4	1	
1 Symmasts 1						-	2	2		1		•	7	1		
2 2 570000 1 1 1 1 1 1 1 1 1						1		ī	gymastics			2		د	•	
andchildren 1 1 1 1 anddad 1 1 1 1 anddaddy 1 1 1 1 andfacher 5 5 2 16 16 andfacher's 1 1 2 1 andma 1 1 3 4 6 4 19 1 andma 1 2 3 4 6 4 19 1 1 1 1	ain							2	27 mas 12							
anddaddy 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1									ha					5	5	
1	anddaddy			1			1					1				
1				ŝ		5	2			13	27	127	IRN	202		
andma 1 1 3 4 6 4 19 hail	randfather's					1	1	2				***				
	andsa.	1	1		4											
	randma's		Z	3		4	1	10		4	5	4	4		21	

		4-4-4	s1	•	1 ~ .	0	•	• ;	ž	•	4 60	r• -4	230	E, r	4111		4.4.	19	-	m m		n 4 :	10 vo r	4.46	1.4	5 0	- E	27			178	- 3	- 17	**	→ v	•	7	•-	14 14	12	44	.,	-	101	-4 -
1	el en		→.	• - •	•	٠	T)	;	å 4 ·	•	_	74	. 75.	- 유	7	٠ -	4-45	344	-		•	en (~	: <u>2</u>	ø			1991	~ <u>R</u>	~~	-	F	۰.		6	**	9	:		44	*	
1	~	,	• •	•	•	' % ·	-4 -4 (~ ~;	4 w .	• 14	-4	•	151	8	4	-	4 4	0 ~	v			٠ ,	0	4		•	53	•••			155	55	•	446	· • :	:		m -	• 64	12	, -			− <u>ĕ</u>	
1		٠	•			**	7	:	97				, X	9			٠	n «a	74	rı 4		74	n m	-1			86	-			8	6	-4	-1		n			-4	~~	14	7		28	-
1 1 1 1 1 1 1 1 1 1								:	3~"	• •		2	Ş,	71			٠.	10	7 6		-1	~ .	7 H			1-1-4	52	m 14			99	Ħ				•			н	99	:		,	ន	
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1								:	2				53	-									-			-7	ສ		9 ↔		2	-4												2	
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	heaven	heaving	heck	heels	haight	helicopter	belicoprer's hello	helsets	helped	helpers	helping	healps		here	hero a	heroic	berself	ney hi hibernace	hic Mid	hidden bide	hide-and-go-seek hide-and-seek	hiding	higher higher	high school	Mike Mike	hiking	hills	bimself hippo	hippopocamus hippopocamuses	hips hire	biring	history hit	hitter	hitters hiteing	hobby	hockey stick	perion Porte	hold	holding holds	holdup	boles	bolidays bolist	hollered	holy water home	honemade
	-11	' g -		1 (1 4	~ ~		4 50 .	10,	1 #1	4 -4 -	4 +4 :	14 14	72,	414	4 9 6	14 ~	100	ដង	60 ⊶	6 0 ~1	# H	- g ;	<u>,</u> ~ 4	h	1 4 -	' # T	<u>.</u> 1 m	- <u>9</u>	24	w	-1 vj. (331	:2:	3 14 1	, , , , , , , , , , , , , , , , , , ,		, th 2	n .		rı -4	# m ·	-4	4 m	161	.
		11		•	٠,	•	-		23	•	•		۲.	4	m	i	~ ~	100	7	-	•	22.5		•	• -	'5"	n n		*	-	۲.	30,2	., .	n -	5	; ~ -	.55	-	·	n 4			r1 ;	28	14 4
		4	-	4 ~4		•	- m -	٠.	- n -	•		~ ~	4 14				-	~ B	~		n <u>o</u>	~ R :	3 r	•		3 4	∢	•	-7 -4	 .		306	N 40 1	•	- ē	;	1 - 23	-	•		-		es et e	" ដ	-
	-	4 9	4	•	. ~ -				•	-			æ	~-	4-1-14		-	• 2	-	-	^	2:	ş -	•		25	•0	93			2	751	⊷ w		75	7~	==		7		5 0	-	٠, ٠	n 99 '	~ ~
		-				•			7				~.	•				nr		-1	41	2,	•		4	នា។	~	~		~ ~	2	145	n 4 ;	4~,	40%	ļ	1 - 7 VI		*1				, d .	- E	-1
न न न हाता है तन है है । 									**									-1	7		7	4				1 2			""	-1	4	88	n (1		376	7	4 11				7			-=	-
						•			-													٦;	3			22		44				92			*	į							-4		

ord	First	Second	Third	Fourth	Fifth	Stach	Toçai	Yard	First	Second	Third	Fourth	Fifth	Sixeh	:0 t
omets ome run					25		30	hunter				3 1	1		
COS TURB				ž	ī		3	huncing		3	11	ĩ	7	4	
omes omesick						6 1	6	hurrah hurray		2				,	
omestratch				1			i	hurricane		2		1	4	ı	
omework.		2	3	4	2	4	15	hurried				2	1	2	
PROLYTE PROLYTES					1	2	1	hurriedly hurry			1 2	2	4	2	
PRESE				1			1	hurt	3	6	š	ıī	12	15	
oney				1	1	3	5	hurred			1				
oneywoon onor						1 2	L 2	hurts husband		1	4	2	4	4	
ood					1	-	ī	hushed				•	_	ĭ	
ock.			1	?	1		4	husky						1	
ocked ockey		1		r		ı	1	I'd	415	855 3	930 11	1.299	1,517	1,816	5,8
ooking		_			1		Ţ	1'11	4	8	16	19	45	31	1
ocks					1		1		6	23	44	30	67	76	:
eqp eqps						i	i	I've ice		1	3 2	6	7 2	11	
OCEY				1			1	ice age					1		
oves			1	1	2 2	2	2	ice cress		3	1	14	3	ļ	
ope ope	2	9	20	7	14	27	79	ice skace ice skacer						i	
ped	_				2	ı	3	ice skating						ž	
pefully					1	2	3	ice cas					1		
pelessly pes		1				1	1 2	icing icy						2 2	
ping		_	2		1		3	idea		1	2	4	4	6	
pped			2		4	3	9	ideas						3	
pping		1	1			1	2 2	identical if	11	SL	71	92	125	179	
re.		ī	-			2	3	igloo	••	i				,	
ene	2						2	ignition			1	1			
erible erid			1		2	1	3 1	ignore 111					1	1	
EXOL			2	4			6	Illinois					1	•	
rse	2	25	24	36	27	31	145	imagination					2	2	
rse's rseback	1		1	1	1	3	1 5	imagine imagined			1	4	1	3	
rsepower	1	1	•				2	imediacely			•	•	•	i	
TSes	1	6	5	10	12	17	52	impala						1	
osa Osa		1		1			1 5	impetient import			1		1		
epital	1	2	8	12	8	6	37	important	1	7	2	2	1	8	
et			1			1	2	impossible						2	
etage etages			2 2		1	4	3	in in.	70	219	295	506	547	693 2	2,3
et e	16	4	6	9	9	14	38	inch					1	•	
oc-vire					_	1	1	inches			2		3	1	
ot dogs ot dogs	1	1	1	1	2	1	7	incident include					1	1	
cel	ī	•	į,	1	ī	5	14	including		1			1	2	
cels					1	1	2	inconveniences					_	1	
ocapoc ocapoc	1			1	2		1	incresse independence					1	1	
rund			1	-	_		ī	India						ī	
and dog			1				1	Indian	1	2	3	1	3	2	
runds rur			4	1 6	7	10	1 27	Indian Ocean		2	1		1 2	2	
ours			- 4	10	ģ	• •	32	Indiana Indiana'		í	•		•	٠	
ruse	14	91	93	55	124	129	526	indoor		-			ı		
ouseboat ousehold						1	1	industries						1	
Puses		2	2	5	5	12	29	infected infield			1		5		
ruseviće				1			1	inflated					1		
ousevork			ı	1	ı		1 2	inflation				,		1 2	
overing				-		1	ĩ	information informat				1	1	1	
OM .	4	25	26	44	41	69	209	inhalation					2		
owever owdy				1		1	2 2	injuries	1					ı	
ow]				i		•	1	inn inner tube	•				1		
owled				1			1	inning			1		7	3	
owling rs.				2	1	1	1	innings					1		
iddled					i		i	innocent insane						1	
ull.						1	1	insect					1		
iffing			1	,			1	insects			17		12	14	
14a 18		1	,	1 5	3	9	2.5	inside inspect		3	7	15	12	14	
eged		-	•	2	ĭ	1	- 4	inspector					5	•	
ah.			-			1	1	instance			-	_	1	4	
ula			2	ı	2	2	2 8	*merantz/		1	1	2	6	2 5	
umen umend			,	•	2	2	4	instead instrument		L	د	1		,	
waid					_	ī	1	insult				-	1		
umpback whale	1	2 1	5	4	12	11	2 34	insluted					1	1 2	
undred undreds	1	•	,	i		11	2						1	2	
ung			1		2		3	intercept					1	•	
mery		t1	5	3	1	6	26 1	incercepted					1		
unk unc		1	2		1	3	6	AU CEL COM					1	1	
instead		•	•	1		•	i				2	2	ž		

ttt	**			-											
Vord inceresting	71795	Second	third	Fourth 6	711ch	Sixen	Total	Junto	Pirst	Second	Third	Fourth	fifth	Sixth	
interfere			1			_	I	jump	4	5	7	10	8	9	42
interferes interpational						1 2	1		4	8 1	3	23	18	16 5	77
interrupted						2	2			•	1		5	,	11
interruption			1				ĩ	jumpe	ı	5	_		1		7
interview	3	16	25	61	61	109				1		_			1,
inco incroduce	,	10	43	91	1	109	2/3	June jungle	2		1	2 2	5) 5	11
incroduced		1			•	1	ž		•			ĩ		•	í
introduces				1			:	junior high		2				2	4
introductions invade					1	1	ı I			1	1	ı	1		3 1
invaded			1				ī	Jupiter	1	1	•	1		1	4
invaders					3		3		_				1		. 1
invesion invent	5		1		2	1	2 7		1	17 1	36	68	81	119	322 2
invented		1	2	ı	t		5	kangaroo's	-	ž					ž
invention		2	2			5	9	kangaroo racs		2					2
inventor invest			1	1	1		2	kangaroos Kansas	ı	3 2		ı	ı		3 5
invescizaca		1		1		1	3	Karaca	•	-		•		2	2
investigated investigator		1		2	1		2			9			. 1	.1	.2
invisible			2	í		6	2 9	keep keeper	1	,	8	10	15	17	60 4
invisible ink		1					1	keeping					2		2
invitations invite		1					1				1	3	3	2	9
invited	:		1	1	3	1	2				1	2	1		1
involved					2	4	6			5	8	21	13	5	52
Iowa IQ				2		1	2			8			2	4	.2
Iren		1	1			2	4			9	2	1	1	•	13
Tranian			ī			1	2	ktek		1	1			2	4
Tranians Treland			3		5	1	1 9		1	\$ 3	6 3	1	i 2	1	15 13
Irish			i		- 4	i		kicks	3		•	•	•	•	*3
Irish Sectors					1		1		1	1		11	5	15	13
iron is	200	260	257	279	346	2 374	1,716	kid's kidding		1		2		1	3
island		1		2	8	5	16	kiddo		•		1			î
islanders islands						1 2	1		1	,				1	2
isle					1	-	2			1				1	1
isles				_		1	1	kida	3	4	13	18	25	24	87
isq't isaued			4	5	7	6		kill killed	1	9	7 11	7 18	2	11	37 50
it	93	275	297	567	486	663	2,381	killer		ź	ï		í	•	3
it's	2	5	23	41	38	58		killers				1			1
Italian itch					1 2		1 2	killing kills			1	2		1	1
its	2	2	7	13	9	10	43	kind	3	10	9	9	6	19	56
itself jacket				1	1 2	1	3 2				2		3		3
jackets					ī	1	2		1	1	•	8	12	7	33
jacks	1	3		4	5	5	4	kinfolk	_				1		1
jail ismaed			3	ī	í	•	20	king king-sise	2	56	1	13	7 1	4	83 1
janitors						2	2	king's		9		1			10
January Japanese				1	1	1	2			5			3	2 1	10 2
Japs				ı			1	kiss		1		1	1	1	4
jar				5	1		6 1				1	2	ι	ı	5
jaywalking jealous				2	1	1	4				2	2			2 2
jeans				-		i	1	kitchen		2	1	7	4	11	25
jeep jellyfish		1		1	1		1 2	kite kitee		6	3 1				9
jerk		î			4	1	- 5	kitten	6	8	7	3	2	10	36
jec			1	7	7		3	kittens		7	3	7		2	24
jetliner jets			1	2		1	1		1	2					2
jevel			•	-		6	5	klucz	•				2		2
iewelry job		4	5	5	15	5 10	5 39	knee knees			1	2		2	3 2
jobs		•	í	ĩ	- 3	ž	7	knew		5	7	18	17	29	76
ockey	1			6		1	5	mife		2	2	7	2	6	13
jogging john					ı		1	knight knights		1 4			1	1	1 6
Johnny-come-lately			1				1			-		1		•	1
join			1	4	2	2	9	knives					z	10	, 2
joined joke	5		2	1	٠		8			1 2	4	11	5	ţo 5	13 27
jokes						2	2	knocking	ı	-	ī	i	-		3
joking jolu			1	2			1 2	knocks					1	2	2 1
105						1	1	know	14	28	33	41	66	76	258
journey		1	2	i		2	6	knowing	••	••		ž	1	5	5
jay jaytul				1	4	1 2	2	tatan readle			1	ı	2	1	1 7
jr.						1	1	(cnown	1		3	3	4	ģ	20
judge	ı				ı	2	3	koala bears	-	2					2
judges juice		5	1		•	3	3			2			1		1 2
juicy	1						1	lab		1		2	3		5
July		1	1	1	3	6	12	laboracory		1		1			2

ord	First	Second	intrd	routth	fifth	ilach	Total	Yord lecter	First	Second	Third	Fourth	elfth 2	olxth	700
CRS	-					1	ı	lecters		1	•		ž		
1						1	ı	letting				2		ļ	
ider iies				1	2 1	1	2	iectuce levei		1	1			1	
dies'				•	•	î	i	levels			1			•	
d y		2	9	15	3	10	39	lever		1	_				
dybug			4				4	library						1	
id ka	1	1	1	2 5	3 20	5	11 32	license licenses				2		1	
kas		•	*	•	i	2	3	lick					1	•	
ke srout					_	1	1	licked		1					
MP			1	5		12	18	licking					1	1	
mpshades nd	4	3	4	11	6	1 33	1 51	licks licorics			1	1			
nded	ì	ĩ	4	8	11	12	37	lied			-	1	1	1	
nding		2		2	1	2	7	Lies				-	1	_	
ndings				r			1	lieucenanc			_		1	••	
ndlord nds			1	1			1	life life-size	ı	1	5	13	19	38	
uguage		1		ī	2	2	6	life-scyle				•	2		
P						2	2	life-styles				1			
planders rge		1	1	4	6	9	20	lifeboats				2			
rger rger				i	•	1	20	lifeguard life jackets				3		1	
Igest				ž	2	ī	5	lifelike						ĩ	
445					1		1	lifetime						1	
sers seo						1	1	lift lift-off				1	2		
880 8C		9	16	17	23	30	95	lifted			2	3	ι	t	
aced		•	ï		1	ũ	íš	light		3	3	10	4	ıi	
sting					i		1	Lightened					1		
tch		12		1	11	14	1	lightening		2	1	4	5	4	
Ce Car		12	. a 15	.7 17	11 37	16 27	54 100	lighter lighthouse		2 1			1	1	
Cesc				ī	i	•.	ž	lighting		٠		1		•	
cicude			_		1	_	1	lightly					_	1	
ugh	3	2	2 2	4	5 7	2	13 22	lighes	47	2	1	1	5 174	2 274	
ughed ughing	,	-	4	2	ز '	4	42	like liked	87 8	115 19	102	123	10	19	
unch				1	•		í	likely	•	• • •	•	-	2	-í	
unched			1	2		3	6	likes	3	17	3	8	7	6	
undronet			1				1	lillies					•	ı	
undry	1		1		1	1	2 6	lilypad limb	1				2	1	
- VB	•			1	3	2	6	limbs	•					1	
Wi DOVET			1			1	2	limits						1	
Wn movers					1		1	limousine		1					
Myer				2	1		1 2	limping line		3	3	1 5	4	6	
WYSTE				_		1	ĭ	lined		•	•	ī	-	ĭ	
y		1	4		3	5	13	line drive						1	
yer ying				ı	1	3	1 7	lines		,		a	1 18	1	
75				•	i	•	í	lica lica's	5	1	8 1	•		•	
aily				1			1	lions	1		-	1		2	
2 y			1		1	2	•	lip						1	
s. sd			2	8	3	1	1 14	lips				1		1 2	
ader		8	•	٠	•	;	ii	lipstick listen			1	3	2	6	
ading						2	2	listened	2		ī		ī		
ads					1		1	listening				_		1	
at agus			1		ı		1	lit				1			
agues					•	3	3	licter lictle	24	1 31	68	69	52	51	
aked						i	1	littlest				1			
ap		1			1		2	live	.3	14	19	12	23	49	
apfrog arn		3	2	3	1 5	20	1 33	lived lively	10	10	22	18	24	36 1	
arned		2	i.	6	3	2	17	liver						i	
arning	1				i	2	4	livers				1			
esh est		1	,	1 5	4	5	.1	Lives		2	4	4	19	10	
est sther		•	2	,	•	2	19	living living room		2	3 2	4 5	2	3	
144	1	2	7	9	21	14	54	lizard		2	î	-	ĩ		
1ves	1	_	1	3	2	7	14	lizards		_	-			1	
d d		1	l I	2 5	1	2 2	7 9	loaded				÷	1	4	
ft		9	12	29	30	33	113	loading loads			1		1		
ft field		•	••		30	31	113	loan			•			1	
fc fielder						ī	1	Lobbed						i	
E anad	1	4	2	9	6	11	33	local					1	2 2	
iggad igs	ı	4	4	3	1	2	17	located lock		1		1		1	
mon	•	-	2	•	-	•	2	locked		1	9	ī	1	3	
monade			1	3	1		5	locker		-			2	1	
mons				1			1	locker room			1				
opards prechaun			4		3	1	1 8	locks		1	1	5	2	4	
iss iss			•		i	i	2	log logs		1	-	٠	•	ī	
7932						1	1	lollipop				1			
esson.			1	ı.	1	2	5	lonely			20	1	3	6	
				L	1	2	4	lonesone				2		3	
		•			14	70	9.					11	11	12	
esecus et ec's	1	9	8 17	21 16	28 20	30 8	97 73	longer	<u>.</u>	18	12	31 2	33	32	

•

16 15 52 112 anerk 19 30 58 163 anerkar 18 19 19 69 anerker 2	I marcoded 2 4 10 marriage, 1 4 marriage 4	6 2 7 marry 2 3 1 5 Mars 2 3 1 5 6 4 marshell for	1 5 sarshmallows 12 18 9 55 Narrian 42 40 64 209 Narrian 5	9 1 1	1 Name 1	3 1 5 200 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	1 24 24 142 mace a 9 4 3 23 manewalls	1 1 3 sach 1 3 c 2 2 sacch 2 2 2 sacces	2 2 marrard 1 9 may 4 5 1 1 1 6 may 6 5 1	1 2 mayday	2 5 13 a 61 161 134 1 3 4 9 mandow 61 161 134	Svobase 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	,	1 1 seemingless	- 1	near 1 1 mearchail 1 1 mearchail 1 1 mearchail 1 1 1 mearchail 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 3 sactant 1 2 1 1 2 sactant 2 1 1 2 sactant 2 1 2 1 2 sactant 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	medicina medicina medicina medicina medicina	L C Describer	T 1 select	2 Jamesharre 1 Jamesharah 1 Jamesharah	1 1 3 6 unmortend 1 4 3 1 1 1 2 unm	2 1 3 aem s and 1 2 aem s 1 3 aem s 1 5 aem s 1 5 aem s	32 34 48 141 meowed 3	5 5 2 17 marchane 1	Property C. T. C.	2 1 2 servines 2 1 2 servines 2 servines 2 2 2	76 44 53 227 messages 1 2 5 messag 1 1 1 messages	1 3 4 5 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	11 11 11 11
ឯដែ			782	3		**	11.7	7		-1			- ·	•		77	45	2						19	4.7		→ ;	2, .,		
																	=:	3 🕶				••		2		-4	346	2		-
m 11 m	-		4.67	9.4	-		-172 &			-		-					٦.	•						_						

Word	Figse	Second	Third	Faurch	Flfth	Sixch	Total	Word	First	Second	Third	Fourth	fifth	Sixon	Total
middle midgec	1		•	7	7	ı	722	moped			2		2	ī	3
aidnight		1	3	1	1	Ł	1 7	moral mora	5	16	41	37	43	72	215
midwestern		_			.1		1	morning		12	21	19	21	33	109
sight mighty	10	9	8	11	27 1	21 3	86 5	morning glories moron						L 2	1 2
aild		•		•		1	1	monquico					3		3
mile mileage				8	1	5	14	mosquitoes					1 2	ı	2
ailes		1	3	9	\$	7	25	moss moss		2	9	15	24	19	89
militant			1				1	mosely		1	1	3	3	2	ſŌ
militants military police			1		1		1	motel motels		2			2	1	1
ailk	3	2	8	2	4	5	24	neo ch			ı				1
silking			1		4		1	mother mother's	8	30	49	- 45	35	50 4	257 11
Milkyway	1		-				ī	mothers		1 2		3	4	2	• •
million		16	3	17	16	35	92	motion picture	1						1
millionaira milliona			1	1 2	2		8	motley motor					1	1	1
min.		_				1	1	motorbike				1			1
mind minding	2	ı	3	5	6 1	7	25 1	motorcycle	1	3		2	:	4	1 14
zine			2	2	4	6	14	motorcycles	•	i		•	2	3	8
minerals mines					:	1	2	2000			5		ŗ	7	1 16
mini-flashlight						ī	ì	mountain mountains		1	2	1	2	3	5
mini-society		L5					15	mourning				1			1
sini-rown siniscure		1			1	1	1 2	mouse mouse's		14 1	ò	17	1	13	71
miniacure golf						ī	1	nous tache					1	1	2
ainibike				1	3	2	5	mouth		2	1	5	3	Z	14
zinibikes zining					•	î	í	mouthfull mouths				1	ı		ı L
Minnesota			1		1	2	4	2046		1	9	7	22	9	48
minnows					1	3	1	moved soves		3	6	7	:6 1	6	38 3
ainer			_		1		i	movie	3		5	6	25	7	46
minutes	1	3	3	3 7	7	5 11	19 30	movies		2	1	3 7	4 15	4 6	14
ainutes airacle	1				,	**	1	moving		,		,	1	1	2
airror			2	2		3	7	noving					2	ī	3
airrors miserable					1	1	1	mph Mr.	9	6	21	25	1 49	1 54	2 164
misinterpreted						1	1	Mrs.	ıi	7	4	49	20	25	116
miss missed	1	4 2	11	3	11	8 6	38 12	Me. Buch	13	19	1 18	15	20	5 37	7 122
nissile		•	•	•		ĭ	ï	aud	13	1	2	.,	5	"	17
missiles					3	1		≘ uddy				1		i	2
missing mission			6	2 2	3		11 2	multicolored			1		1		1
Mississippi			1	_			1	mulciple					_	1	1
nist nistake				1		2	2	mulciply wumbled			t			1	2
nistakes						1	1	munch				1		•	1
mister			1	2	1		3	amaching				ļ			1 7
mistreat mitt					-	1	ī	murder murderer				1	2	1	ì
mittens		1	7				8	muscles					3		3
nix nixed			2	2 3	2	2	2 10	muscular museum	1	2	1			1	1
nixing		1			1		2	antay.	•	•	_		2		2
no.			2			1	2	mushrooms					ı	1	1
mat					1	2	ī	music				2	6	ī	12
nodel		3		2	2	1	11	muskrat					10		10
models		1		5		ž	ā	ouskrat's must	1	2	5	17	2 8	6	2 39
nodern				1		4	5	mus cang	_					1	ı
molasses		1			14		14	mustangs mucilated			3			1) 1
mole's					1	_	1	micc					1	:	2
molecule	10	36	40	29	74	2 38	2 227	muttering	177	423	460	429	1 583	638	2,715
20% S		ž	1	ı.	3		7	ny nyself	2	*23	- 6	7	10	19	48
BORENE				2	3 1	1	6 1	mystery			2	6	1	5	15
noments comp	3		2	1	•		6	nail nailed			i 2		1		2 2
3098			2				.:	nails					1		1
Monday	1	1 23	3 10	1 25	3 16	2 43	117	name named	19	12 14	42 25	71 43	54 45	35 38	323 173
monitor						1	1	names	3	• 4	š	6	9	7	19
monkey's	r	2	2	ı	1	÷	11						3	1	1 6
monkeys				3		2	5	2406			2		د		ì
TRIBLDOK	4	14	28	3	17	33	99	marwhale		:	•				:
nonscer's	1	5	1 2	1 5		5	2 21	nasty national					1	2	2
soath	_		2	2	3	4	11	nationalities					•	1	1
month's monthly				1		1	1	nacional parks nacive				1		1	1
mouths			4	5	4	7	26	nacives						:	i
monument C		3					3	DRAÀ		_			-	1	1
mooing		4	3	13	2	1 7	1 29	Dear by		1	4	6 1	7 2	5 i	24 4
307			1		•	-	1	SEAFET				2	•	i	3

rd	first	Sacond	Third	Fourth	Fifth	Sixth	Toçal	Words	first	Second	Third	Fourth	Fifth		Tot.
eresc erly		ó	2	2		1	14	nuclear reactor		1				1	
1	3	2	1	4	5	2	17	number						2	
icesc :k			1	3	1	2	15	numbers	3	1	2	2 1	1	7	
k-rein			•	•	•	1	1	nurse	1			-	2	10	
klace						4	4	nursery school					1		
klaces :tar			ı			1	1	qurses qursing		1				1	
rd.	2	7	4	3	12	21	49	nursing homes					1		
ided		2	4	6	3	7	22	auc		2				ı	
idle ids		7	1	1 2		1	11	aylons				1		1	
riy		•				i	ï	o'clock		2	4	5	8	10	
ghbor			1	1	2		4	oak						2	
ghbor's chborhood					1	1	2	JATS CAES					1	1	
stoomsoud stoods				1	3	1	- 3	obedient					1	•	
ther				1	1	1	2	abay					_	:	
hevs			1	1		1	2	object observatory					1	5 1	
ve.			-		1		i	obviously						ī	
YOU.			1			6	7	occasion						1	
vously						1	1	occasions					1	1	
.	2	ı	1	2	2 1	4	٩	occupants		7	1	5	2	ġ	
herlands			•	•		ĩ	ī	ocean liner			-	í	•		
er	2	3	32	31	30	43	141	OCERUS						1	
ercheless	1	22	10	29	1 33	22	116	October			1	2	1		
, porn		44	.0	1	33	44	1	octopus	1	2	•	•			
England				-		3	ž	odd			14			1	
Hampshire		1				1	2	odds and ands						1	
Jersey Mexico					1		1	odot of	56	121	195	365	437	65 L	1.0
rs	1		2	2	6	3	14	off	3	12	19	64	49	61	
spaper			4	1	2	2	9	off-season				ı			
shabata Shabataan				1	1		1	offered office			ı		ı	2 7	
York			1	i	1	1	ž.	officer		1	•		•	í	
:t	5	15	28	64	71	70	253	official			_	_		2	
bling e	11	25	28	25	30	1 50	169	ofcen oh	5	14	11	13	2 31	3 17	
480	- 11	23	40	43	3	30	107	Ohio	•	- 2	••	• • •	ž	·ί	
knase	1		1		1		3	oil		1		1	2		
ice					2		2	OK/okay	2	3	18	17	22	19	
nt ntmare	8	44	43	48 1	37	77	257 1	Oklahowa old	7	1 25	1 28	54	7 49	40	:
hes		1		•	2	3	5	ald-fashianed	•			1			
he school						1	1	older	1		3	4	8	11	
htcime				4	4	3 2	3 12	oldesc on	42	100	117	2 280	250	3 380	1,
ie iecem		. 1	1	•	•	•	12	00.C4	11	46	59	56	59	39	.,
ety		_			2		2	oncoming						1	
ich					2	. 5		one	28	102	146	226	239	239	9
	10 2	17	30	43 1	38	49	187 3	one-helf one's			ī	1		1	
hie	-		1	-			1	01168			7	7	6	3	
ody		1	8	9	8	15	41	onion	1	1.5	1		/-		
curnal Lee		4	5	15	12	10	1 46	caly	2	15	16	30 4	42	44	1
ies .		ĩ	ž	-3	ī	2	11	open		10	1	11	6	13	
inee				1			1	opened		. 8	3	13	7	12	
ne odle		1		1		3	2	opening opens		10		1	3		
odles						3	3	opera			1		•		
10.		1					1	operated				1	1		
one		ı	4	21	4	16	46	opodaum					1	1	
! ●	3		1		1	ι	i	opponent opportunity						ž	
mel				2		1	Ī	opposice						1	
rth			1	4	1	2	8	OF	17	26	38	44	54	115	
rch's rch America				1		1	1	orange orange	5 2		k	k	2	2	
ch Carolina			2			•	ž	orbit	•					1	
rth Dakota				1			1	order		1		2	1	3	
Chern			1			2	3	ordered ordering				2		1	
rvay's			i			•	i	orderly					1	•	
rvegians			1				ı	orders				1	-	1	
14		3	2	3	5	4	13	ordinary		i				2	
ied ies	1	1		2		1	4	organized original				+		1	
:	23	53	51	78	67	58	360	olbperade		2				i	
te			3	1	3	5	12	orphens				. 1			
tes china		4	6	13	1 8	1 15	2 46	other	4	19	32	54 1	55	98	:
thing tice		4			•	12	2	other's others	1	1	1	3	,	6	
ticed				2	2	7	11	othervise	•	-	•			1	
						2	2	ouch				2	1	2	
			1	2	2		1	oughe				1	1	1	
zicas cified															
cified vember	2	22	33	56	51	71	235	ounces					-	3	
	2	22 1	33 1					ounce ounces our ours	6	37	36	42 1	55		:

Yord _	First	Second	Third	Fourth	Fifth	Stach	Total	Word	Tirse	Second	Third	Fourth	Fifch	Sixeh	Total
out outdoors		34	19	177	176	249	310	parents'		2	13	12	8	5	44
GUEET		•				1	1	parked		,	ï		ī	•	2
outer space	2		2	1	6	2	13	parking				2		_	2
outfield outfit				ı	5	1	8	parking loc parks				1	1	1 2	2 3
outlaw						1	ī	parlor				ž		•	2
outrus						1	1	PATTOE	5		1		2	ı	9
outs outside	6	16	13	14	30	17	96	PATTOCS PATC	1	1	z	1	7	10	1 27
outstanding	•			••	1	•,	ű	part-time	•	•	•	٠	i		i
oval					1		1	particles					1	_	1
OVER	13	21	40	74	81	113	1 342	perties pertly				2	3	2	7 1
overalls		••			••	1	1	partner			2	1		ĩ	5
OVETCAME						2	:	PATCS		1	_	1	1	4	7
overhand overhead				1		1	1	party pass	7	3	3	5 3	8	9	34 15
overheard						ī	ī	passed	•	1	3	6	ιo	10	30
overnight		3					3	pessenger			4				•
over populated over population				ı	1		1	passes passes				2	1	1	1
overpowered					•	1	ī	passing				ī	1	•	2
overtime						5	5	past		2	5	3	6	4	20
on daelnotk				ı	1		1	pasture pat			2		1	2	5 1
OME					•	ı	1	pacch				1		•	1
ovi			2	l 12		28	3	petches					1		11
own owned	1	3	6	12	9	28 6	59 [4	peth peths		1	2	1	5	4	13
OWNER	ž	5	6	6	3	7	29	pecience				•		1	1
owners		1	ı		1	1	1 4	petiest				10		1	.1
ovas ox		ı	1		i		1	patrol pats				IO	1		11
SECUR					2		2	pavenent				_	-	2	2
PA P·E.			2	3	1 9	8	1 22	paw paws				1		1	2 1
p.s.			•	-	ž	2	-4	pay		5	t	ā	3	11	28
74C8						1	1	paying					2	1	3
Pacific Pacific Ocean				2		2	2	payment payments			2			2	2 2
pack				-	5	7	12	pays						ī	ı
package packed		1	2	4	ı i	4	12	pea				2	2	6	2 5
packing		•	-	•	i	•	'n	peace peaceful					-	2	2
packs			ı		I	1	3	peach	ı				_		1
ped peddle		1	1			1	1 2	Peacocks			1		2		2 1
peddled		•				ī	i	bewing			•	1		1	2
paddles		1		4			1 4	besunc pacces	ı				1		ž
pada paga		3	i	3		ι	10	pearucs pearucs	1	1		,2			3 2
paid				1	2	3	6	pearl	_					1	1
pail pails					1		1	pebble peck		1	3			ı	4
pain						3	3	pedal		-		1			1
painc painced			10	t	4	l	18	peeked				i	ı		2 1
paincing	1		ī	i	1	٠	- 4	peeled				•		1	i
paines		1		_			.1	peep						1 2	2
pair pairs		1	1	7	5	1	14	peas pelican	1			8			1 5
pajama		2	•				2	pen			2	4	2	2	10
pajama perty				,	2		2	penalty				1			1 70
pajamas pal				1		1	1	pencil pencils	1	5	1	5 1	2	6	20 1
palace						3	3	penguin		1		_			1
pale palm	1						1	penguina Pangariyania	2		1		ı	3	2 5
242	ı	1	1	L		2	9	Pennsylvania penny						2	2
pancaka					1		1	people	8	29	24	81	71	109	322
pancakes penda					2 1		1	people's papper		1	1		1	5	7
panels			ī				1	peppers		2					2
panic panicked					2	1	2	per			1	1	1	2 2	5 2
panicking						ĩ	1	percentage perch			3				3
paneies					1		1	perfect			2	2	2	3	9
pent penting					1		1	perfectly perform				1 2			1 2
panta	1		ı	5	3	3	13	parformed				_	1		i
paper paper		2	i	5	3	4	4	performers						i	1
paper dolls		•			2		Z	performing period			1			2	3
papers			1	4	1			periodically					1		į
perables perachute				1	1	2	1	perished perky				1	1		Î 1
perachuted				1		•	í	permy					•	1	1
parachucing	4			1			1	Permanent			1		1	1	2 2
parade paragraphs	•					1	1	permission person	1	3	5	1 5	13		53
parakest			_			ž	2	person's	•	-	·			1	1
parallel bars			1			1	1	personal						1	4
parent's						1	i	personally persons		ı					1
parents		5	12	12	17	27	73							1	

iotd resos .	71rsc	Second	Third	Fourth	Fifth	Sixen	Total	- Word playing	First	Second 15	Third 15	Foursh 22	Fifth 22	Sixth 18	CODI
et	10	19	9	14	10	3	65	plays	ιό	7	5	5	7	1	31
et's	1 4	L 7		9	3	3	2 25	please pleased	ı	3	4	5	7	9	29
ets etted	•	,		3	,	ž	2	pleasure			-	1		i	i
£.					_	8	9	pledge			1			_	1
hoae hoay		1	4 1	ı	8	9	23	plenty plow		1			1	2	1
iano		-	-			1	1	plug				3	•		:
ianos				,	1		1	plumbing						1	
ick icked	ı	3 6	8 7	7	10 12	15	34 48	plump plums			1	2			;
Lcking	•	-			2		2	plus			ĩ		2	4	
ickie			1				1	Pluco	1	1		2		4	
icks ickup				4	i		1 5	Pluco's pluconium					ï	ι	
icaic	3	3		2	6		14	pneumonia						1	
icalcking					2		3	poachers						ı	
icnics icture		2	2	12	3	3	22	pocket pockets		1		1	1	3	
ctures		2	ı	2	3	2	10	poem		-		ž	ž		
	ı	3	2	2	5	7	19	point pointed				1	1	ó	
lace Laces		,	1	3	2	,	6	pointer					-	1	
ler					1		1	pointing						1	
Lerced			2 1		1		3 1	poince			3 1	3		1	
lercing Les				2	1		3	poison poka			1		1		
Le .	15		11	2	-		28	poked					-	i	
88		2	7	ļ		1	11	poker		1					
lle Lled				1	ı	3 2	5 2	polar bear pole		L		:	ı	2	
.lgrim		1					1	poles					1	2	
Ligrims				1		1	2	police		1	9	20	11	20	6
111 1110 w	1			1	2	3	1	police dogs police force			2		1		
llows	-				ī	1	2	policemen	1		3	7	5	2	1
1118				ı		14	1 5	policemen police officer	1			1	,		
lloc Inball				-	1	i	2	police station	1				1 2		
nball machine		1			-		1	polio					ī		
inball machines						1	1	polishes						1	
nched nching		1		1			ì	polite pollen		2	1	ι	2		
.ne			1	-			1	pollured			ī		-	2	
neapple			1				1	pollutes						1	
ineapples ink	3	2	1	5	3	7	1 21	polluting pollution				1		3	:
akie	•	_	•	i	•	•	1	poltergeist						ĩ	- 1
nned						4	4 2	pond	3		3	3	5	2	Le :
nning ns			1	1		2	2	ponds ponies	3				1	-	
.pe				5			5	poncoon					1		
pes					3		3	pony ponycails	2		9	5	3	2	2
.Tates .stol	1	1				2	L 3	poodle			î 1			1	
.6	-				1	1	2	poof	;		7	_		1	
tch tched			1		1	3	4	pools	•		'	7	4	11	3
ltcher			i	1	3	š	13	poor		12	8	2	š	12	35
itchforks				1			1	pop	4	4		. 2		3	13
ts zza		1	1	1		1	1 4	popped		2 3	1	11		3	14
7288		•	•	i		•	ī	popper		•		ž		•	
l ' \$					1		L	pops		1		_		_	1
ACB	3	10	16 5	19 3	25 5	40 12	113 26	popular populacion				3		2	-
laces Laid			•	•	•	2	2	porch		2	ı			4	1
ain			1	2	. 4	1	. 8	pork			1	1		1	- 3
Lan Lane		1	8		15 5	3 14	21 28	position positions				1		1	
Anes		•	3		•	• • • • • • • • • • • • • • • • • • • •	-6	possibility						1	
anec		2	ı	3	15	40	61	possible						1	
lanets'	1	1		6	1	1	12 1	possum post				1	1	1	1
lanned	-		1	ı	1	2	5	posccards			1			-	- 1
Lanning			1		1	2	4	poster				1			1
lens Lent	2	2	9	ı	•	3	7 18	postmerk postmester				1	1		1
anted	•	•	3				3	post office			1				
anting			3	2		1	6	pae	1		2		L	5	
ADCS ASTOT		1	1	1	6	ı	1	potato chip		1			1		1
astic				1	2	1	4	potaco chips			1	1	1		
late			1	ī		2	4	POCACOUS					1	2	
Laces Lacform -		1				2	2 1	pocios pocs		ı				1	
latforms			1				L	pounced					•	i	
Lay	71	84	99	64	71	63	452	pound		2			3	1	
Layday Layed	17	11	18	15	1 27	15	103	pounded pounding				1	1		
	L/		10	13	1	13	11	pounds			1	:	1	4	í
laver	1	3													
layer layers	1	3	1	1	1	6	9	pour		_	î	•	•	2	3
layer layers layful layground	1	2	1 1 5							ı	ī	•	•		3

Word	71rsc	Second	Third		Fifth	Stach	Tatal	Word	first	Second		Fourth	FLEth	Stath	
powder		1		2	2	,	10	puffing puffy		_	1				1
powered		•			-	í	10	pull		2		ı	4	1 2	ġ
poverful						2	2	pull-ups					1	_	1
power planes				_		1	1	pulled	3	5	ı	10	3	11	32
powers Practical				2		1	2 1	pulling pulls				1	1 2	1	3
practically					2	-	ž	pumping				ī	•		i
practica		•	6	L	4	2	13	pumpidas				1		1	
practicad				2		2	4	punch .				2	_	2	4
practicing prairie			ı	3			3 1	punched punished				1	I,		1
prantster			•			1	ī	pup	2		14	•	3		19
prayed					1	1	2	pup's	L						
precious			1				:	puppec			3	2			
prediction pregnent				1	1		:	puppets puppies	1	4	2	5	2		14
prehistoric				•	1		ī	babba	5	6	10	10	12	9	3.
prepare						2	2	bribbà, a	L						
prepared				ı	2		1	Sabbà faas	1		2	2	6		10
preparing present				2	ž		2 5	Sale Sale			-	•	1		
presencs	1	1		•	ī	1	- 4	purple	1	2	ı	3	- 6	9	2
president			5	2	1	12	21	purpose				1	1		;
presidencs				ļ			1	push					<u> </u>	Z	
pressed		1		1	2		1	push-ups	3	3	1	3	1 2	3	1
precend precended				•		1	:	pushed pushes	•	•	i	•	•	,	12
precending			1				1						1	1	- 1
precciar					1	1	2	put	5	19	31	40	47	57	199
prettiesc	11	15	19	20) 18	27	110	pucs	1	2	1	i i	3	2	
pretty pretzels	11	13	13	20	19	1	2	puccing pyramid			1	1	2	4	ż
bienions bietzen				•		1	î	quadrillion					•	1	i
previously						1	1	qualities						1	1
prey						1	.1	quarter				1		1	2
prica		7		1 1	1	2 1	11	quarter horses				1		1	2
prices prime ballerina		٠		•	ĩ	•	i	queen		2		2		12	16
prince	1		1	7	2		11			_		1	1	4	6
prince's	_		_	1	_	_	. 1	questions			2	1	1	ı,	5
princess princess'	2		2	4 2	3	2	13	quick quickened				1	1	1	6
principal				•	1	5	6	quickly		1	2	3	5	ġ	20
principal's						1	ı	quier		ĭ	3	6	3	2	15
principals					1	1	2	quieced						1	1,
princing		1					1				1				1
prints prison				1	2	1	1 6	quit quite	ı		1	1 2	1	1 5	5 8
privace				ī	•	3		quicting				•	•	ĩ	i
private detective						1	1	rabbic	7	3	14	19	3	9	55
privace eye					1			rabbic's	1			2			3
prize probably	1	3 2	5	1 6	12	15	40	rabbic ears rabbics	2	1	14	1	1	3	1 22
probacional		•	•	•		1	1	raccoon	-	ī	•	-	ī	ĩ	7
problem		2	8	2	2	9	23	FACCOORS	_				_		_1
problems			1	5	5	9	21		. 5	6	rá	27	9	11	70 2
processed processing						1	1	raced racers			1	4		1	4
prodding						ĩ	ī	TACOS	1	3	3	ž	6	1	16
produce					1		1	recettack	ı					1	2
product						1	1	racing	2	ı		4	4	5	16
products professional		1			ı	3	1	rackets radar		1				1	1
professionals					•	ĩ	ī	radiacion		•			1		i
professor					5	2	7	radio	:		2		4	2	9
profiz		1				1	?	radios			1			1	2
progres prohibiting			1	1		1	i	rafts rag			1		1		1
profices		3				ă	11	raided			-		1		i
projector		•		1		-	:	railing				1			:
projectors					1		1	rain	2	_	2	2	5	á	18
promise		1	2	•			i	rainbov		3	3 1		6	4 2	16
promoted propeller				1			1	rainbows rainbow trout			+			i	i
Stobetch				-		1	1	rain check					1	-	1
propnecy					1			raincoat			1				1
proprietor		13		•			13				1				1
proprietors		1			1		1		1		3	2	3	1 2	11
prospecc						L	ĩ		ī		-	ī	•	ī	•
Protect						ī	1	reinscort	_			1			1
protective					1		1						ι	1 2	1
procects		2	1	4	2	4	11	rainy raise	1	1	1	3	·	5	11
brond		٠		3	2	•	13			-	-	•	3	ž	•
proved				•	1		1	Taleas				L	_	-	1
ptuse						3	3	raisin				1			
psychistrist		2					2					2	1	1	
PT boat				1		2	1 2					•	1	1	- :
pterodectyl public						í	î						ž		- 3
public library				1			ī	ran	4	56	29	76	47	70	284
puck					1	1	2	ranch			1		4	1	5
puddles						1	1			1	1	2 1	1	1	6
puff					1	1	-	ranging				-			1

ord	First	Second	Third	Fourth	Fifth	Sixch	Total	Word	firsc	Second	Third	<u> Pouren</u>	Fifth	Sixen	Total
anked						1	:	replies reply						1	1
snsom apidly				2		i	3	report			1	1	2	2	5
are					:		1	report card					2		2
arely ascal			2			ī	1 2	report cards				2	2	3	3
TC TO THE TOTAL TO THE TENT TO	2		•	2	11	3	18	reporter				•	1	2	1
ather				L	1	3	5	reports					1	1	2
ars accie		1		ι			1	represent				2	2	1	1
acciesnake		•		2			ž	rescued				ī	•		1
*v					_	1	1	research					2		2
17		1			1		2 2	residence resist					ı	1	1
sh ing		1		1	•		ī	tesorts					-	1	1
275		•				1	1	resources						ī	1
e-bandage				1			1	respected				1			:
e-bandaged each			2	1 2		5	1	responsibility responsible			1		1		1
eached		1	ī	ž	2	9	16	rest	1		6	13	14	14	48
naches				1		1	2	restaurant			2	2	5		10
esccor eed	,	ı	3	11	14	10	3 41	restaurents rested					1	1	1
eading	2 2	ž	í	Π,	6	-4	16	rescing						ĩ	î
eads			Ţ		2		. 3	restored				1			1
ady	1	5 7	3	10 13	11 6	L7 33	51 69	rest toom rest tooms				1	1	1	1
esi malicy	•	•	,		,	i	ı,	rests					ī	•	
alize			1			:	3	results					1		
alized			ı	2	1	3	7	retains retire				1	1	2	
slizing	3	10	14	38	22	33	120				1	1 2	1	3	
appeared	•		••	1			1	recurred			•	•	-	2	:
ared			_	_	1		1							1	
eson esonable	1		2	2	4	16 1	25 1						1 2		
22002						2	ž						_	1	
ceive					1	1	2							1	;
ceived				1		3 1	2	revolving			ı	3	ı	2	:
eceiver ecencly				-	1	•	ī	Rhode Island			•	,	•	ī	:
ICESS				2	3		5	ribbon			1			1	- 7
ecical					1	٠,		ribbons				1		1	- 3
scord scorded			3		1	3	10	ribs rice		1				4	1
ecorda			1			1	2	rich	3	2	14	3	5	11	38
ecovered					ı		ī			1	1	_	1	_	
scovery room				1		1	1	rid riddle		3	L 6	2		5	16
ectangle ed	16	5	8	5	13	12	59				2				2
ed alert					1		1	ride	7	31	17	27	25	22	129
dbird	_		ı	1			l l		2					1	
idhesded voodpecke: idvoods	-		1	•			i		2		4	3	3	5	1
elected						1	1	riding	5	7	5	7	22	14	5
eling					1	1	1			19	,,	28	36	1	14
f f111				1		-	1	right right field		19	15		20	2	14
filled				1			1	rights						ī	:
eflected				1		1	1			2					
efrigerator efused						•	1				1.		3	1 2	į
egardless					i		1	ringing			-		i	٠.	
egion						2	2							3	
egistered durse egular		1			3	2	2	rink ripped				6	1	2	
igulars		•			•	ī	i						ī	•	
egulacion						1	1	rises						1	
berg1			1		ŗ		1			1	2	4	1	2 2	1
sindear sins			-			1	i	riverboat			•	•	-	í	
laced				1		-	1	rivers					1	1	
elation			ı	1	4	2	1,		4	1	3	7	9	1 16	4
elatives elax					i		2		•	1		•	1	10	4
layed					-	1	1	coads					-	2	
Lease						1	L	rosming				1			
ilief Lieve				1	1	1	3							1 2	
mains			1				1	roared				1		-	
marked						1 8	26	rosered				-	1		
member membered		1	2	6	10	5	25	rosscing				:	1	1	
raembering		•	•	•		1	1	robbed			2		2	i	
minded					2	ı	3	robber	1		2	3	5	ĩ	1
minds				1	ı	1	2	copper, a	-				1		
emote ent				1		3		LODGERS				:	1 2	2 3	
ented			1	ī	1		3						ž	- 3	
enting					1		1	robia	6				-	1	
epaired epairs			1		1		1	topac		1 7		1		2	
epeated						1			2	7	3	3	20	1 7	4
epeating						1	1	rocket	•	-	7	8	9	7	3
aplaced						1		rockets			1	ì		:	
eplied			1	5	6	3	15	rocking		ı					

ord ocks	First	Second	Third	Fourth L	Fifth 1	Sixeh	Total	Vord Samoyedic	First	Second	Third	fourth	Fifth	Sixch	700
ocky		1	,	٠	i	-	í	sand	1	1	1	3	ī	2	
od					-	2	ž	sandals	•	•	•	2	•	-	
ode		4	5	5	18	4	39	sandbox				1			
odeo oll				1	1	1 3	1 5	sending						1	
olled		3	1	i	:	i	10	sandwich sandwiches		1		1	i		
ller			-	ī	1	ž	4	sandy		•		ī	•		
ller-sekten		2			1	1	4	sang				3	1		
oller-skates oller-skating				3	1	2	3	sank		1			1		
oller coaster				i	i	í	5	sarcastically		3	ı	17	14	16	
oller consters					ī	1	2	satisfies		•	-	ı	•		
oller skate		1		3.		_		Sacurday	1	3	1	10	3	17	
oller skares olling				14		5 2	19	Saturdays	2	1	2			1 3	
diing pin			1			•	ī	Saturn	4	•			1	•	
oot			2		4	3	9	SAUCEE		2			-		
okie						. 5		JAVE		1	3	7	4	11	
OGE OGENECE		10	13	42	23	37 1	125	saved		3	ı	7	5	ó 1	
1084				4	3	ŝ	:2	56767 58765						2	
POSCET				6	-		5	saving			3		2	ī	
oc beer	_	1	1	_	_		2	egnivae					1		
opes	1	2		2	2 2	6	13	savings account	29	48	75	129	96	113	4
)ie			1		-	1	2	SAV SAY	29	16	/ j	22	32	45	1
sebush	1		-			_	i	saying		ī	3	22 7	7	10	
sas				2	1		3			7		2	5	6	
et .					L 2	1	1	scabbed				1			
octea ough					í	2	;	scale Scandinavia			ı		1	2	
rughen					•	ī	ĩ	SCELCS 2CEUGIUSA12					•	1	
rughesc				1			1	scare	1	1	2	2		1	
oughly						1	.1	scared	5	3	11	32	7	23	
rund runded				1	5 1	5	14	scaredy-cat scarf			1	1			
ucine				ī	•		ī	scariest				•	1	1	
ving					1		1	scaring				2	-	_	
w _.			2	1	2	1	6	scarlet fever						1	
wboac		1				2	1	scary			3	5		2	
wing wing		1			1	-	1	scene scheme			1	1	ı	1	
yal					•	2	2	school	36	48	40	44	91	124	:
yelcy						1	1	school's			1	2	•		
ibbed		ŗ				2	3	schools		1	1	2	_	5	
ibber ibber bends		ı			1		1	schoolteacher schoolwork			1	1	3	1	
bbing alcohol			1		•		ī	acience		5	٠	i		1	
ida			1			1	2	scientist	2	•	1	•	3	i	
Ę			3				3	sciencists						2	
in ined		9				1	1	scissors				2		1	
de		,		1		1	ź	SCOOP SCOTE			2	i	3	10	
led				1		1	2	scored			- 4	ī	•	15	
der					1		1	SCOTES						1	
Les				1		1	1	scoring						2	
mble mbling				-		2	2	Scotland			1			1	
ED TITLE	12	9	22	22	13	25	106	scram scrambled		1	•				
CAVAY						3	3	SCTAP		-				1	
nner				٠,	. 2	1	3	scrapers				1	_	_	
mning mning wheel		2	4	14	15	23	61 1	scratch	1	1		2	ı	2	
ms murnd auger	1	1	9	1	4	6	22	scratched scratches		1			1	1	
shed	-	ĩ	•	ī	2	4	8	scratching					•	2	
meian					6		6	SCTEAM			3	5	2	3	
seiane					2		2 1	screamed		2	3	11	5	5	
ist ick		1				1	1	screaming screams	1	ı		3	5	7	
icks		ī					ī	SCTREE					ž	2	
erifica		-			1		ī	ician				1	-	-	
crificed		_		•	1	-	10	scribble			2			_	
id iddesc	1	8	2	9	10	9	39 4	scrub				:		1	
ddle			ī	2		1	- 4	scuba sculptures						i	
ddle horses			-			ī	1	scurried					1		
ddlas				1		_	1	146	2		5	2	2	5	
417						:	1	zenl		4					
fari fa	1		3	2	6	<u>:</u>	1 13	semled					1	2	
fely	•			1	1		2	search					1		
114	36	74	151	276	293	259	1,089	searched		1	2- 1	1	1	2	
ilboac					2		2	searching		1	1			_	
iled		•			1	1 5	1 7	5040						1	
eiling eiad		1			r	,	1	seashell seashells		1		1			
110		į		4		1	6	seasceils			2	7	7	7	
		ī					ĭ	sessoning			-			i	
ales						1	ı	AGAC				6	2	6	
Liesmen												-	_		
liesmen Liesperson					_	1	1	seat belts					_	2	
siesmen siesperson sir		,	1		:	1	3	seat belts seated			1	1		2	
liesmen Liesperson	1	ı	1		2	1		seat belts		1	1		1	2	

r) (1	.			4 -3	2	*1 *1	~		7	-4 -4 -		2 -	104	-	~	144		-		91	-1 pp. 1		.g +4	-1 1	2 -7		-4	•	4 +4 +4		.1	4	24	→ 4	0 0	4 11	
4 -1	-1 v n	(•		m -4	••	g			-			⊸ •0		-1 ~ .		wy tod the		r4	37	۰.		^	2	3 %		·•			•	4 60	"::-	• ~	-1 67 6	~ ·#	-1	-
** ***		~ •	•	-1	~		-4	-1			-1	6	3	m	<u>1</u> 2-		-		n -1 r	1 40 14	σ.	ra	~	→ 5	3 4		-4 P	ı		~		-	~		- v		
1			٠	4 47	. 7			•	-1		4	-	44				+1			4 44	m		,,	•	n n •							m	-1		**		
					5						1)	¥.		,				61	-1	6	•	2 -			-1		~			7		.9		
			- 7		**	-1							-	,						-1	~										н						
													2																						3 07		
		무루	. ¥:		•	£ .	page 2	. P	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	cked cking	14000			10 c	shoots		1 2	1	60 E31	. g	FS	houlder houlds't	part p	12 5			38	renk rieking	ndder udder udder	e do a	necery nects	R 21,7	kening	hed k	n seelag	P C C C	A SECTO
										υv	7.7			888	8 6	5 5 5	99	5 5 5	5 5	5 5 5	9 6	6 5 5	0 0 0	<u> 5</u> 5	5 5	9 9 9	5 5 5	2 12 12	522	2 2	2 2 2	9 9	u o o		22.2	444	33
	1 1 0	1 1		223	ä	4 4	¥ £	결절	블록	ğ ğ	ğ ğ	4	44	44	£ £									==	44	* * *	551	* * #	3 3 5	==	4 7 4	8 T	777		* * *		22
22	2 shell	6 shie	9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	20.02	22	148 1	11	걸걸:	27 1 12 14 13 14	9 T	- 2	₫ ;		· 51	24.							등중중		. # # ·	¥ ¥ ;	***	등 등 (i % #	.,	ਬ ਬ ∷ ''	4 # # 	ल म े				448	60.1
2 4 2 2 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	Jave 2 1 1 102 102			20 2	16 S2 share	748 C	11	결절: :	3 32 shi	1 2 20	101	4		· · •			13 M -							4 m	a a	7 7 7	14 m 14 m 14 m	1 2 3	444	# # ≓ - '	### 	# # F		E E E		## #	11 1,099
				2 9 20 ships	12 16 52 share	148 1	1 shall	THE I	oht 1	1 6 sho	2 1 1 gh		4		2 C									### • • • • • • • • • • • • • • • • • •	14 16 16 16 16 16 16 16 16 16 16 16 16 16		77 -		444	# # =	### 	55 W 1 55 3 4 3 1 1 1	U			** *	244 311 1,099 mi
		,		5 5 9 20 anto	11 12 16 52 share	THE T	1 shd	포함: C :	6 + 8 32 ma	1 sho	2 2 1 1 str	11 1	4	4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	. e.		## : N .							5 H	## ## 1 	# # # P CO CO CO	등 등 등 등 등 등 등 등 등 등 등 등 등 등 등 등 등 등 등	1 1 1		# # 	### 	8 W 1	1	in el	# # # # 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	9 4 9	150 244 311 1,099 81
	. 201 25		orus of 1 shio	2 3 3 4 20 and	1 11 12 16 S2 share	THE T	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	보고 	1 sho	1 1 6 sho	H 1 1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			· 다 다 다 다 다 다 다 다 다 다 다 다 다 다 다 다 다 다 다	2 2 2 3 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3		1							चित्र जनाः जनाः	1	# # # # * * * * * * * * * * * * * * * *	# # f		4 A B	7	a a a	55 W 1	24 C 1 2 E E		# # # # 	# # # #	20 250 244 311 1,099 83
	. 201 25	,		2 5 5 1 2 8 414	11 11 12 16 52 share	10 10 10 10 10 10 10 10 10 10 10 10 10 1	1 862	748 C	1 sho	o48 7 T T T	4 1 1 2 2 1 1 1 4 4 4 4 4 4 4 4 4 4 4 4	110		4 4 5 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	- E		1 4 A							5 m	できた 11 11 17 17 17 17 17 17 17 17 17 17 17 1	स स स १ ० ० ० १ ० ०	4 4 1 2 -1 -		4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	11 4 11 E	### 	S	24 C 1 2 L L		- C	8 6 8	120 250 244 311 1,099 11 1
	1 62 67 102			2 3 3 5 1 2 3 4 1 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 11 11 12 16 52 share	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	경보	9 4 6 4 3 32 shi	pha	4 1 1 2 2 1 2 1 1 4 4 4 4 4 4 4 4 4 4 4		### ##################################	2 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	4 C C C C C C C C C C C C C C C C C C C		1 d d d							संस्था जिला जिला जिला जिला जिला जिला जिला जिल	영향:	# # # # P M M	5 H	24 C	4 A A A	# H T T T T T T T T T T T T T T T T T T	# # # 	क्षा मार्थ जिल्ला जिल्ला				# # # # 10 # # # #	117 120 250 244 311 1,099 m
	. 101 25 25 17 17 1 1 1 2 25 17 17	n to		2 5 5 1 2 8 44 4 8 4 4 8 4 4 8 4 4 8 4 4 4 4 4	2 11 11 12 16 52 8850	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	경우 C	9 4 6 4 37 and	1 1 1 1 4 sho	4 1 1 2 2 1 2 1 1 4 1 1 1 1 1 1 1 1 1 1		(# # # # # # # # # # # # # # # # # # #	2	· 유		19 00 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0							संस्था जिला जिला च	**************************************		등 등 등 등 등 등 등 등 등 등 등 등 등 등 등 등 등 등 등		5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	# T	1	क्षा विश्व वि	2		# # # # # # # # # # # # # # # # # # #	# # ## 	57 117 120 250 244 311 1,099 m

ord	Firse	Second	Third	Tourth	7iftn_	Sixch	Total	Vord	7irst	jecond	Third	Fourth	Fifth	Sixth	Ta
isple					i	2	3	slumber parties			1			1 2	
Lsply Lnce			4	1 5	:3	15	37	smack smacked			-	1		-	
ncerely			-	•		1	1	small	:	4	4	3	12	23	
ng	1		2	1	ı	1	8	smaller				3	1	5	
nger	-			ı		1	2	SMATC	1	:	3	3	5	3	
ngers						1	1	7937488					2		
nging		1		4	l	3	9	FRATCRSC		1			ı	4	
ngle ngles				1	3 1	2	2	swartly swash				ı	ı	1 2	
ngs mgres				i	•		ī	smashed				ĩ	3	3	
nk.				•	3	2	5	smell			5	•	ž	6	
nking				1			1	smelled		:		ı	L	3	
ns			1		1		2	smailing						1	
r						1	1	smells			_			:	
rens				1		1	1	smile		:	1	1 2	1	1	
s scer	10	25	16	13	32	15	111	smiled smiles		•		•		2	
scer's		2	.3	ï	74	•	10	smiling						ī	
acers	1	2	5	3		9	20	snoka			1	L	5	4	
c c	2	4	2	5	10	19	42	anack.					1	2	
c-upa					1		L	snack bar		_		1			
te				1		2	1 2	BADE		1	9	11	9		
.ces	ı	1		1	2	i	6	snake snakes	1		í	'n	1		
.ccing		i	3	24	6	16	50	surb	•		-	i	•	2	
tuation		•	•	•	i		1	snapped				ī	1	-	
x	1	5	3	4	10	7	30	snapping turtle	1	1					
XC44D					1	1	2	specched						1	
xth					2	5	7	sneak			1			2	
xty		1	1	2	1	7	1	snesked sneskers		1			1	1	
it izling		1		4		í	1	sucakers sucakers						1	
756 2217112	1	1		2	3	2	ş	sneared				1		•	
aceboard	•	•		š	i	1	5	\$1146E0				-	1		
sceboarding						1	1	sneezed		1			1		
aceboards			_		3		3	sneezing			_		1		
aced			1	1			2 1	sacring			1		1		
uster ustes			ı	1 4	ı	ι	7	snorkeling snoccy					-	1	
eacing		2	-	•	13	à	23	SHOW	1		1	1	1	5	
keleton		•		3		-	3	snowball	-	2	_	-	_		
eletons				1			1	snowing						3	
4					4	2	5	SHOWER	2	ı	2				
धर्म			2				2	2004000	1						
cidding cies				1		2	1	snowy				1	1	1	
ciing					2	10	12	sauggled			L	•	•	•	
dill					•	ï	1	20022240	28	91	152	253	250	312	ι.
da						1	1	soaked					1		
d=med						1	1	sosking		1					
kin	7	1	1	1	3	3	10	\$04P	2		3			2	
kinned				9	3	1	13	soap operas	2	4		5		1 5	
kiany kipping				,	•	i	ï	social studies	•	-		•		ź	
kīs rībanē					2		2	ack			1		1	2	
comics			1			3		10cks						1	
ky	1	2	5	- 5	14	8	16	soda			1				
kyscrapers				1			1 2	soda vater						1	
			1	2	1	1	ź	sodium				1			
lamped Lamping				-	1	•	ī	sodium chioride sodium pnosphate				ī			
Lap					•	2	ž	soft	9	1		•	2	3	
Lapped		1				1	2	softball	•	-		6	ž	ű	
Lapping						1	1	softly				1			
lave				1		1	2	soil					2	1	
lavery				2	1	2	2 3	solar panels						2	
laves leds			1	-	•		ĩ	solar system sold		6		1	2	3	
leek						1	1	solder		•		•	-	2	
leep	4	15	10	21	13	23	86	soldiers						2	
leaping		1	2	2	4	7	16	sole			_			1	
leeping bag			2	1		2	5	solve			3 2				
leaping bags		2	i	1			1	solved solves			2			1	
leeps leepy		4		•		1	1	20me	19	50	70	124	97	131	
leigh					1	-	1	somebody	.2	i	4	- 6	, 5		
lender						1	. 1	somebody's	-		L				
lepc		1	2	2	5	2	12	scmeday		1			ı		
lice						2	2			1 4	1 5	1		2	
Lid		3		:	2	3	10	someone someone's		•	,	15 1	15	21	
lide lides		3			í	2	10		33	15	20	34	37	50	
light					-	ī	ĩ	sometime	2	3	20 5	5	8	2	
lightly						1	ī	sometimes	11	22	18	1.7	19	22	
lip		1				1	2	10mevhac		_		_	_	3	
lipped			1	2			3			2	1	1	4	5	
lippery						1	1 4			1		7		5	
lips				4		1	ì			1	2	1 2		1	
loc			1			1	î			i	•	3		•	
lot machine			-			3	3				1	1			
low .		1	1		1	6	9	100n	1	4	1 7	18	7	30	
			_	1			1	3000					1		
loved				-											
slowed slower slowly				5	2	8	. :	sophisticated sorterer						1	

Word	First	Second	Third	- Yourth	Fifth	Sixch	Total	Yord	First	Second	Third	Fourth	fisch	Sixth	Total
1078			2	2	3	12	19	spot		:	1	1	2		3
sorry sorr			ī	î	í	- 4	17	spocs spocced		•		;	3	i	7
sorts		1	3	Š	š	i	12	sprained				i	ž	-	3
soul						1	1	spray			1		2		3
sound		2	1	2	_	9	14	sprayed				ı			1
sounded			1	1	2	ı	5 1	sprayer spread			1	1	1	1	1
soundproof sounds		2		1	ι	2	5	spread	8		•		10	14	32
soup	2	- .			•	2	4	springer spaniel	•			1			1
SOUF				1			1	springs						1	1
SOUTES						1	. 1	springcime			2				2
south Cohora		L		7	1	4	11	sprinkler sprung			1	1			i
South Dakota southern		•					ī	spung.			•	1			ī
southwest					1		1	spurs		1					1
souvenir		_	_			1	1	spy				1		3	4
SPACE		5	5	15 1	6	5	36 1	squad				1 2		2	1
spacecrafts spaceman		2		•			ž	squashed		ı		•	1	•	2
spacemen						4	4	squeak						1	1
spaceship		16	ı	5	8	9	39	squanked				2			2
spaceships		2		1	1	5	11	squesky squesled					1	1	l 1
space suit space suits				:			i	idnesieq idnesitad					i		ī
spaghecci				-	4		4	squid				1			L
Spain					1		1	squirre:		3	ι		5	4	lZ
Spenish					2	1	2	squirrels		1		ı	2		3
spank spanked		1				-	1	squirt guns				i			1
spanking		•				1	1	sdaricruz		1		•			i
spare				3	1	2		squished		1					L
spares						1	1,	st.						1	1
sparkle sparkled		1			L		1	St. Sernerd stabbed		1		1	1 2	2 1	3 5
sperkles				1			1	scabbing		•		1		•	1
sparkling				1	2		3	stable				1	1		2
spectered						ı	1	stables				5	2	1	3
spayed speak				1	2	3		acries acres			1	,			5 1
speaking						1	2	staircasa			•		2		ž
special	1	1	3	3	1 7	10		stairs			ı	4	1	4	10
specially		1			2		1 2	stairway				1			1
specimen speckled crous					- 4	1		stall stalled		1		2 1			i
speckie						1	1	stallion		2		Ē	15 7		19
SPECTATOR						1		scallions					7		7
speech			ı	2	11	4	3 16	scamps		1		4		7	1
speed	2	1		ı	11	ī		stand stand by			3	•		í	14
speeded	-			í			1	standing			4	3	4	ī	18
speeding				1			1	stands						2	2
speedometer				1	2	1		star	1	1	1	5	9	1	24 1
spell speller	1			•	ī		ĭ	stare stared				1	4		5
spelling		2		t	5	2	10	starfish		2					2
spend	2	4	2	3	8			staring		2		4		6	12
spending		,			2	2	4	STAFFY				1 24	2	5	3 34
spends spenc	1	1	1	2		1		stars starship				ī	, 5	•	ĩ
spera	_	, 1					1	STAFE		1	2	5	11	23	43
sperm whale		1					1		3	16	24	91	64	90	250
spick-and-span		1	3		1		3	starting startled		1		1	3 1	1 2	5
spice spider		•		4	3	2	. ,	SCATCS SCATCS		•	3		3	Ĝ	12
spider's veb				1	3 1	1	. 3	starvation			Ĺ				1
spider's webs				3	ı		3							1	L
spiders spied			ı	1	2		3				i			2 2	2
spies			-	ī		1	. 2	SCACE			3		5	6	14
spiked					1		1	stated					I		1
spikes						1	. 1							1	1
spilled			L		1	. 2		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				1	3	1 2	3
spin spinach					2		•					ĩ		•	ī
spirited						1		scations				_	1		1
spirice		-				1		station vagon					1		1
spic spicball		ı		1					1	3	10	12	28	34	1 75
splash				•	2		3		4	š	5	• 5	7	10	38
splashing						1		staying		-	2		3		5
splac				1		1		SCAYS		,		1	1		1
aplic		1		-		1				1	1				i
spoil spoiled			1 2		1			3CEAR			1 L	1		3	4
spoke			2	2			4	stealer						2	2
sponges				1			1	steaming				1	1	,	2
sponsor					1	. 1	. 1	steed	1			1	2	2 5	2
sponsored spook						1	. 1	SCHET				-	i		1
spookier						1	. 1	sceered						1	1
spookiest				1			. 1	steering				2	1	į,	2
5000ks		3	. 3			1		steating auger		2		1 5	2	1 6	15
spocky	2		i	7	4	. 15	29			-			ī		1
sports	ĩ		ż			ii	. 24			2		5	3	6	16
	_														

ord	71rsc	Second	Third	Fourth	Fifen	Sixen	Total	Vord	Tirst_	Second	Third	Fourth	Fifth	Sixen	Tota
cepe	1,3223	2	4	3	3	3		scupid				1	1	:	
Careo Cachoscopa	1				1	•	5 1	style styles						ī	
ceved	-				1		1	sub.				1			
etek	L			3	ι	10	15	subject			1	1	4	3	
tickers ticking				1		l 2	1	subjects submerine					i	•	
cicks				-	1	L	2	submerged						1	
cicky				.,	26	1 50	116	subscribe					1		
cill cing	1	8	1	31	25 1	1		subtract succeed			1			3	
cock car		-			_	1	1	SUCCESS					1		
tole		,	5	10	3	2	20	such suck	ı		1		2 Z	13	1
colen comech		1		3	5	L 2	11	sucked	•		ì		•		
conschedie				1			1	suckers	1			_			
tonachs tona				2	2	1 2	1 5	sucking suction cups				2	1		
tone tones				ĩ	•	•	í	sudden		2	5	16	14	24	•
cood		2	1	3	4	5	16	suddenly		1	6	12	4	20	4
cools	3	2	3	22	12	21	63	sue suffered			1			1	
cop copped	•	î	í	14	17	15	48	sugar				1	2	•	
Coppers		2					2	suit		1		7	L	3	ı
copping	L			<u> </u>	1	2	5 2	suitcases						1	
corage cops			2	1	1		2	suited suits			1			•	
Core	1	12	8	18	25	13	77	SUMMET	13	15	15	12	71	45	17
cores		1	2	_	ī	2	5							1	
cories Corm	1		2	13	3	1	5 20	summers summer school				1	1	ι	
ora's	•		•	i			ı	summertime			1	1	3		
torning			_			1	ī	sua_	8	3	13	19	4	23	
toray	1	9	13	14	1 26	15	5 79							1	
OTY	3	,	2	14	- 4	1	íó					1		i	
craight		2		3	3	5	13	Sunday	2	5	2	5	3	ı	
raighten		7		1 7	4	14	1 35	Sundays sunk			1		4	2 l	
trange trangely		,	3	í	٠	14	1						•	i	
rangled				ī			1	sunny	3		1	2	3	4	
CT4p						ī	1					1			
rapped						1	1	sunset sunshade						1 2	
crav					1	ž	4	sunshins					1		
CEIMPELEA				ı			1			1					
tray treak						1	1					. 2	14	12	:
treaking						ž					1	•		- 2	
tream			1	1	Z	4	9	superior						ı	
treams	3	5	9	1.7	9	10		supermarket supersonic		3			ı		
CreeC CreeC3	•	,		2	2	2				4	2	3	10	5	
crength						1	1	suppercime						1	
crecched				1	1		1	supplied		1		1			
trict trike		1		•	1	3				ā		1			
trikes					1	2	3	support		-			1		
cring		1			3								3		
tring beans trings						1		supposed supposedly			1	1	1	ì	
cripe					1	4	5	SUID			4	13	15	16	
tripes					9	z				_		_		:	
troke troller				1	1		i		1	1	1	2 2	4	3	
erolling				•		1		surrounded		ī	•	ī	1		
trong		3		6	5	5								1	
crouger			1	Ţ	1	2	5	survivors					3	1	
tradgest truck			•	ı	2	3		suspected					•	i	
tructures				ī			1	suspicious					1	1	
truggle						1	. 1	244570470		1	2	3	2		
eruggling crung				1	1		i	SASED SASED		1	٠	i	í		
cubbed			1		_		:			-		ī	_		
cube				1		_		svay						1	
tuck tud	2	ı	2	9	6	3	. 23		1					1	
cudent			1		1	ĩ	. 3							1	
cudents				1	2	ı		Sveden						1	
tudied		3			ı	2			•	1		1 4	,	1 5	
tudies tudio				1		•	ī		1	1	•	•	•	í	
cudy		1	1	2	2			swell			1			ı	
Eudying			3	6	3	11								1 2	
cuff cuffed		5 1	3	2	7	3			11	9	10	2	12		
tumbled		•		•	1		1	svimer							
cump					5	ž		swimming	12	15	11	3	42		Ł
cumped			•	1	1		1 2			1	1	2	8	4	
icung			1 2	•			2						1		
			ī				1		2	1	5	ı	2	4	
rcunk			-						-						
cunk cunned cunt		3	_		ı	1. 5	. 1	svinging	ī	1	2	1		1	

82.80

Word	First	Second	Third	7ourth	Fifth	Sixch	Total	Yord	First	Second	Thise	Fourth	Fifth	ilxth	Total
swished		74Colla	4,,,,,,,,	1		1 2	ž	cents		2		1	i	i	;
switch switched				1		•	î	terrain		•			•	1	1
Switzerland				-		4	4	terrible			1	2		6	9
swooped						3	3	carribly					1 2	ī	2 2
avoosh					1 -	. 5	12	terrier terrific				1	ī	2	
svords		5			2	,		terrified				ī	•	ĩ	2
SHOLE					-	1	1	cerrifying						3	3
SWOTH					1		1	cerror			4	2	3	2	12
27000725				1	ı		ì	cesc cesced		1	•	-	,	,	i
sasces sacrb				ž			ž	testing		•			1		1
table		2	2	2	3	10	19	tests		_			.1	5	.2
tables				L		2	3	Texas		2	7		20 19	32	27 30
tablet					1	ı	1	than thank	1	5	Ś	16 5	3	3.	27
cackle cackled		1				1	ī	thanked		•	ž	i	5		3
1200			3				3	thankful			_	_	1	_	1
1200	_		2				2	thanks	32	91	177	2 231	2 259	3 396	1,198
tag	2	2	3	ι		3	8 4	that that'll	12	71	1//	131	239	390	1,174
ca çs cail	1	1	3	3	5	š	22	that's	10	9	18	21	32	34	124
tailgate	•	•	i		_	-	1	the	161	780	1.146	1,924	1,738	2,415	3,-01
tails				. 2			2	cheacer				**	3 74	104	268
take	4	11	29	44	38	39	167 3	their	13	13 51	23 50	50 111	113	161	525
caken				1 L	2	5	1	them themselves	1.5	31	30		113	4	3
takeoff takes	1	3	1	4	2	7	18	then	25	156	182	277	233	222	1,296
taking	-	i	10	6	9	3	29	chere	29	71	109	205	211	244	872
cale				_	7		ı	there's	1	2	3	9	10	5	33 1
talent				2			2 2	thereafter		2	8	3	14	17	44
tales	4	4	6	11	14	11	51	these they	51	142	188	380	363	456	1,585
telk talked	•	3	ĭ	• • • • • • • • • • • • • • • • • • • •	3	15	27	they'd					1		1
calking		1	2	9	13	đ	33	they'll	_	1			1	1	8
calks		_		1	3	ļ	2 22	they're	1		1	12	3	20 2	42 3
tall tallest		1	4	3	2	6	- 2	thick				i	1	ī	i
CSTIESC				1	•		ī	thief				ī	-		ı
tan			1		4	ı	5	thieves			2				2
tank		3		1	3	2	9	thin		17	13	1 19	1 29	1 46	130
Cape				1		2	2 1	ching things	1 9	23	20	36	29	51	158
tapped	1					1	2	chiak	ģ	14	20	27	29	53	152
tar tardy	•	1					1	thinking		2	2		5	8	17
tasks						1	1	thinks	1	_		1	1		5 37
tas ce		1		1	ι		3 1	third		2	6	ı	3 1	23 2	37
tasted				1	1		i	chirds			1		-	•	ĩ
CASCES CASCES					ž	ı	š	thirsty	1			1			2
taught		1	2	1	2	2	a	chirceen			ı		1	5	7
CAX		1					1	chirteenta		2		ı	1 2	1	1
CAXES	ı	1		1	7	3	12	chirty chirty-first		•		•	•	i	i
teach	i	1		ž	Š	ιō	19	thirty-three						i	1
cescher	4	9	11	16	24	34	98	chis	8	35	52	67	114	116	393
caachet's		ı	1	1		1 16	22 22	chora			1	1		1	3
teachers		2	ı	1	2	2	2	choroughbread				8	6	10	24
ceaches ceaching					2	ī	ī	thou						1	1
Cess		4	3	7	14	17	50	chough				5	. 8	8	21
CORMINACOS				1		:	2	thought	4	3	16	20	41	47	131
COLUM			1	2	2	2 1	6	thoughtful thoughts					3	1	i
tear tearing			•	i		•	i	chousend		2	3	2	6	ī	13
CONTING		1		1	1	2	5	chousands		•	-		1	2	3
Cease				2	1	1	4	chreacened				10	43	1 78	1 193
tessed					,	1	1		4	12	26 5	10 3	43	14	19
cessing rechnical					1	ı	ì			3	•	•	•	2	2
Ceaseder			1	1		1	3	chrilled						1	1
ceenagers			1		1	Ţ	. 3	chrosc				1	3	1	•
teeth	2	4	3	7	7	5 2	28 5					i 1			:
celephone celescope					3 1	-	i		1		11		20	32	38
celevision	-1	1	1		i	5	11	throw	_	1	6	7		12	26
televisions					1	1	2	chrowing				1	2	z	:0
celevision secs	5	6	20	20	27	1 24	102	thrown			1	7		- 4	1
tell celling	1	۰	-0	3	ű		7				1				:
celling	•		1			2	3	chumb			ı		2		3
Compar					1	_	1	Current			•			1	7
temperature					1	1	2				1	1	1	2 1	5
cemptations tempted						i	1	- chunderstorm				-	•	ī	1
:en combced		3	5	- 11	16	Š	41	Thursday		3	1			3	3
ten-thirty		1				_	į	cicket			1 2			2	3
cender						1	1		2	2	2	1	1		7
Tenn.			1	. 1	1	2								ı.	ī
Tennessee tennis		2	3	:	ſ	11	. 16	ridal vave						1	1
cennis shoe		2 2	-	3		J		tie						1	1
tennis shoes		1			1	1	. 1	CTR OCCUPACIO			4	1	4	1	14
tense		2	5	, ,	2				2	2 2	4	•	i		is
5600		4	•	•	•			tiger	•	•			•		

Ford	First	Second	Third	Fourth	fifth	Sixth	-ocai	Word	71rst	Second	Third	Fourth	Fifch	ilxen	
igers ight	1			3	1	i	5	crampoline crampolines			:			1	
ighter				ž	•	•	2	CTANCO					1	-	
ightly						1	1	transferred			1		1		
1gherope				. 3				transformed				1		1	
ill ilted	1	3	4	12	ιı	12	43 1	transmission transportation			1	2		•	
iles				1		•	ī	CTAP		5	4	3	2	10	2
Laber			Ţ		. 3		4	trapdoor				1	2		
ime ime out	21	54	77	38	98	129	469 1	crapdoors				1	1		
imes		7	1 6	12	11	9	45	trapeze artist trapeze artists				i			
in .		3	•				3	trapped				1		2	
ingle						1	1	crapping				1			
ngling			2	4	2	1 L	1 9	trape		2	4	2		7	
iny Lp			-	•	î	i	2	trash trash can				:		•	
pped		1		1	ž	_	4	cravel				2		3	
ipcoed			_	_	1		1	traveled				1			
ire	ı	ī	1 4	10 10	3	6 8	11 25	traveler						2	
ired Lres		1	ī		í	ī	- 4	traveling tray						í	
itle		- 6	3	1	-	_	10	crescherous				1			
Ltled				1			L.	tread					_	1	
•	198	550	686	1,004	1.192	1,409	5.056	Creasure			1		1		
odsy	,	8	9	10	21	17	72 72	trassured trast			•	1		2	
24a7	•	ĭ	2		75	••	17	crested				-	3	2	
048					1		1	CT48CS			1				
oe shoes					1		.1	treaty		••		4	.1	23	1
ogether	3	11 16	14 18	14 68	26 67	17	85 27 L	tree house	9	20	53	•	21 1	43	
old oll		70	10	90	1	104	1/1	CIGGS COURS	2	2	4	13	13	11	
MACO	1		1		î	1	4	trial	•	-				1	
RECTER		1		1		1	3	triba		_	2	_	_		
osb .					4	1	1	trick trick-or-trest		1		2	3	6	
caboy cabstone						i	i	trick-or-treating				2		2	
ombscones						ī	ī	tricked				ī		•	
OMOTTOW		2	2	4	6	6	20	trickles						1	
ongue					_	2		tricks	1		1	4	2	3	
outeuc		1	6	1	3	3 1	14	Ericycle	1	10	9	26	14	18	
00.8 90	22	48	87	48	97	60	364	tried tries	•	7	,	40			
ook	4	20	29	81	53	54	242	trigger					1		
ools	1				1		2	trillions					1		
ooth					4		4	crip	2	7	21	20	3	34	5
oothache			,		1		1	triple				1	1		
oothed oo		2	1	5	11	17	40	triples triplets					•	2	
opic		•		-		i	1	cripped		1		3	4	7	1
ops				1			1	trips					2	ı	
OCO				4	2 2	1	7 2	croll			ı			1	
ora orasdo					4	1	i	trolls troop		1				•	
ocal					1	-	1	crophies		•		1	2	:	
otally				1	1		2	trophy		1		1	4		
onciu					1 2	3	1 5	tropical			:			1	
ouch ouched				1	-	ž	3	trot trouble		4	ı	5	6	3	
ouching				ī	3	_	ž	trout		-				14	
ough						1	1	truck	2	3	14	21	13	10	•
oughest			1	2			3	trucking						1	
ourism		1	2	5	4	10	1 22	trucks		5 4	8	2 6	6	3	
overd overds		-	-	1	ī	.3	5	true truly		•			ì	2	
oved				ĩ			1	trunk		1	1				
ovel					2	1	3	trust					1	1	
gvels				1 2		1	2	trusted	2		1	3	2	l i	
over ove		6	7	9	i i	18	5Î	eruch	- 4	1	15	13	12	13	
owns		•	•	•		ı	1	crying	2	3	6	9	10	13	
ownspeople		1			1	1	3	cub				1	1		
ov truck	_	1			1		2	tubes		1	,		1		
oy	5 2	÷ 8	i i	i	4	1	12 17	tuck tucks			1	2			
:DYS :TECE	•	٠	•	٠	•	î	ï	Tuesday			1	ī	1	1	
rack	1		2	2	4	3	17	Tuesdays			-	-		Ī	
racker	-					1	:	cuffecs					1		
Tacks		1		2	5		3							:	
TACCOT				3	2		3	cussing					1		
ractors		1	1	ī	-	2	ŝ	tumble tumbled			1		1	1	
raded		•	•	•	1		1	cushling						î	
redicion						1		Cucay					1	-	
raffic					3	1		cuns		1					
ragedy					1	2	1 5	tune					1		
rail railer		1		1	2	4	3	tumed					2	1	
railercourt		•			i		1				4			•	
railers				1			1				-		3	1	
rails			_		2		,2	turbulence						2	
train	4	l 2	3	4 2	1	3	16 6	turkey			2	. 9	_	.2	
trained trainer		2	1	3	ι		ŝ	cutu	1	5	3	12 24	7 13	10 29	
trampling				í	1		2		•		,	3	13	• • •	;
				-	•		-	-ucuaug						•	

erd irns	First	Second	Thirs	fourth	71fth	Sixth	Total	Word uses	First	3econd	Third	fourth	Fifth 2	Sixen	.00
TTECS				•	ī	~	ī	using					ī	3	
rtle	5	!		10	1	1	19	TSSR		1			,		
irtles jaks	3 1	1					i	usually			1	2 8	2 6	5	
cci-fructi				3			3	Ucah			•	-	ī		
	4	14	4	16	6	12	56	vecaced	_	_		_		.1	
uk elfch						1	1	vacation valuable	2	9	3 2	3	7	19	
lve			1		1	ŝ	ī	vamoire			•	7	1		
at7				1	1	2	4	vampires					1		
mey-four					1		1	AND		ı		1	4	2	
ncy-quage					i i	1	1 2	venilla vanished	i			i i		1	
mey-nine mey-one			1		•	ŝ	- 4	vanishing cream	•			2		•	
CB				1	1	2	4	Vans					1	1	
41	1		2		1	i	1	varmint			1	1		1	
n n-engine			4		-	i	ī	veult vegetable		10	L		1	-	
n bed						ĩ	1	vebecables		13			-	1	
nkle				13			13	vehicle						L	
nkled				2			2	velver Venus	1	3		2		1	
nkling os			1	-	3	4	ā	Venus Vermons	-	,		•		í	
rl.			-	1	•		ī	versus				1		2	
sced						1	1	TETY	33	69	45	84	87	101	
tching					1	••	1	vessels				1			
_	4	16	39	49 1	82	74 4	266 5	vecerans					i		
ed.				•		6	6	veterinarian					ī	3	
4.5				1		-	ī	victory					-	1	
ewriters	1						1	wideo						1	
ical						1	1	Wideocape						3	
ing				1	2	1 2	. 5	viev villags			2			7	
•		8		ī	ĩ		12	vine			-		2	ı	
7		2	3	8	4	4	21	vintage				1			
yness.					1		1	violet				1		1	
				2 2	2		2	7irginia vision						2	
rella				ī	•	3	4	visit		8	5	8	10	11	
,				_		2	2	visited			1	1	1	1	
ire				_		3	3	visiting					1		
elievable				1		1	2	visicor				1		1	
ianny ie	1	11	2	3	7	6	30	visits Visualiza						î	
ile's	•		-	ĭ		•	1	voice		1	3	5	2	14	
iles			1		2		3	volceno			2		_	ı	
conscious		2			.,	1	3	volcanoes					2		
ier ierground		6	13 1	12 3	14	12	57	volleyball voluncaered				1	1	2	
ierground			i	í			2	Aooqoo				2	•	•	
iernesch					1		1	vote						1	
besterei			2	2	4	7	15	40A						1	
ierscandable ierscanding					1	1	2	voyage				ı	2	2	
derveter						ī	ī	vad				ī			
lo				1			1	vade		1					
Yes			1		1		2	vagging	_					1	
expectedly inished					ı	1	2	vagon	2				1	2	
rebbà					2	ī	ŝ	nsta nstoce		1			•		
Leorn	1						1	vaist				1			
lcycle				7			1	vaic	_	2	a	8	11	L1	
Lform		ı	1	3		9	14	vaited	1		4	L	3	4	
Lted States Lvetse		•	•	ĩ		ź	• 3	valter valter's				•		1	
Lverses				1			1	vaicing		1	4	5	3	5	
GOVE .				1		2	3	veics		_		_		1	
less		1	1	ı		2	5 1	vake		3	1	3 1	ı	2	
likely losd				1		-	i	vaked vaken						1	
loaded				-		1	1	vekes		1		2	1	-	
loading					1	1	2	vaking				1			
Lock		1		1		1	1	ualk	8	11	13	8 24	18 25	14 31	
merked pecked			2			i	3	valkad valkis-talkis		5	•	24	*3	31	
packing			-			ī	i	valking	1	ź	12	40	19	34	
cied		1					1	valking horses						1	
til	1	6	7	20	17	29	90	valkover				1			
to				2	1		2	valks			1	1	1	1	
muni	28	68	120	145	158	206	758	walkway wall	1	1	2	7	1	5	
draft						1	1	wallet	•	•		1	-	_	
on.	6	22	25	20	11	15	99	vaileyes			1				
set .			1			1	. 2	valloped			_		3		
eide down		9	2	6	12	12	12	vallov			1		1		
ecairs ecresm		7	•	,	5	12	34 1	walle wainuts				ı	•		
ward					1	-	i	Van				•		1	
2048	1	2			-		3	vand		1				1	
ged	_			1			1	wandered			1			1	
 	2	26 6	47 9	54 4	42 15	59 15	240 49	vendering	79	37	1 29		67	77	
	1	ď	6	7	13	10	31	want wanted	25 3	17	20	38	31	38	
ed														1,	

WARSEM	Word	First	Second	_thied_	Fourth	Fifen.	Sixch	Total	Vord	First	Second	Third	7ourth	Fifth	Sixth	Total
STATE STATE OF STATE	VARCE	1	- :	3	2	3	4	13	whecked	1			1			1
Name								3	whales	-						3
			7	1	2		11			23	29	55			130	420
Windle								1	what's		1		9	8	3	31
warpen 1								i	wheel	1	-			2	,	6
WATER 164 120 386 713 690 582 791 100 10				1		L			wheelchair			2			,	
Section 1	verped			•			1	1	wheeler		ı		3	_	•	4
16			1				5				1	1			3	
Marchage	Vas	104						2,981	vhen	65	98			286	345	1,193
WARDONS	vashed		ī	i	2			3	Auste	3			31	41		168
Wanning 2						,	3				2	4	2	,	ı	
Sumblingeon, 3-C. 3 2 1 1 3 10 Omitine 1 2 9 16 22 44 91 14 14 14 14 14 14	veshing		2			ı		3	WREY							3
Section Sect		3	2	1	1		3				1 2					56 91
Marchander	VERO'S			6	15	21		61	whining		-	·	1			2
		2	9	3	а	29				1						
Vacciner		,	1		,				whipping					1	1	
Variable	vatchers	•	•			•	1	1	whisper				•		1	2
Variable			5			7	6						2			
1 1 2 0 1 1 2 0 1 1 2 0 1 0 0 0 0 0 0 0 0	Vater	4				35	23	132	whistling	_	_	. 1		1		2
WARRENDED 1 1 1 1 1 1 1 1 1						1		2	vnite vhiz	7	9	11		46	17	:
	water bed	2						2	whizzed		10	14		11		1
Variable	vacer bugs					•	2	2			.,		4		3	7
Vacernalos				1						2	6	5				
Vactor	veternose				ī			1	whos	-	•	-				1
Variety			1			2						1	1			
Vaves	vaterskis								whose				22			
Vary	vaved			1				1	wide	•	1	4	2	1	4	12
vay 2 3 9 23 21 61 10 trigging 1 2 3 3 1 4 3 3 1 4 6 3 4 6 4 1 6 6 1 4 6 6 1 6 6 1 1 6 6 1 1 2 2 1 1 4 6 7 6 9 1 1 2 2 1 1 2 2 1 1 2 2 1 1 2 2 2 9 1 1 2 2 2 9 1 1 2			2			ı	2				2	3	5	4		
1	VAX		•		4			4	wig						•	2
ve'd 87 313 357 397 522 224 c 2,110 vitilife 3 2 2 2 vitility S0 56 14 64 135 136 634 64 135 136 634 64 135 136 634 64 135 136 634 64 7 6 135 636 14 64 135 136 634 64 7 6 135 64 64 7 6 135 64 7 7 13 64 7 7 13 7 7 13 7 7 13 7 7 13 13 14 14 14 14 14 14 13 43 14 <		-	3	9					wiggling wild	1	4				17	
va'!1 1 1 1 1 1 9 3 29 will 30 86 114 64 15 63 11 64 15 63 11 64 2 7 6 9 31 4 3 wind 1 4 2 7 6 9 31 1 1 vind 1 4 2 7 6 9 31 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 2 2 2 9 11 1 2 2 2 9 11 1 2 2 2 9 11 1 2 2 2 1 1 3 3 3 3 3 3 3 3 3 3 4 3 3 4 3 3 4 3 3 4	V4	87	313	357			424		wildlife						3	3
ue've 1 3 4 3 vind 1 4 7 6 9 11 veakest 1 1 vind 2 7 15 1 2 1 1 2 1 1 2 1 1 1 2 1 1 2 1 1 2 1 1 2 2 2 9 1 6 20 50	ve'll	:			11	9		29	will	50	36	114	64	135	154	634
Veskest		2	4	3			14			1	4	4	7	6	2	
Vaspon	Wesker						1	1	wind	-					7	13
Vest					-		1							ī		1
Search 1							•			2	2					
Vest Out	West		3	4	5	ı		17	winds.		•	•	•	1		2
Vest				2		ı	1					1		2		
washy 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 1 2 4 4 4 4 1 1 2 3 3 1 1 1 1 2 3 4 1 1 1 1 2 2 3 3 9 1 2 4 4 4 1 1 4 4 4 1 1 4 4 4 1 1 4 6 5 5 <th>Vear out</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>1</th> <th>wing</th> <th></th> <th></th> <th>4</th> <th></th> <th>,</th> <th></th> <th>13</th>	Vear out							1	wing			4		,		13
							3	3	vings vinked			-	-	1		1
Tack					2	1					1		,	1	1	
uadding 1 1 2 4 winter 9 1 3 5 23 dedinesday 1 2 2 5 wintertime 1 2 <t< th=""><th>wabs</th><th></th><th></th><th></th><th>1</th><th>•</th><th></th><th>1</th><th>winning</th><th></th><th>2</th><th>1</th><th>1</th><th>2</th><th>7</th><th>13</th></t<>	wabs				1	•		1	winning		2	1	1	2	7	13
Test	vedding		1					4		2	9	4		3		23
Teach	Hednesday			1	2				vinters							1
Seekend	veeds	_					1	ı	vireless					1		1
Seekend 2	veek veek's	3	3	9	12	24							2		2	2 2
Vest	veckend			1		2	3	10	wisdom							2
weight 1 1 2 4 wish 7 24 29 19 25 52 157 weightng 3 3 wishes 1 3 5 2 5 15 12 14 11 2 2 2 2 2 2 2 3 3 2 2 5 4 2 1 1 1 4 4 4 1 1 1 4 4 4 1 1 1 2 4 4 4 2 1 1 1 4 4 4 4 4 1 1 1 1 1 1 1 1 1 1 1 1 1 2 <	VRAKS	:		5	4		12	45			1					1
Validation					1	1			vish	7	34			25		
velghs 1 1 1 1 1 1 2 3 12 25 velght 1 1 1 1 1 1 2 5 veltches 1 11 7 3 27 7 7 veltches 1 11 4 velches 2 1 1 4 velcoming 1 1 2 1 4 4 58 117 130 166 201 271 969 velcoming 1 1 2 4 1 2 2 2<	velghing						1	L		3				9	39	75
Vestrd								3	witch		3		7	3		
valcdest valcdes 1 1 valch 58 117 130 186 201 271 969 valconing 1 1 1 1 vichin 2 3 7 5 18 35 vell 1 1 1 26 239 51 60 201 vichout 2 3 7 5 18 35 vent 48 132 156 293 230 238 1,113 vicat 1 1 1 2 varea 1 2 4 3 99 702 vicat 2 1 1 1 1 varea 1 2 4 3 3 18 18 12 4 1 2 1 1 1 1 2 1 1 1 1 1 2 1 1 1 1 1 2 1 2 <th< th=""><th>veightless</th><th></th><th></th><th></th><th></th><th>•</th><th></th><th></th><th>wicchcraft</th><th></th><th>_</th><th></th><th>7</th><th></th><th>•</th><th>?</th></th<>	veightless					•			wicchcraft		_		7		•	?
valcome 2 1 1 vichin 1 <t< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th>1</th><th>1</th><th></th><th>58</th><th>117</th><th>130</th><th></th><th></th><th>271</th><th>969</th></t<>							1	1		58	117	130			271	969
well 1 11 26 19 61 60 201 Victatind 1 1 1 1 1 1 1 1 2 1 1 2 1 1 2 238 1,118 vives 1 1 2 1 1 2 1 1 1 2 1 1 1 1 1 1 1 1 1 2 2 2 1 1 2 2 2 2 1 1 2 2 2 2 1 1 2 2 2 2 1 2 1 2 2 2 2 1 2 1 2 3 3 4 1 3 3 3 4 1 1 1 1 1 1 7 7 2 2 2 2 2 2 2 2 2 2 3	valcome			2		ı			within						1	. 15
Vanc	vel1		11		39			20 L				,		,	ı	1
vared't 1 2 3 18 visard 2 2 2 2 2 2 2 3 62 4 3 62 4 3 4 5 90 cm 1 2 1 2 1 1 2 1 1 1 7 7 90 cm 3 3 3 4 15 90 cm 3 3 3 3 4 15 90 cm 3 3 3 14 15 90			132 70						vits				1	1	1	
Vest 1 1 Wolf 1 2 3 West Garmany 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 4 4 3 3 3 4 4 3 3 3 4 4 4 3 3 3 4 4 4 4 3 3 3 4 4 4 4 3 3 3 4	weren't		1	2			5	18	wigard		2					:
Vest Garmany 2 2 vocan 1 1 1 4 7 vec 4 1 3 3 4 15 vocan 3 3 3 14	Yest		1			1		1				1				3
	West Germany		4	,	3	3	2		WOMAN		1	i				7
			•	•	ĭ	•	-						•	•		1

ord	First	Second	Third	fourth	Fifth	Sixen	Total	Ford	Firec	Second	Third	Fourth	Flfch	Stach	tac
on's	1 4	11 2	5	15 9 2 2	12 15	13	30 44	zip zombie						1	
onder	•	i	2	ź	ĩ	ś	11	100	14	3	4	4	13	3	
onderful		7	-	2	3	6	14	1000				1		1	
ondering						2	2	zooned				1	L		
onderland				1	7	,	1	gnimops				1		1	
ood oodchuck		8 2	1	ī	,	3	20 2	2008				•		•	
ooden				1		1	2								
oodpecker	1 3	i 3					2								
oods	3	3	9	11	15	12	53 2								
ord ord		2 1	ı		2	4	3								
ords		ī	2		ī	2	5								
OTE			1	2	:	L	5								
ork	3	13	19	19	30 7	35 2 1	119								
orked orkers	1	3	1 L	3	,	•	17								
orking		6	2	10	5	10	33								
orichen.			ı	3			4								
rks		1	4	2	3	2	12								
ork sheets	2	9	10	15	19	34	1 99								
orid's	2	,	10	13	1.7	2	4								
) [14]			•	1		2	3								
orms				Ĺ	L	5	- 5								
orried		9	2	1 2 2	1 3	5	18								
otty		1		Z	3	3	14 2 2								
orse orshipped				2			2								
cisc		3	L	ī	3	2	10								
orth					1	5	6								
ould	21	66	108	120	222	384	920								
ouldn't	1	1	3	LI	19	22	57								
ound ov		1	2	3		1	1 6								
rap		i	ĩ	•		2	ă.								
rapped		-	_	Z		ı	3								
rapper				ı.		2	3								
rapping				1		1	1 5								
reck	1		2		1	1	2								
recked recking					•	i	2 1 2								
restle			ı			1	2								
rescling			1				1								
rinkled						1	1								
rist rita		3	2	1	1	6	19								
Tites	1	•	•	•	•	٠	'n								
riting	1 2	ı	2	2	2	2	11								
Titten			_	_		1	1								
Long			3	9	12	12	36 2								
-rays			:		-	•	,								
ank				1			1 19								
eri		6	5			8	19								
ards				2	2	ı	1								
arn avned	1					1	ì								
eny saned		1	1	2	7	ī	15								
447	4	1 6	15 20	17	49	35	126								
eats	3	18	20	29	53	39 2	152								
411		1	7	10	13	14	44								
elled		-	2	7	1,1	14	14								
elling ellow	4	3	ī	2	10	3	23								
ells		2				t	3								
elp						r	1	•							
ep	7	10	15	12	21	15	33								
esterday	ś	5		12 5 2	4	15	27								
ec .	•	ž	4 2	2	2	9	1.5	1							
ippee		1				1	3								
orkshire terrier				***	310	313	1.159								
ou'd	47	103	157	215	370	113	1.13								
ou'11		1	2	5	4	š									
ou're		1	12	13	16	11	53	l							
ou've			1			2									
oung		5	3	4	22	19	54								
ounger				1	6	2 5	12								
oméscera omése					1.	,	1								
ort.	4	16	23	47	45	52	189								
OUTS	-			2	45	2	6								
ourself		1		2		3	6								
TI.					1		1								
(ugoslavia				1	1		1								
ncelà no-àne				-	1		î								
ESP					Ž		2								
zebra				1	7		ā	l .							
zebras zero					6 1			•							
					1		1								