ABSTRACT
            Intended for elementary school teachers, researchers,
and materials developers, this book presents a cluster approach to
vocabulary instruction, in which words are taught in semantically
related groups. Over 7,000 words from elementary school textbooks
have been organized into 61 instructional clusters, each containing
two levels of subclusters which are grouped according to closeness of
semantic relationship. For each word, the authors have provided a
recommended grade level, its part of speech, and a note on whether it
is a basic, fundamental building block word. The list of clusters is
presented in the appendix. The four chapters that precede the
appendix describe vocabulary theory, procedures for forming the
clusters, instructional uses of the clusters, and additional
vocabulary activities not directly tied to cluster approach. Also
included in separate appendixes are (1) an alphabetized, referenced
list of the words; and (2) definitions of commonly confused words
such as "infer" and "imply." (ARH)

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A Cluster Approach

to Elementary
Vocabulary Instruction

2

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3

ii

Contents

5

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The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinions on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

iv

6

Foreword

A Cluster Approach to Elementary Vocabulary Instruction is a major work. Its contribution to vocabulary literature is invaluable. It is certain to become a useful resource for teachers, researchers, and authors and publishers of instructional materials.

Marzano and Marzano present an articulate discussion of two opposing positions in vocabulary acquisition: that vocabulary needs to be taught directly and that wide reading is the primary vehicle of vocabulary growth. They wisely take a middle position that both are important. The authors recognize that learners acquire thousands of new words through context. Context, however, is often insufficiently rich to enable learning words that may be important to understand a particular reading passage or content discipline or to expand general background knowledge. When context is not rich, vocabulary must be taught.

The authors argue for a categorical cluster approach to vocabulary instruction. Such an approach recognizes the power of schema theory and the elegance of learning words in association with semantically related words. They describe and exemplify such proven instructional strategies as semantic mapping (referred to as "attribute comparison"). Drawing on the work of other vocabulary researchers and scholars, Marzano and Marzano explain the strength of learning three types of meaning for each new word: conceptual/associational, contextual, and definitional.

Certainly the strongest feature of the book and the unique contribution it makes to scholarship and pedagogy is the development and presentation of semantically related categories of words. Using several sources, the authors selected 7,230 elementary school words and organized them into three levels of instructional clusters.

At the top are 61 superclusters (e.g., feelings and emotions). These superclusters contain words that are semantically related. At the middle level are 430 clusters that contain words with closer semantic ties (e.g., fear, anger, excitement, joy). Beneath the clusters are more than 1,500 miniclusters that list words with the strongest semantic ties (e.g., *startle*: scare, frighten, terrify). For each word, the authors have provided a recommended grade level, its part of speech, and a

description of whether it is a basic, fundamental building block word. Their procedures are well described; they are systematic, rigorous, and sensible.

The only shortcoming of the lists is acknowledged by the authors: "It is important to note that many of the words on the list are sex stereotyped because these lists are based on basals written before publishers began to reduce sex stereotyping in books for children."

The book contains four chapters that describe vocabulary theory, procedures for forming the clusters, instructional uses of the clusters, and additional vocabulary instruction. The book also contains three appendixes. Appendix A presents the words within their clusters; Appendix B is an alphabetized, referenced list of the words; and Appendix C defines commonly confused words such as *infer* and *imply*. Teachers, writers, and researchers will refer frequently to these appendixes.

Marzano and Marzano are to be congratulated for their scholarly contribution, and the International Reading Association is to be commended for this publication.

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Preface

In recent years, teachers and researchers have become increasingly aware of the importance of vocabulary knowledge to reading and other academic areas. Yet there is also growing disagreement as to how much emphasis should be placed and how much time should be spent on direct vocabulary instruction. Research indicates direct vocabulary instruction does improve vocabulary knowledge for words taught directly, especially when certain practices and procedures are observed. However, no clear evidence indicates that vocabulary instruction transfers to words not taught directly. Students encounter so many words in their content area textbooks that direct instruction in all words is virtually impossible. Some theorists and researchers suggest the use of wide reading and language rich activities as the primary vocabulary development technique.

In this monograph we take a compromise position, asserting that use of wide reading and language rich activities should be a primary vocabulary development tool, but that direct vocabulary instruction can augment incidental vocabulary learning if structured in specific ways. We have developed a cluster approach to direct vocabulary instruction in which words are taught in semantically related groups. Such a structure provides for many diverse instructional activities, including teaching a word as a label for a known concept, providing an experiential base for new concepts, and relating new words encountered during reading to known concepts and categories.

To facilitate a categorical approach to instruction, we have organized 7,230 words found in elementary school textbooks into 61 instructional clusters, each containing two levels of subclusters. These are presented in the Appendixes. The four chapters preceding the Appendixes describe underlying theory and how the instructional clusters were developed and suggest ways to use the clusters for vocabulary instruction.

The clusters and accompanying strategies are tools to aid the elementary school teacher in the difficult task of fostering in students a deep and comprehensive vocabulary knowledge.

RJM
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Chapter 1
A Theoretical Base
for Vocabulary Instruction

The importance of vocabulary development to general academic achievement has been recognized for years. Anderson and Freebody (1981) report a strong relationship between vocabulary and academic performance. For example, the relationship between vocabulary knowledge and intelligence test performance is one of the most robust findings in the history of intelligence testing. Similarly, vocabulary knowledge has been found to predict reading comprehension in various countries and across age groups and content areas (Thorndike, 1973).

The importance of vocabulary is most easily understood if considered from a linguistic perspective. Condon (1968) explains that a word is a label for an internal reality. When you create a label, you also create a set of new perceptions. To illustrate, he talks about taking a course in astronomy. Before taking the course, you might look at the night sky and see only a sea of stars. After a few weeks of the course, you begin to see novas and galaxies. The creation of labels (words) is a tool we use to structure perceptions; new labels foster new perceptions. As Condon (p. 31) says, "when names are learned we see what we had not seen before, for we know what to look for."

Given Condon's explanation of the nature of words, we might conclude that a society's words represent its concepts. Indeed, the isomorphic relationship between concept knowledge and word knowledge is commonly accepted by most researchers and theorists. For example, Klausmeier and Sipple (1980, p. 78) define concept knowledge in terms of word knowledge, stating that a concept is the "socially accepted meaning of one or more words which express the concept." It is no wonder that vocabulary knowledge is so closely related to academic success. The number of words students know represents the concepts and information they know. Because of the close tie between vocabulary knowledge and concept knowledge, we will use the terms *word* and *concept* interchangeably in the remainder of this text.

The Inequality of Vocabulary Knowledge

There is an obvious discrepancy among different age and socioeconomic groups relative to their vocabulary knowledge. In 1941, Smith (cited in Nagy & Herman, 1984) found that for students in grades four through twelve there was about a 6,000 word gap between students at the 25th and 50th percentiles on standardized tests. Using a more advanced method of calculating vocabulary size, Nagy and Herman (1984) estimated the difference to be anywhere between 4,500 and 5,400 words for low versus high achieving students. They also found this differential to be consistent between different socioeconomic strata. They estimated a 4,700 word difference in vocabulary knowledge between upper and lowerclass students. Similarly, they estimated that middleclass first graders know 50 percent more words than do lowerclass first graders.

These findings imply that vocabulary instruction should be a focal point of education for students lacking in general concept knowledge. After reviewing various programs designed for the educationally disadvantaged, Becker (1977) recommended intensive vocabulary training for students from environments where linguistic development is not strongly reinforced.

Recently, however, the notion of teaching vocabulary directly has drawn considerable criticism. Nagy and Anderson (1984) argued that the sheer number of words one would have to teach to prepare students for the concepts in content area textbooks casts serious doubt on the utility of direct vocabulary instruction. Some have taken Nagy and Anderson's comments to mean vocabulary should be fostered solely by wide reading and other general language building activities. Others have taken a position in favor of direct vocabulary instruction and have demonstrated its usefulness in a variety of situations (Beck, McKeown, & Omanson, 1987).

We prefer a compromise position, asserting that some vocabulary should be taught directly using varied instructional approaches and that some should be reinforced via wide reading and language development activities. A diverse theoretical base about word knowledge underlies the instructional approaches presented in this book.

What Do You Know When You Know a Word?

As we have seen, words can be considered labels for concepts. That is, when you know a concept, you also know the label for it. At least two types of labels—phonological and orthographic—are important to vocabulary or concept knowledge. Research (Cohen, 1972; Slowiaczek, Nusbaum, & Pisoni, 1987) indicates the processing of these two types of labels is related. Once an individual learns the phonological label (the sound for the word) and the orthographic label (the letters for the word), the recognition of one label acts as a strong cue to the recognition of the other. This suggests that teaching the phonological and the orthographic labels for a word might be combined more often than they are. Rather than learning spelling and word recognition separately, students can be taught to

spell a word at the same time they learn to recognize it and associate meaning. In a review of research spanning twenty years, Templeton (1986) concluded that learning to spell a word is facilitated by explicit reference to the phonological label and the experiences associated with the word. Similarly Frost, Katz, and Bentin (1987) found that the ability to recall a phonological label is greatly affected by the orthographic salience of the word. Knowing both the phonological and orthographic labels for the word can be considered an important aspect of word knowledge from both cognitive and educational perspectives.

Of course, learning a new word is not just a matter of learning a label. Vocabulary knowledge implies a rich understanding of the word. Pearson (1985) contrasts those words for which students know the meaning (meaning vocabulary) with words students can recognize but to which they attach little meaning. Vacca (1986) makes the same distinction in his discussion of simple versus complex word knowledge. At the simple level, students know a word by definition; at the complex level, they associate experiences with the word. Vacca's complex level of word knowledge is similar to what Beck (1984) calls owning a word and what Pearson calls knowing a word in its fullest sense. As an example, being able to say *Duralumin is a strong, lightweight alloy of aluminum* is knowledge of the word at the simple level. Such knowledge does not indicate a pupil really knows what the word means. Nagy (1985) warns that it takes far more than this simple, superficial knowledge of words to make a difference in reading comprehension.

How can complex knowledge or a rich understanding of a word be characterized? The answer to this question lies in an understanding of how information is stored in long term memory. There are a number of theories about how to describe information storage. One common distinction is between episodic and semantic information. Episodic memory contains events that have occurred (Lindsay & Norman, 1977). If you recall your last birthday you probably replay that event in your mind as though it were a movie. Episodic memory is specific; it is about discrete instances in one's past.

Semantic memory is more general. It contains decontextualized information extracted from episodic memory. For example, you might store general information about birthdays in your semantic memory (e.g., they occur once a year, they are pleasant). Researchers once believed that knowledge about words begins as episodes and is transformed gradually to a more semantic representation. In other words, word knowledge initially is made up of specific events and then gradually transforms to general characteristics. However, Whittlesea (1987) has shown that even a fairly sophisticated knowledge of words can be primarily episodic. We associate specific events with words we know, even words that are abstract and fairly general in nature.

Another common distinction about the types of information in long term memory is that between linguistic and nonlinguistic information. Bower (1972) and Paivio (1969, 1971) assert that nonverbal imagery and verbal symbolic processes are the two major components of thinking. This has been referred to as the dual

coding theory. Images are more than just pictures in the mind. They include information stored as mental pictures with auditory, kinesthetic, tactile, and emotional elements. Thus, a mental image of a past event would include pictures of the event along with associated memories of smells, sounds, tastes, sensations, and emotions.

Information stored linguistically usually is realized as inner speech. Both Vygotsky (1978) and Piaget (1959) emphasized the importance of inner speech to human cognition. In fact, both asserted that human thought could be characterized primarily in terms of the linguistic representation of information. However, it is a misconception to think that linguistic thought is represented only as words, just as it is a misconception to think that mental images are only pictures in the mind. Linguistic thought probably is represented in its most basic form as highly abstract semantic units. In his explanation of the semiotic theory of language processing, Slobin (1979) asserts that humans code information linguistically into basic forms such as agents, objects, and relationships. We tend to separate ou. experience into persons, places, and things that act on or are acted on by other persons, places, or things. This occurs at a very deep, prelinguistic level that might be likened to a deep structure semantic level (Schlesinger, 1971). This is similar to the contention of case grammarians (e.g., Fillmore, 1968), who assert that all languages have a deep semantic regularity. The linguistic coding of information contains abstract symbolic representations of information commonly expres. d as words. Relating the dual coding theory to word knowledge, we might conclude that information about a word is encoded as images and linguistic symbols. The imagery information can be expressed in a number of ways (e.g., mental pictures, sensations), as can the linguistic information (e.g., words, relationships between words, abstract symbols).

A third perspective of word knowledge is provided by the split brain research of Gazzaniga (Gazzaniga, 1985, Gazzaniga & LeDoux 1978) and others. Working with patients whose corpus callosums had been severed surgically, Gazzaniga was able to isolate fairly specific brain functions. He concluded that the mind stores information in a modular fashion.

> By modularity I mean that the brain is organized into relatively independent functioning units that work in parallel. The mind is not an indivisible whole operating in a single way to solve all problems...the vast and rich information impinging on our brains is broken into parts... (Gazzaniga, 1985, p. 4).

So strong are the modular components in determining human behavior that Gazzaniga characterizes the human mind as consisting of multiple but parallel selves. Sometimes a module or a self contains auditory, olfactory, tactile, visual, and other types of information. Sometimes it consists of only one type of information. Regardless of the composition of a module, it is usually mediated and integrated by language:

> The behaviors that these separate systems emit are monitored by the one system we come to use more and more, namely the verbal natural language system (Gazzaniga & LeDoux, 1978, p. 150).

As it relates to word knowledge, Gazzaniga's theory implies that our knowledge of words can be encoded in many modular forms as combinations of different types of information.

A final view of word knowledge is offered by Underwood (1969), who lists nine cues associated with information stored in long term memory.

Temporal. Recalling when something occurred (remembering the school picnic was just before July 4).

Spatial. Recalling where objects are in relation to one another (remembering that you sat in front of a boy with blond hair in second grade).

Frequency. Recalling how frequently an event occurred (remembering that your teacher said "ah" every time she paused).

Modality. Recalling an event because it made a strong impression on you visually, auditorily, or tacitly (remembering an event because it was associated with a loud noise).

Acoustic. Recalling a word on the basis of its sound (remembering the word *oxymoron* because it sounds strange).

Visual. Recalling a mental image associated with information (remembering the term *bubble search* because it elicits a strong image).

Affective. Recalling information because of an associated emotion (remembering the day you were not picked to be a cheerleader because that made you sad).

Context. Recalling information because of the general context in which it appeared (remembering the classroom in which you learned the difference between *there* and *their*).

Verbal. Recalling information because of a word associated with it (remembering the events of the last Super Bowl when you hear the term *Super Sunday*).

Underwood's nine cues suggest that different types of experiences can be associated with words and those experiences create cues by which words can be retrieved and used.

Changes in Word Knowledge

The fact that word knowledge can be either deep or superficial suggests that knowing a word involves a developmental process (Klausmeier, 1980, 1985; Tennyson & Cocchiarella, 1986).

According to Klausmeier, concept formation progresses through four levels: concrete, identity, classificatory, and formal. Attainment of a concept at the con-

crete level occurs when something is attended to one or more times, discriminated from other things, and remembered; then later it is attended to, discriminated, and recognized as the same thing. For example, a young child attends to a clock on a wall, discriminates it from other objects, represents it internally, then later retrieves the earlier representation of the clock and recognizes it as the same thing. At this point, the child knows the concept of that particular clock at the concrete level.

Attainment of a concept at the identity level occurs when an individual observes an item and recognizes it as the same one previously encountered in a different context. For example, the child who recognizes the clock after it is removed from one room and placed in another room has attained an identity level concept of that particular clock.

To learn a concept at the classificatory level, a person must already have learned at least two examples of the concept at the identity level. Attainment of the lowest classificatory level of a concept occurs when an individual regards at least two different examples of a concept as equivalent. For example, the child who treats the clock on the wall and the other one on the desk as equivalent has attained the concept of clock at a beginning classificatory level.

Finally, attainment of a concept at the formal level occurs when an individual can correctly identify examples of the concept, give its name, discriminate and name its defining or critical attributes, give a socially accepted definition, and indicate how examples differ from nonexamples.

For instructional purposes, Klausmeier breaks concept formation into three phases. The first phase fosters knowledge of concepts at the concrete and identity levels, the second at the beginning classificatory level, and the third at the mature classificatory and formal levels. The three instructional phases are summarized below.

Phase 1. Concrete and identity levels
1. Make available an item or a picture or other representation of it.
2. Give the item's name and help students associate the name with the item.
3. Immediately provide students with situations in which they must recognize the item (concept). Provide immediate feedback.
4. Make the item (concept) available later, and determine whether students recognize it.
5. Repeat the sequence as necessary.

Phase 2. Beginning classificatory level
1. Make available at least two different examples and one or two obvious nonexamples of the concept.
2. Help students associate the name of the concept with examples. (This differs from the second step of Phase 1 because in this case the student is required to provide the name for the concept.)
3. Help students identify and name the salient attributes of the concept.

4. Ask students to define the concept.
5. Arrange for students to recognize the concept in newly encountered examples. Also ask them to identify nonexamples of the concept.
6. Provide feedback.

Phase 3. Mature classificatory and formal levels
1. Prepare students by establishing an intention for them to become aware of related concepts.
2. Provide examples and nonexamples.
3. Help students identify examples and nonexamples by determining the attributes most commonly associated with the concept.
4. Have students name the concept and list its attributes.
5. Provide for complete understanding of the concept by having students define it.
6. Provide for use of the concept in oral and written language.
7. Provide feedback as to the accuracy of students' knowledge and use of the concept.

We can see from this model that the development of complete concept or word knowledge is a long and detailed process—one that teachers cannot expect to occur incidentally. In fact, Klausmeier says most students cannot attain concepts at the formal level unless they receive explicit instruction.

The work of developmental psychologists such as Carey (1978) and Case (1985) offers another view of changes in word knowledge. It appears that young children initially both undergeneralize and overgeneralize the meaning of newly learned words because they fail to understand important semantic features. Over time, children learn to make finer discriminations among word meanings. For example, children might learn the words *deep* and *shallow* as they apply to swimming pools and use them correctly when applying them to unfamiliar swimming pools. However, they may not see the similarity between how a swimming pool is deep and how holes and puddles are deep, or they may not know that *deep* can be applied to situations in which no water is involved.

One promising area of research in cognition is knowledge restructuring. According to Vosniadou and Brewer (1987), much of the learning that occurs in life cannot be characterized as a gradual linear process of adding new information to old knowledge. Rather, knowledge changes in different degrees and different ways. Piaget (1959) attempted to differentiate between two basic types of knowledge change with his notions of assimilation and accommodation. Simply stated, assimilation involves incorporating new knowledge; accommodation involves modifying prior knowledge. Rumelhart and Norman (1981) describe three types of learning: accretion, tuning, and restructuring. Accretion is change that occurs in existing knowledge structures (called schemata) through the gradual accumulation of factual information. Tuning involves changing schemata through generalizing their application, determining default values, and improving their

accuracy. Restructuring refers to changes in knowledge through the creation of new structures.

Vosniadou and Brewer (1987) emphasize restructuring in their discussion of learning, primarily because their studies indicate that some of the most important content related learning involves creation of new knowledge structures. They cite research in science education indicating that young children have gross misconceptions about basic scientific concepts. These are not gradually changed over time, but are replaced with more accurate concepts. To illustrate, young children believe the earth is shaped like a flat disc rather than a sphere. The flat earth notion cannot be changed adequately by accretion or tuning. Instead, a new structure modeling a spherical earth must be created.

Vosniadou and Brewer identify three instructional tools for restructuring: analogies and metaphors, physical models, and Socratic dialogue. Analogies and metaphors facilitate both the spontaneous restructuring of new knowledge and the explicit teaching of new structures. Scientists often construct analogies or metaphors to existing schemata when they try to understand anomalies in existing information. Vosniadou and Ortony (1983) found that both adults and children can use analogies and metaphors to transfer information from a familiar domain to help construct a new schema. For example, light can be understood as a particle and a wave.

Physical models often can do the work of analogies when easily identifiable analogies are not present. Physical models are particularly useful with concrete concepts in the physical sciences because students can construct a schema or representation for the concept by internalizing the physical model. For example, presenting students with a physical model of an atom can help them understand such concepts as *nucleus, neutron, proton*, and *electron*.

Finally, Socratic dialogue can be used to make students aware of inconsistencies in their knowledge of concepts. They can probe their concept knowledge to discover and correct misconceptions in their thinking.

In summary, learning a word fully can be a long term process, a process in which knowledge of the word changes and sometimes is drastically restructured or replaced by a new knowledge structure.

Two Views on Direct Vocabulary Instruction

There have been a number of general reviews of research on vocabulary instruction. Among the most noteworthy are those by Anderson and Freebody (1981), Graves (1986), Mezynski (1983), and Stahl and Fairbanks (1986). According to these reviews, direct teaching of vocabulary almost always is successful in improving understanding of words taught specifically. Many of the most powerful techniques involve the different ways of knowing a word discussed in the previous section. For example, Pressley, Levin, and DeLaney (1982) report consistently powerful effects for mnemonically based vocabulary strategies. Un-

fortunately, many reviewers (e.g., Graves, 1986) consider mnemonically based techniques useful only for learning labels and not appropriate for increasing word knowledge per se. However, Belleza (1981) and Pressley, Levin, and Mc-Daniel (1987) have shown that mnemonic techniques are not artificial, but tap into nonlinguistic ways of knowing (described in the theories of Paivio, Gazzaniga, and others) that almost always are part of word knowledge.

As powerful as direct vocabulary instruction appears to be, its transfer to reading comprehension is not strong. As Beck, Perfetti, and McKeown (1982, p. 507) have noted, "since virtually all such studies have succeeded in boosting vocabulary knowledge but few have demonstrated corresponding gains in comprehension, additional considerations are necessary." In a series of experiments, Beck, McKeown, and their colleagues (Beck, Perfetti, & McKeown, 1982; McKeown, 1985; McKeown et al., 1983, 1985) found that:

- Direct vocabulary instruction can increase the comprehension of texts containing the words taught.
- In order to affect comprehension, vocabulary instruction needs to be extensive (up to 20 minutes of instruction per word) and to include frequent encounters with the words (up to 24).
- Instruction in vocabulary should be multifaceted, including associating new words with a variety of contexts, creating contexts for words, contrasting words to discover relationships, and using the words outside of class.
- Instruction should include speed training to build automaticity in word recognition and lexical access.
- Instruction can be particularly fruitful when words are grouped in semantic categories and taught in relation to one another.

The Beck and McKeown studies suggest that direct vocabulary instruction could be a focal point of education if approached systematically and intensively. In a summary analysis of their research and that of others Beck, McKeown, and Omanson (1987) described direct approaches to vocabulary instruction that improve vocabulary knowledge. These approaches range from narrow exposures to new words (telling students the meaning of new words) to rich exposures to new words (having students identify personal experiences related to new words and relationships among new words) to extended rich activities (having students identify words in their outside reading and make varied connections with known words and experiences).

The studies by Beck and McKeown seem to support heavy classroom emphasis on direct vocabulary instruction. However, other research suggests that direct vocabulary instruction is of little value. Given the amount of time that must be devoted to vocabulary instruction and the large number of words students encounter in their reading, Nagy and Anderson (1984) question the utility of direct vocabulary instruction. We have seen that for students to learn words well enough to affect reading comprehension they must be exposed to the words many

times for extended periods of time. Nagy and Anderson estimate there are 88,500 different words in student reading materials for grades three through nine. The direct teaching of all 88,500 words would require students to learn about 12,600 words per year. Assuming that each word would require twenty minutes of instruction under Beck and McKeown's criteria, direct vocabulary instruction would require more than twenty-four hours of instruction per day.

From this, one might conclude that most vocabulary learning should be left to students' reading. This conclusion is supported by the research of Nagy and Herman and their colleagues, who demonstrated in a series of studies (Herman et al., 1987; Nagy, Anderson, & Herman, 1987; Nagy & Herman, 1984; Nagy, Herman, & Anderson, 1985a, 1985b) that students can and do learn new words from context and that the number of words learned from context is significantly greater than words learned from direct instruction. Specifically, students learn about one in twenty of the new words they encounter in their reading. Although this number might seem small, Nagy and Anderson estimate that if students spent twenty-five minutes a day reading at a rate of 200 words per minute for 200 days of the year, they would read a million words of text annually. Given this amount of reading, children would encounter 15,000 to 30,000 unfamiliar words and would learn between 750 and 1,500 of them. Thus, "A period of sustained silent reading could lead to substantial yearly gains in vocabulary, probably much larger than could be achieved by spending the same amount of time on instruction specifically devoted to vocabulary" (Nagy & Herman, 1987, p. 26).

Jenkins, Stein, and Wysocki (1984) add a note of caution to the notion that wide reading should be used as the primary method for vocabulary development. They found that incidental learning of vocabulary is not an automatic by-product of wide reading. Rather, students must be primed for the new words they will encounter to use context effectively to understand and learn new words. However, the supportive research on incidental learning from wide reading is clear and defensible from many perspectives (Drum & Konopak, 1987; Sternberg, 1987). Simply stated, wide reading greatly enhances vocabulary development.

In summary, the research on vocabulary instruction cited thus far shows that direct instruction increases knowledge of words taught directly. However, for instruction to transfer to reading, it must be relatively long in duration and foster a deep understanding of words. Even the most ambitious instructional program could not possibly cover all words students encounter in their reading. Consequently, wide reading and language development activities must play a dominant role in vocabulary instruction.

From the discussion above, there appear to be two diametrically opposed camps relative to vocabulary learning—those who assert that new words should be taught directly in an intense and rich fashion and those who assert that wide reading should be the vehicle for teaching new words. Actually, there is a relatively well articulated middle ground on which virtually all researchers and theorists agree. Those who say wide reading should be the primary vehicle for

vocabulary learning do not discount the need for or importance of direct vocabulary instruction. Nagy and Herman (1987, p. 33) state:

> We do not want to overstate our case and imply that classroom time should never be devoted to teaching the meaning of new words. But reports of new effective methods of vocabulary instruction seldom contain any warning about their limitation. We feel that methods of vocabulary instruction can be effectively developed and implemented only if their limitations as well as their strengths are understood.

Similarly, those who believe vocabulary should be taught directly do not say that students should receive direct instruction on all words. Nagy and Anderson's (1984) estimate that many of the 88,500 words in printed school English are so rare they may be encountered only once in an avid reader's lifetime and that students already know many of those words when they enter school. Using that estimate, Beck, McKeown, and Omanson (1987) conclude that there are only about 7,000 words that students do not know and that appear relatively frequently in reading materials. If less than half of these words were singled out for direct instruction and the rest left to incidental learning, the target words could be taught directly in most classrooms. This would require teaching about 400 words each year in grades three through nine—a task that is not impossible even assuming these words would be taught in a rich fashion.

In other words, a safe middle position appears to be that wide reading should be the primary vehicle for vocabulary learning, yet some selected words can be the focus of direct vocabulary instruction. It is this middle position we will develop in this book.

Some Principles of Vocabulary Instruction

We believe current research and theory on vocabulary provide some rather clear guidelines and principles around which instruction can be planned.

- Wide reading and language rich activities should be the primary vehicles for vocabulary learning. Given the large number of words students encounter in written and oral language, general language development must be encouraged as one of the most important vocabulary development strategies.
- Direct vocabulary instruction should focus on words considered important to a given content area or to general background knowledge. Since effective direct vocabulary instruction requires a fair amount of time and complexity, teachers should select words for instruction that promise a high yield in student learning of general knowledge or of knowledge of a particular topic of instructional importance.
- Direct vocabulary instruction should include many ways of knowing a word and provide for the development of a complex level of word knowledge. Since word knowledge is stored in many forms (mental pictures, kinesthetic

20

associations, smells, tastes, semantic distinctions, linguistic references), direct vocabulary instruction should take advantage of many of these forms and not emphasize one to the exclusion of others.

- Direct vocabulary instruction should include a structure by which new words not taught directly can be learned readily. Again, given the large number of words students encounter and the limited utility of direct instruction, some structure must be developed to allow the benefits of direct vocabulary instruction to go beyond the words actually taught.

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Chapter 2
A Category Structure for
Vocabulary Instruction

Of the four principles listed at the end of Chapter 1, the most important is the need for a structure that allows direct instruction to reach beyond words taught directly. Nagy and Anderson (1984) assert that any vocabulary instruction strategy can be justified only if it can demonstrate its transfer to words not taught. They add, "The challenge to those who would advocate spending available instructional time with individual words is to demonstrate that such instruction will give the child an advantage in dealing with the ocean of words not instructed" (p. 328).

We believe a categorical or cluster approach to vocabulary instruction can meet this challenge. Beck, McKeown, and their colleagues (Beck, Perfetti, & McKeown 1982; McKeown, 1985; McKeown et al., 1983) found that presenting words in semantically related categories is a highly flexible tool for vocabulary instruction. The technique provides students with a set of implicit clues as to what new words might mean. For example, imagine being given the following words and being told their meanings are alike in some way: *middle, mean, mode, centroid*. Even though you may not know the meaning of *mode* or *centroid*, your understanding of *middle* and *mean* would suggest that the unknown words have something to do with measuring the middle of things. Mervis (1980, p. 279) says categorization is a basic cognitive tool that allows us to make sense of the world: "By categorizing, a person is able to render the unfamiliar familiar, and because one is able to generalize about an object based on knowledge about its category, one is able to know more about the object than just what can be ascertained by looking at it."

Categorization is an excellent tool for rapid vocabulary expansion because of this transfer of characteristics from known to unknown words. Through categorization, students can form immediate associations for new words. Even though such links are weak initially, they provide students with a starting place for developing a deeper understanding of new words. Students do not have to use context

or definitions to discover where a new word fits into an existing knowledge base—the fit is implicit in the categorization process.

In this chapter, we describe a system of semantic clusters developed for vocabulary instruction in kindergarten through grade six.

Instructional Clusters

The most difficult aspect of structuring vocabulary instruction using a category approach is developing the semantic categories. To make the process easier, we have organized into instructional clusters 7,230 words commonly found in elementary school texts. As the name implies, an instructional cluster is meant for instructional purposes and is not intended as a model of how the human mind might organize concepts semantically. The clusters presented here are an instructional aid developed to facilitate teaching vocabulary through categories.

We used the following process to develop the instructional clusters.

1. We selected about 7,000 words from *Basic Elementary Reading Vocabulary* (Harris & Jacobson, 1972), *The American Heritage Word Frequency Book* (Carroll, Davies, & Richman, 1971), and *Word Frequency of Spoken American English* (Dahl, 1979). It is important to note that many of the words on the list are sex stereotyped because these lists are based on basals written before publishers began to reduce sex stereotyping in books for children.
2. The first author then categorized the words into semantically related groups.
3. Sixty elementary school teachers reviewed the clusters to identify any words that did not fit well in an instructional sense.
4. We reclassified all words identified by the teachers as not fitting.
5. We repeated steps 3 and 4 until the teachers identified as miscategorized fewer than 5 words in 1,000.

This process produced three levels of instructional clusters: superclusters, clusters, and miniclusters. The 61 superclusters (clusters of clusters) are the largest organizational groups; the 430 clusters are groups of words with closer semantic ties than superclusters; and the more than 1,500 miniclusters are groups of words with the strongest semantic ties.

To illustrate, consider supercluster 32, Shapes/Dimensions. It contains 8 clusters: Shapes (General Names), Circular or Curved Shapes, Rectangular or Square Shapes, Straightness/Crookedness, Sharpness/Bluntness, Dimension, Fullness/Emptiness, Inclination. The Sharpness/Bluntness cluster contains 3 miniclusters dealing with Length, Thickness, and Width.

All of the superclusters, clusters, and miniclusters are listed in Appendix A. They are ordered by size; the supercluster containing the most concepts is listed first. Figure 1 summarizes the superclusters.

Clusters within superclusters are identified by the number of the supercluster followed by a letter. For example, there are 24 clusters within supercluster 2, Types of Motion. The clusters within the supercluster are identified as 2a, 2b,

Figure 1
Superclusters Identified in Elementary Textbooks

Superclusters	Number of Words in Supercluster
1. Occupations	364
2. Types of motion	321
3. Size/quantity	310
4. Animals	289
5. Feelings/emotions	282
6. Foods/meals (names for various food types and situations involving eating)	263
7. Time (names for various points and periods of time and words indicating various time relationships between ideas)	251
8. Machines/engines/tools	244
9. Types of people (names for various types or categories of people that are not job related)	237
10. Communication (names for various types of communications and actions involving communications)	235
11. Transportation	205
12. Mental actions/thinking	193
13. Nonemotional traits (general, nonphysical traits of people)	175
14. Location/direction	172
15. Literature/writing	171
16. Water/liquids (names for different types of liquids and bodies of water)	164
17. Clothing	161
18. Places where people live/dwell	154
19. Noises/sounds	143
20. Land/terrain (names for general categories of land or terrain)	142
21. Dwellings/shelters (names for various types of dwellings/ places of business)	141
22. Materials (names for materials used to make things)	140
23. The human body	128
24. Vegetation	116
25. Groups (general names for groups and organizations)	116
26. Value/correctness	108
27. Similarity/dissimilarity (names indicating how similar or differer. things are and the sameness or difference between ideas)	108
28. Money/finance	102
29. Soil/metal/rock	102
30. Rooms/furnishings/parts of dwellings	97
31. Attitudinals (words indicating the speaker/writer's attitude about what is being said or written)	96
32. Shapes/dimensions	90
33. Destructive/helpful actions	87
34. Sports/recreation	80
35. Language (names for different aspects of written and oral language)	80

26

Figure 1
Superclusters Identified in Elementary Textbooks (continued)

Superclusters	Number of Words in Supercluster
36. Ownership/possession	68
37. Disease/health	68
38. Light (names for light/darkness ano things associated with them)	68
39. Causality	59
40. Weather	55
41. Cleanliness/uncleanliness	53
42. Popularity/knownness	52
43. Physical traits of people	51
44. Touching/grabbing actions	50
45. Pronouns (personal, possessive, relative, interrogative, indefinite)	50
46. Contractions	49
47. Entertainment/the arts	48
48. Actions involving the legs	46
49. Mathematics (names for various branches of mathematics, operations, and quantities)	46
50. Auxiliary/helping verbs (forms of *to be,* modals, primary and semiauxiliaries)	46
51. Events (names for general and specific types of events)	44
52. Temperature/fire	40
53. Images/perceptions	39
54. Life/survival	38
55. Conformity/complexity	34
56. Difficulty/danger	30
57. Texture/durability	30
58. Color	29
59. Chemicals	28
60. Facial expressions/actions	21
61. Electricity/particles of matter	21

and so on. Miniclusters are identified by numbers to the right of a decimal point after the supercluster number and cluster letter.

Figure 2 illustrates the coding procedure. It shows the Joining Actions cluster from supercluster 2, Types of Motion. It is the twenty-second cluster in supercluster 2, so it is designated 2v because *v* is the twenty-second letter of the alphabet. Figure 2 also contains two miniclusters—2v.1 and 2v.2. Note that each minicluster is introduced by an italicized header word. Header words are representative of the words within a minicluster; they are neither names for the minicluster nor the most general concepts in the minicluster.

Figure 2
Sample Cluster

Cluster name: Joining Actions
Cluster number: 2v

Minicluster	Grade Level	Part of Speech
2v.1 Connection		
connection	4	N
bond	5	N, V
2v.2 Join		
join	3	V
marry	3	V
wed	3	V
link	4	N, V
connect	5	V
unite	5	V
fuse	6	V
combine	6	V
adjoin	6	V
merge	6	V

Finally, Appendix A contains some words or groups of words with no header word. For example, immediately following minicluster 2v.2 is the word *fusion* listed in the following way:

2v.2.1 _____
   fusion

Words coded in this fasion are closely related to the words in the preceding mini-cluster but their relationship is somehow different from that of the words within the minicluster. Many times such words are simply a different part of speech from the words within the minicluster. For example, *fusion* is a noun, whereas the words in minicluster 2.v are all verbs. Hence, words listed with no header word can be considered closely related to but in some meaningful way different from the words in the preceding minicluster.

Special Features of the Clusters

To get the maximum benefit from the instructional clusters, it is useful to con-sider the information presented with the words in each cluster: grade level, part of speech, and basic word designations.

Grade Level

After most words in Appendix A, we suggest a grade level at which the word might be introduced. We established the grade level designations by using the levels reported by Harris and Jacobson (1972), who obtained their grade level estimates by analyzing a number of elementary school reading series. For words not on the Harris and Jacobson list, we obtained initial grade level estimates by consulting the Thorndike and Lorge list (1943).

These initial grade level estimates were then reviewed by the sixty teachers participating in the project. We asked the teachers to change estimates they found inconsistent with their own teaching experiences. If more than 50 percent of the participating teachers suggested a grade level change for a word, we assigned a new grade level by calculating the grade level most commonly suggested by the teachers.

Some grade level designations in Appendix A are accompanied by an asterisk, indicating that the word does not appear frequently in student reading material, but when it does appear it is introduced at the grade level identified. We asked participating teachers if words should be considered of secondary importance within their designated grade levels. If more than 50 percent of the teachers felt a word was of secondary importance, it was listed with an asterisk.

Some words in Appendix A have no grade level designation. According to Harris and Jacobson, these words rarely appear in basal reading series, but they do appear in elementary content area textbooks. Again, these content specific words were reviewed by participating teachers, who identified words that should be given a grade level rather than content area designation.

For those words designated as content specific, the following codes are used in Appendix A:

SS   Social Studies
EN   English
MA   Math
SC   Science

Some words in Appendix A have the grade level designation 6+. The participating teachers felt sixth grade students can learn these words, but the words usually are taught at higher grade levels. Virtually all of these words were identified by teacher suggestion. That is, the teachers identified words that were not on the lists we consulted initially but that were, they believed, important to a particular supercluster, cluster, or minicluster.

Finally, a number of phrases—such as *in that* and *in the meantime*—appear in Appendix A. These were not assigned a grade level or subject matter designation because no grade level estimate could be obtained from the source lists, and the participating teachers did not feel they were able to estimate the grade level at which phrases should be introduced. These words are listed with a dash in place of the grade level designation.

In developing grade level designations, we relied heavily on the subjective judgments of participating elementary school teachers. Obviously, the validity of this process is dependent on the extent to which the experience of the participating teachers represents common instructional practice. Readers are cautioned to view grade level designations as suggestions about when words might be introduced to students.

Part of Speech

For each word, we identify the part of speech in which the word is commonly used. Again, these designations are based on recommendations of participating teachers. The following codes are used to designate part of speech:

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV(+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

Some of these categories stray from the conventions of traditional grammar. In the system used here, nouns, adjectives, adverbs, pronouns, prepositions, and interjections are used in their traditional sense. Determiners are best described as special types of adjectives. Their primary function is to quantify the nouns they precede. They include such words as *a, an, the,* and *no* (when used before a noun, as in *We have no money.*).

Auxiliary verbs include *might, could,* and *would.* Their function is to signal the tense and mood of the verbs they accompany.

Relationship markers include *and, because,* and *however.* In traditional grammar, such words are commonly called coordinating conjunctions. We refer to them as relationship markers so phrases not traditionally classified as coordinating conjunctions (such as *in any case* and *regardless of*) can be included. The general function of relationship markers is to signal specific types of relationships between ideas.

Basic Words

The final type of designation for words in Appendix A is the basic word designation. Inclusion as a basic word is signaled by a *b* immediately in front of a word. Basic words are fundamental in English; they are the building blocks of

other words. If students are taught the basic words, they can more easily learn derived and semantically related words.

Dupuy (1974) defined a basic word as a single word form that is not proper; is not classified by dictionaries as foreign, archaic, slang, or technical; is not inflected, derived, or compound; and is listed in major dictionaries.

Although Dupuy did not list the basic words in English, he established a way to identify them. He estimated there are 12,300 basic words in English, 7,800 of which are necessary for educational purposes in kindergarten through twelfth grade. To teach 7,800 words would require direct instruction of less than 650 words per year. Theoretically, such instruction could hold the key to understanding most of the estimated 240,000 words in English (Dupuy, 1974).

Using Dupuy's criteria Becker, Dixon, and Anderson-Inman (1980) identified 8,109 basic words. We cross referenced each word in Appendix A with their list. Of the 7,230 words in Appendix A, 4,505 were also on the Becker, Dixon, and Anderson-Inman list. We then analyzed those words using the suggestions of Nagy and Anderson (1984). Specifically, they noted that Becker, Dixon, and Anderson-Inman's use of a morphographically based system for identifying basic words produced a set of words with little practical validity. For example, in the Becker list, *annual* is considered a basic word for *millenium* on the grounds that both are derived from the Latin *annus*. As Nagy and Anderson (1984, p. 309) note, "A historical linguist can certainly see the relationship in form between these two words, but it is dubious that the normal speaker of English, armed only with such knowledge of morphology which can be gained from words currently in the language, would find any but a semantic relationship between them." In short, Nagy and Anderson found the Becker list inadequate on the grounds that it excluded many words that are truly basic in the sense that a knowledge of them would lead a reader to understand other derived and related words. Consequently, the words in Appendix A not identified as basic from the Becker list were reviewed by two raters. Words judged by both raters as fundamental (not being derived from other words in the common use of English) were then designated as basic. For example, *luggage* was not included on the Becker list on the grounds that it is derived from *lug*. However, both raters agreed that in the common use of English, *luggage* is not thought of as derived from *lug*. So *luggage* was added to the list of basics. Similarly, some words on the Becker list were dropped from the basic designation on the grounds that they do have commonly understood derived forms. For example, *congresswoman* was on the Becker list of basics, but both raters agreed that in the common use of the language, *congresswoman* is considered a derived form of *congressman*. Twenty-six words were dropped from the Becker list and 605 were added. This process of adding and deleting increased the number of basic words in Appendix A to 5,084. (A more thorough description of the process used to add and delete basic words from the Becker list is provided in Marzano & Marzano, 1987.)

Figure 3
Cluster with Basic Words

Cluster name: Joining Actions
Cluster number: 2v

Minicluster	Grade Level	Part of Speech
2v.1 Connection		
connection (connect)	4	N
b bond	5	N, V
2v.2 Join		
b join	3	V
b marry	3	V
b wed	3	V
b link	4	N, V
b connect	5	V
unite (union)	5	V
b fuse	6	V
b combine	6	V
adjoin (join)	6	V
b merge	6	V

Any word not classified as basic in Appendix A has the basic word from which (in the opinion of the raters) it is commonly considered derived written in parentheses to its right. For ease of discussion, in Figure 2 we presented words without identifying basic words. Figure 3 illustrates how that cluster appears in Appendix A with basic word designations and with basic words in parentheses. Notice that of the twelve words in the two miniclusters, nine are basic (preceded by the letter *b*) and three are not. The three nonbasic words have the basic words written in parentheses to the right.

Using the Clusters to Organize Vocabulary Instruction

Rather than systematically teaching the words in each of the superclusters in Appendix A, readers are advised to develop instructional clusters tailored to the needs of students and the specific content being studied. To do this, teachers should identify the words they wish to teach. As Beck, McKeown, and Omanson (1987, p. 158) note in their discussion of how to select words for direct instruction:

> The selection of words for the program and whether they would be taught in a narrow or rich way cannot be determined independent of the classroom curriculum. Rather, those decisions would be made based on the classroom lessons, opportunities that arose spontaneously, such as community or news events, and contributions from the children themselves.

To illustrate how words could be selected, the teacher might first consider what students will be reading, then try to identify words central to understanding that content using the guides to important words provided in most textbooks and basals. From these lists, the teacher could select important words and add words not identified by the text but known to cause problems for students.

Once these words are identified, the teacher can organize them into instructional clusters by using Appendix B, which contains all of the words in Appendix A alphabetized and identified by supercluster, cluster, and minicluster. For example, if a teacher identified *parch* to teach to students, he or she could consult Appendix B and find that *parch* has the cluster designation 52a.4. The number 52 indicates that *parch* is found in supercluster 52, Temperature/Fire. Within that supercluster, the word is found in cluster *a* and minicluster 4. Turning to cluster 52a, the teacher would find that *parch* is a verb form recommended for introduction at the sixth grade level. Looking through that cluster, the teacher could identify other related concepts to introduce at the same time. Hence, the clusters can be used as a tool for expanding the number of concepts a teacher might introduce to students. Instead of teaching *parch* in isolation, the teacher could introduce *swelter* and *temperate* at the same time, using students' knowledge of one term to help them understand the meaning of others.

Once teachers have organized target words into instructional clusters, they will have a powerful tool with which to teach important content related concepts and to expand student vocabulary in a relatively efficient manner. In the next chapter we consider how the clusters can be used in various instructional activities.

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3 4

Chapter 3
Some Instructional Uses of the Clusters

In this chapter we consider ways the clusters can be used to enhance vocabulary instruction by (1) establishing a frame of reference, (2) teaching words as labels, (3) teaching words at the experiential level, and (4) teaching words at the attribute level.

Establishing a Frame of Reference for New Words

The most obvious use of the clusters is to establish a frame of reference for new words by presenting the clusters as general categories around which vocabulary learning will occur. The teacher might examine upcoming lessons to identify words central to the content or to understanding the story and then organize the words using Appendix B as a guide.

Suppose a teacher identifies five categories in which to organize words to be taught. The teacher explains to students that they will be studying a number of new words related to the upcoming unit or stories, then tells them the categories but not the vocabulary words. For example, the teacher might say that many of the new words will fall into the Occupations category, while others will be part of the Vehicles Used in Work category. Next, the teacher discusses the categories with the students and identifies example words for each category.

At this point it would be useful to identify anchor concepts for each category. Anchor concepts are words students already know that are representative of concepts in the category. For example, if a social studies teacher identified the Games that Are Popular in the United States category, some anchor concepts might be *baseball*, *football*, and *basketball*. As new concepts are introduced, students can relate them to the more familiar anchor concepts. They can ask themselves how the new words are similar to or different from the anchor words and use their knowledge of known words to help them understand related new words.

Students can keep individual vocabulary notebooks arranged by categories with anchor concepts displayed at the beginning of each category. As new words

Figure 4
Sample Page from Student Vocabulary Notebook

Category: Types of Mental Actions

Anchor Concepts: think. forget, remember, guess, wonder, solve

Word	Similar Words	What It Probably Means
ponder	wonder, examine	when you think deeply about something
derive	solve. predict, figure out	when you figure out something from something else

are identified, students enter them in the appropriate category with notes regarding their meaning. Figure 4 shows how a page might look.

The form of individual vocabulary notebooks may vary. Students might represent information about new words in different ways. It is only important that the notebook help students make connections between known and unknown words by using the categories.

Teaching New Words as Labels

As we pointed out in Chapter 1, there are many ways of knowing a word, so different instructional strategies should be used to coincide with the different types of word knowledge.

Words can be labels for familiar concepts. Suppose students know the concepts *home* and *house*. Since they already have an experiential base for those concepts, learning *domicile* would require them only to associate a set of familiar experiences with an unfamiliar label.

Since experiences can be stored as mental pictures, kinesthetic associations, smells, or feelings, the teacher might ask students to create a mental picture of their house or some idealized version of a home. The teacher might then explain that *domicile* is another word with a meaning similar to *house* and *home* and is in the same general category.

To help reinforce the phonological label for domicile, students might repeat the word to themselves, a form of phonological rehearsal. If the phonological label is rehearsed enough it can be retrieved easily.

To reinforce the orthographic label, students might picture the word as if it were spelled on a mental screen. This form of orthographic or visual rehearsal often is used in visually based spelling strategies. The technique develops a strong mental picture of the spelling of the word.

In general, then, new words that are synonyms for known words can be approached as new labels rather than as new concepts. In this case, the instructional task is not so much that of developing an experiential base for words but of associating phonological and orthographic labels with known experiences that can be cued by known words within a cluster. The teacher's main task is to help students identify known words that are synonyms for or very similar to a new word. The new word is treated as a new phonological and orthographic label.

Teaching New Words at the Experiential Level

Instructional clusters also can be used to teach new concepts—those words for which students do not have a readily available experiential base. Whether a new word is a new concept or a new label for a known concept is a very important distinction for instructional purposes. Teaching a new label for a known concept is a fairly straightforward process, but teaching a new concept can be a difficult and time consuming task. Recall from Chapter 1 that Klausmeier (1985) identified four stages of learning a concept. Teaching a concept at the experiential level might be likened to Klausmeier's concrete and identity stages, in which he emphasizes the need to have available the actual item or pictorial or other representation of the concept. We have chosen to use the term experiential level to emphasize that when students first learn a concept it is essential to create many experientially based associations with the new word.

The simplest way to establish an experiential base for a new concept is to have students do something directly related to the concept. For example, a teacher trying to establish an experiential base for *merge* might have students merge two or more objects. The teacher might demonstrate how various elements merge (e.g., two colors of paint merging to make a third) or provide students with materials they could merge.

If a direct experience is not possible, an indirect experience should be provided. Words in clusters are useful in providing indirect experiences. A teacher who wants to provide students with an indirect experience for *merge* could have them recall experiences they have had with words in the cluster where *merge* appears. *Merge* appears in minicluster 2v.2, which includes *join, marry, wed, link, connect, unite, fuse, combine, adjoin, merge.* Through discussion, the teacher can help students recall their experiences by saying "Can you think of a time when you joined two or more objects together? Describe to the person sitting next to you a time when you joined or connected something."

As students recount their memories, the teacher can add additional information. For example, "Sally, your description of joining two pieces of rope to make one long piece was good. Now, to merge the two pieces of rope you might have unraveled the ends and braided them together so they became like a single piece of rope rather than two pieces tied together."

Yuille and Marschark (1983) say that many of the concepts we know have indi-

rect experiential bases. For example, most adults have a rich understanding of *parachuting* even though they have never actually parachuted. This is because they have looked down from high places; they have jumped from a diving board into a swimming pool; they have experienced jolting sensations. All of these direct experiences are put together to form an indirect experiential base for *parachuting*.

Figure 5
Types of Graphic Organizers

Web

Hierarchy

Causal Network
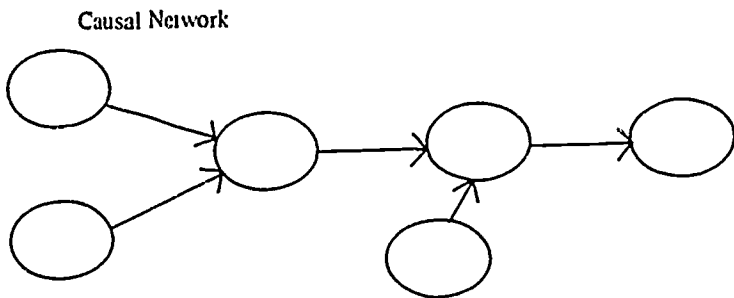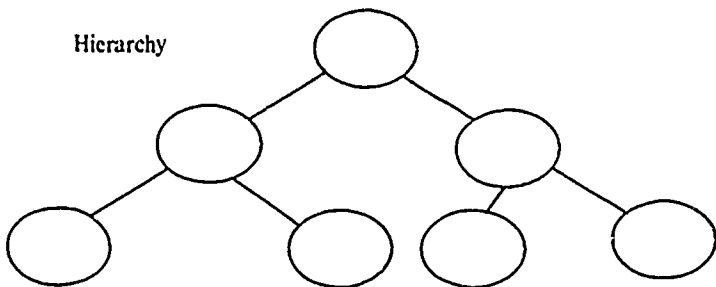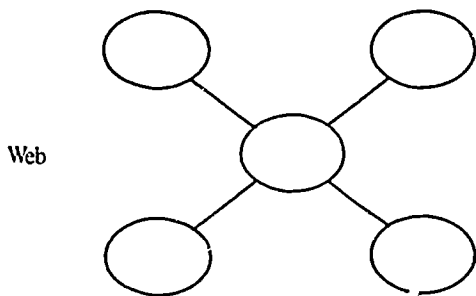
Once a direct or indirect experiential base is established for a new concept, students can begin to develop a mental representation for it. To do so, they make a point of remembering cues they will associate with the new concept. Their mental representations can take a number of forms, including episodic, semantic, and symbolic.

For an episodic representation, students rememeber specific events with which they associate the concept. For example, students might rehearse (replay in their minds) the experiment with the different colored paints done while developing an experiential base for *merge*. The teacher might talk students through this mental rehearsal, highlighting information they should include: "Try to picture the different colors coming together. See if you can picture in your mind the colors starting to merge into one. Try to smell the paint." The intent is to include many rich sensory associations with the episode so students will have a number of strong cues for the concept.

If students did not receive a direct experience for the new concept, the teacher might have to provide guidance, describing and building the episodic representation since students have no direct episodes from which to draw: "I'm going to describe a way of thinking about the concept *merge*. I will try to paint a picture you can see in your minds. One time I merged two things together. Imagine...."

A semantic representation involves words, phrases, and statements that are descriptors for the concept. A useful strategy here is to have students use graphic organizers to develop a semantic representation. Graphic organizers have been shown to be effective in tasks ranging from vocabulary learning to comprehension to notetaking (Jones, Amiran, & Katims, 1985). Figure 5 depicts a few organizers drawn from Dansereau (1985), Marzano and Arredondo (1986), and McTighe (1987).

Figure 6
Sample Web
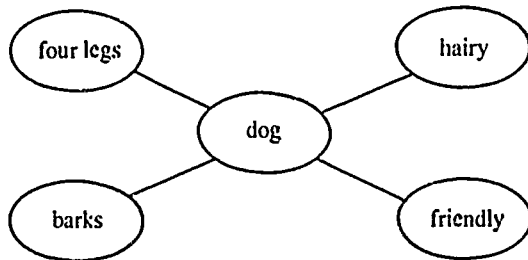
Although the type of graphic organizer used is arbitrary, certain types of organizers are most useful for certain types of concepts. For example, the web is best used for fairly concrete concepts. Figure 6 depicts a web for *dog*.

Hierarchies are most effective with general concepts with a number of subordinate concepts. Figure 7 is a hierarchic organizer for *woman*.

Figure 7
Sample Hierarchic Organizer
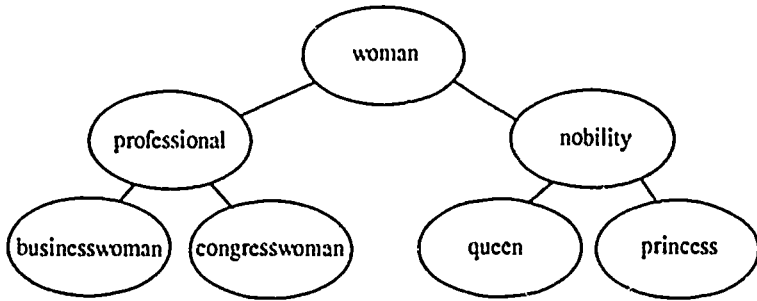
Causal network organizers are most effective with concepts involving actions or processes. Figure 8 is an organizer for *bake*.

Figure 8
Sample Causal Network
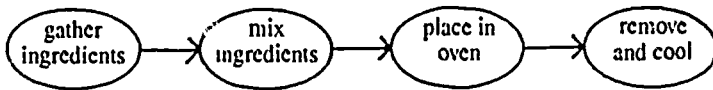
BAKE

To use graphic organizers, a teacher would first present students with a direct or indirect experiential base for the concept. Then, instead of having students create a mental picture of the experience, the teacher would ask them to represent graphically the information they have learned about the concept as a result of the experience. For example, after students had witnessed the demonstration of the paints merging, the teacher might lead a discussion about the characteristics of

merge, listing them on the board. Students would be asked to represent graphically the information generated from the discussion. The teacher might provide a sample graphic organizer to help students get started.

Figure 9
Semiconcrete Experience for 10 to 1
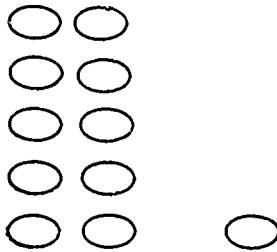
Figure 10
Symbolic Representation

MERGE
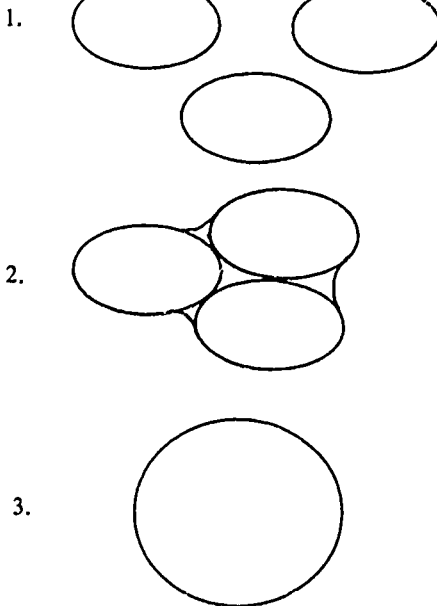
Symbolic representations, the third type of mental representation, are something like the semiconcrete experiences described by Underhill, Uprichard, and Heddens (1980)—pictorial or pictographic representations of concrete experiences. Figure 9 is a semiconcrete experience of the ratio 10 to 1.

In a symbolic representation, the symbol system can be subjective, but not arbitrary. It should convey the meaning of the concept in a way that is appropriate to its socially understood meaning and understandable to the student. Figure 10 is a symbolic representation for *merge*. Once again, the teacher provides an experiential base for the concept and then asks students to generate a symbolic representation. Having students exhibit and explain their representations helps deepen their understanding.

In summary, teaching words at the experiential level involves providing an experiential base for students and then having them represent the information in an episodic, semantic, or symbolic fashion.

Teaching New Words at the Attribute Level

Teaching words at the attribute level is a step up in complexity and sophistication from teaching them at the experiential level. Teaching at the attribute level assumes that an experiential base has been established. The emphasis is on making fine distinctions about the attributes of the concept.

Our notion of teaching words at the attribute level differs from Klausmeier's classificatory and formal levels in terms of the importance given to critical attributes. According to Smith and Medin (1981), vocabulary instruction techniques that stress critical attributes and formal definitions are basically Aristotelian. This is commonly referred to as the classical approach to word knowledge—that people do not know a concept until they can identify the class to which it belongs, its primary and secondary attributes, its definition, and so on. If this perspective were correct, most readers could claim to have a thorough knowledge of very few concepts. Anderson and Freebody (1981) report recent research indicating that literate adults are incapable of articulating the classical elements of even very basic English words.

Smith and Medin (1981) recommend a prototype rather than a classical approach to teaching attributes. An individual's prototypical knowledge for a well developed concept would certainly contain such classical elements as key attributes and examples of the concept, but probably these would not be exactly the same for any two individuals. However, there would be enough overlap between the elements known by two individuals to make their prototypes of the concept quite similar. This suggests that teachers should help students develop a large number of accurate classical elements for concepts rather than a few specific attributes considered to be critical.

If most concepts do not have critical attributes, then which attributes should be reinforced in instruction? The answer to this question rests with the teacher. That

is, the teacher should select attributes important to the concept and consistent with the students' backgrounds. The following list developed by Marzano and Arredondo (1986) can help teachers select attributes important to four classes of concepts: object, action, event, and state. These attributes are drawn from various case grammars and systems developed to describe the functions of words as used in propositions (Fillmore, 1968; Schlesinger, 1971; Shank & Abelson, 1977; Turner & Greene, 1977).

Object Concepts

Object concepts usually are concrete and are expressed as nouns. Important attributes include

- the concept usually performs a specific action (an umpire)
- a specific action usually is performed on the concept (a punching bag)
- the concept commonly is used as an instrument or tool in a specific action (baseball bat)
- the concept is made in a specific way (wine)
- the concept is part of something (wheel)
- the concept has specific parts or can be divided up in specific ways (a country)
- the concept has specific characteristics relative to
    - taste (cake)
    - feel (silk)
    - smell (skunk)
    - sound (flute)
    - color (cloud)
    - number or quantity (ants)
    - location (Denver)
    - dimensionality (a diamond)
    - emotional states (a witch)
    - popularity (rock music)
    - commonality (a diamond)
    - danger (a gun)
    - value (a diamond)
    - freedom or ownership (a slave)

Action Concepts

Action concepts usually take the form of verbs and express action. Important attributes include

- a specific person or thing usually performs the action (march)
- a specific instrument is used in the action (swing)
- something is produced as a result of the action (bake)
- as a result of the action, someone or something changes its state relative to

- smell (fumigate)
- taste (sweeten)
- feel (wrinkle)
- sound (tune)
- color (paint)
- number or quantity (multiply)
- direction (turn)
- location (send)
- dimensionality (lengthen)
- time or duration (stop)
- freedom or ownership (capture)
- emotional state (frighten)
- popularity (dislike)
- commonness (endanger)
- certainty (threaten)
- value (devalue)
- intensity (negate)
- there is a specific process or sequence of events involved in the action (bake)
- the concept involves
  - moving a specific body part (kick)
  - grasping an object (hold)
  - taking one object into another object (eat)
  - expelling an object (cry)
  - transferring information (speak)
  - acquiring information (listen)
  - focusing a sense organ toward a stimulus (look)

Event Concepts

Event concepts are usually expressed as nouns, but they represent actions involving specific times, places, participants, and activities. Important attributes include

- the event has specific participants who are normally involved (a wedding)
- the event involves a specific process (football game)
- the event has a specific reason or causes specific results (a parade)
- the event occurs at a specific time (lunch)
- the event has a specific duration (dinner)
- the event occurs in specific locations (a dance)

State Concepts

State concepts usually are expressed as adjectives or adverbs. Their basic function is to describe object, action, or event concepts. Common attributes include

- there are degrees of possessing the concept (angry)
- the state conveyed by the concept is acquired in a specific way (tired)
- the state conveyed by the concept excludes other states from existing simultaneously (dead)

These attributes are intended for teachers to use as guides for selecting attributes to emphasize with students. The best way to use the list is to read through it, selecting attributes important to the concept being taught. For example, a teacher who wants to reinforce specific attributes relative to *equilibrium* might read through the list of attributes, selecting those that appear most important to equilibrium. Rather than go through all the attributes, it is best to focus on the most appropriate ones for the general type of concept under study. It is a common mistake to use the part of speech of the concept to select its type (e.g., assume that all nouns are object concepts, all verbs are action concepts). Research and theory in linguistics (Chafe, 1970; Quirk et al., 1972) indicate that for many concepts the part of speech is not a good indicator of attributes. Some nouns are more like verbs than nouns; some verbs are more like nouns than verbs, etc. With this in mind, a teacher might go through the action concept attributes rather than the object concept attributes to identify important attributes relative to *equilibrium*. A useful technique is to change the attributes into relevant questions.

- Is there a specific person or thing that causes equilibrium?
- Is there a specific instrument used to produce equilibrium?
- Is something commonly produced as a result of equilibrium?
- As a result of equilibrium, does someone or something usually change its
    - smell, taste, feel, sound, color?
    - number or quantity?
    - direction?
    - location?
    - dimensionality?
    - time or duration?
    - freedom or ownership?
    - emotional state?
    - popularity?
    - commonness?
    - certainty?
    - danger?
    - value?
    - intensity?
    - truth?
- Is there a specific process to equilibrium?
- Does equilibrium involve
    - the movement of a body part?

— grasping an object?
— taking in an object?
— expulsion of an object?
— the acquisition of new information?
— focusing a sense organ?

Based on these questions, the teacher might decide on two important attributes about equilibrium: When two elements reach equilibrium, they have usually undergone a change of state relative to their dimensionality (they have changed shape or size), time or duration (they have shortened or lengthened their time or duration to become equal), or intensity (they have lessened or strengthened to become equal); and there is a specific process involved in reaching a state of equilibrium (the element greater than the other element on some dimension is lessened in that dimension, or the element lesser than the other element becomes greater in that dimension).

Going through the list of attributes is a tool to help teachers and students identify important attributes relative to a new concept. The list is not comprehensive and certainly is not meant to force teachers and students to think about concepts in specific ways. Teachers should feel free to select other attributes or to rephrase attributes whenever appropriate.

Figure 11
Semantice Features

D	B₁	C	B₂	E
cow	lad		girl	eraser
bird	boy	son	lass	desk
	he	daughter	she	
	Bob		Jana	

A
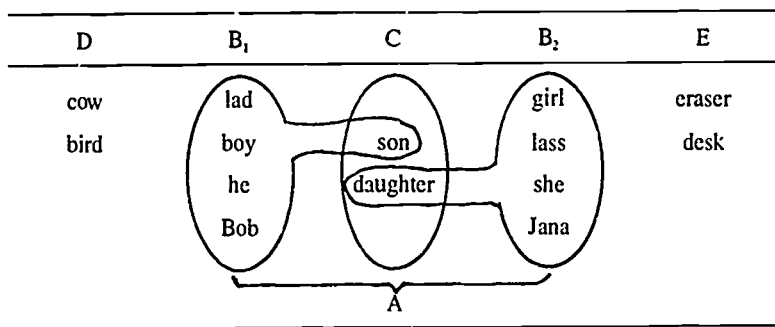
Once important attributes for a concept have been identified, the next step is to reinforce the attributes with students. There are many useful techniques for doing this, all based on the notion of semantic feature analysis. Words are known at a semantic level by features they do or do not possess (Katz & Foder, 1963). Figure 11 illustrates semantic features. The words in set A are all human and two legged. These semantic features are important to understanding the words in the two groups. Of course, semantic features are simply a set of what we have re-

ferred to as characteristics or attributes. The words in B1 and B2 are differentiated because all B1 words contain the added semantic feature of being male; all B2 words have the semantic feature female. Words in set C do not share a male-female distinction, but they have a common semantic feature that might be labelled siblings.

Semantic feature theory posits that for each word we know we associate a number of features:

cow [animal] [concrete] [four legged] [milk producing]
girl [animal] [concrete] [two legged] [human] [female]
desk [not animal] [concrete] [four legged]

From this perspective, we might say that learning a word at the attribute level is a process of increasing the number of semantic features associated with a known word and making finer and finer distinctions among those features.

Figure 12
Attribute Comparison Matrix

	furry	barks	four legs
dogs	+	+	`
snakes	–	–	–
birds	–	–	–
horses	–	–	+

To facilitate this, reading researchers (Johnson & Pearson, 1984) have developed what we call the attribute comparison matrix. To construct an attribute comparison matrix, the teacher lists a set of attributes in columns and a set of concepts along rows of a matrix (Figure 12). Words from clusters can be used to compare and contrast concepts by attributes. For example, a teacher might help students discover the important characteristics of *merge* by having them compare it with concepts in its minicluster (*marry, join, fuse*). They would identify (using check marks or pluses and minuses) the attributes of each concept. This can be followed by a number of additional activities. Students can suggest more words that share the same features as those in the matrix, then identify the shared features.

Next, students can analyze the matrix to develop some generalizations about the words. Students should discover that two words rarely, if ever, have the same pattern of semantic features. In other words, the pattern of attributes within a matrix eventually will differ when enough semantic features have been listed. In addition to discovering the uniqueness of words, students will learn the nature and structure of the categories into which words are grouped.

Finaliy, students can describe the similarities or differences among concepts in a matrix, developing simple descriptions or formal definitions. A simple description emphasizes any combination of attributes of particular interest to students. Some students might highlight the fact that two concepts share all but one attribute. Others might point out that two concepts share very few attributes yet still belong to the same general category.

A linguistic description that includes specific elements is a formal definition. Negin (1987) notes that a formal definition includes a superordinate category to which the word belongs, a subordinate category within the superordinate category, and the attributes that justify the word's inclusion in the subordinate category. For *merge*, students might note that it belongs in the supercluster Types of Motion and the cluster Joining Action, and then list some attributes from the attribute comparison matrix to justify its inclusion as a joining action.

In summary, the clusters can be used to facilitate instruction by providing a frame of reference, an experiential base for learning new labels and new concepts, and comparing new and known concepts.

The clusters provide a framework for basic vocabulary instruction. They also provide a structure for a number of enrichment activities. These are described in Chapter 4.

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Chapter 4

Going Beyond the Clusters

Beck and colleagues (Beck, Perfetti, & McKeown, 1982; McKeown et al., 1983) found that having students involved in a wide variety of vocabulary activities improves vocabulary knowledge. Nagy and Anderson (1984) agreed that when students experience many different word learning activities their motivation and depth of word knowledge improves.

In this chapter, we consider six vocabulary development activities not tied directly to the cluster approach but that can be augmented by use of the categories: (1) making broad associations, (2) creating analogies and metaphors, (3) detecting errors in word use, (4) using morphology, (5) learning words from context, and (6) connecting reading and writing.

Making Broad Associations

For students to understand words at a level deep enough to aid comprehension, they must make many and varied associations with the words (Nagy, 1985). This is supported by several theories (described in Chapter 1) claiming that word knowledge includes many ways of representing information.

Marzano et al. (1987) suggest asking students to make unusual associations with vocabulary words. If the vocabulary to be learned included *virtuoso, philanthropist, novice, hermit,* and *accomplice,* students might be asked to choose which word goes best with *crook* and which goes best with *monastery.* Similarly, students might be encouraged to respond affectively by signaling the emotions words elicit by saying yea or boo.

Underwood's (1969) nine memory cues (described in Chapter 1) can be used in guiding students to make associations. Questions to elicit these and other cues might include the following.

Temporal. Does the new word remind you of a specific event?
Spatial. Does the new word remind you of a particular spatial arrangement?
Frequency. Does the new word remind you of anything that happens over and over?

Modality. Does the new word remind you of a taste, smell, or sound?
Acoustic. Does the new word have a distinctive sound?
Visual. Does the new word remind you of an image?
Affective. Does the new word remind you of an emotion?
Context. Did you first read or hear the word in an unusual situation?
Verbal. Does the new word remind you of interesting information?

Students might ask themselves these questions about new vocabulary words and compare their answers, noting different ways individuals respond to words and different associations people make with words. They might also ask these questions about words in a supercluster, cluster, or minicluster, noting that closely related words often elicit similar reactions or that apparently similar words elicit very dissimilar reactions. To illustrate, consider the words in minicluster 4h.1: *whale, seal, shark, dolphin, walrus, porpoise, swordfish.* After students have answered the questions about each word, they might note that different emotional responses are elicited by *shark.* Where some students associate fear with the concept, others may associate fascination. Similarly, students may differ in the tastes, smells, and sounds they associate with the animals listed. By comparing their responses to words within a supercluster, cluster, or minicluster, students can deepen the number and types of associations they make with words and their knowledge of the words.

Creating Analogies and Metaphors

In a broad sense, teachers use analogies whenever they relate known to unknown words. In a stricter sense, analogical reasoning is a specific type of thinking of the form *A is to B as C is to D.* According to Sternberg (1977), analogical reasoning includes four components: encoding, inferring, mapping, and applying. Encoding is identification of important attributes or characteristics within the analogy. Inferring is identification of the rule that relates adjacent concepts; for example, in the analogy feather is to bird as leaf is to tree, the relationship between adjacent concepts is part to whole. Mapping is identification of the relationship between nonadjacent terms—feather and leaf are parts, tree and bird are wholes. Applying is identifying the missing term, as in feather is to bird as _____ is to tree.

According to Lewis and Greene (1982), there are eight basic semantic relationships around which analogies are commonly built.

1. *Similar Concepts.* Adjacent concepts are synonyms or similar in meaning.
   jump: leap:: shout: _____
   a. whisper
   b. argue
   *c. scream

2. *Dissimilar Concepts.* Adjacent concepts are antonyms or dissimilar in meaning.
   this: that:: go: _____
   - a. proceed
   - b. run
   - *c. come

3. *Class Membership.* Adjacent concepts belong to the same class or category.
   elephant: lion:: blue: _____
   - a. bird
   - *b. pink
   - c. mood

4. *Class Name and Class Member.* One element in a set is a class name, the other is a member of the class.
   fork: utensil:: bee: _____
   - a. flower
   - b. spring
   - *c. insect

5. *Part to Whole.* One element in a set is a part of the other element in the set.
   wheel: car:: heel: _____
   - a. sidewalk
   - *b. leg
   - c. show

6. *Change.* One element in a set turns into the other element.
   plant: seed:: _____ : butterfly
   - a. pollen
   - b. wings
   - *c. caterpillar

7. *Function.* One element in a set performs a function on or for another.
   tutor: student:: _____ : car:
   - a. golf
   - b. speed
   - *c. driver

8. *Quantity/Size.* The two elements in the set are comparable in terms of quantity or size.
   valley: hole:: _____ : housecat:
   - a. jungle
   - b. mouse
   - *c. lion

Students can use these relationships to form analogies among words within clusters. To illustrate, consider minicluster 1d.4—*boxer, runner, gymnast, fighter, diver, racer, wrestler, skier, lifeguard, skater, swimmer, acrobat, horseman.* Students might be given the following analogy and asked to create similar analogies using related words from the minicluster: gymnast is to gym as racer is to track. Once students have formed analogies, they should be asked to explain the relationships among the concepts in their analogies. What is the relationship between a gymnast and a gym? How is that similar to the relationship between a racer and a track?

A metaphor is similar to an analogy but the central tension in a metaphor is to identify how two seemingly different items are, in fact, similar (Ortony, 1980). The terms in a metaphor are usually called the topic and the vehicle. The topic is the principle subject to which the metaphorical term (or vehicle) is applied. Therefore, if one says that *A* is a *B* when *A* is not literally a *B*, then *A* would be the topic and *B* the vehicle.

Initially, teachers should provide students with a fairly clear representation of the nature and formation of metaphors. To illustrate, we will use the metaphor *love is a rose.* Here *love* is the topic and *rose* the vehicle. *Love* is not related to *rose* at a literal level, but rather at an abstract, attributional level. Literally, *love* and *rose* do not share any common attributes. However, if we consider their attributes in an abstract sense, we begin to see a relationship between the concepts. This is depicted in Figure 13. It is at the level of shared abstract attributes (desirable, double edged) that the connection or central tension between the two concepts can be seen. When presented with this sort of concrete representation of the nature of a metaphor, most students can learn to generate fairly sophisticated metaphors.

Figure 13
Literal and Shared Attributes in a Metaphor

Literal Attributes of Love	Shared Abstract Attributes	Literal Attributes of Rose
an emotion		a flower
sometimes pleasant	desirable	beautiful
can be associated with unpleasant experiences	double edged	has thorns
often occurs in adolescence		comes in different colors

53

Teachers can give students a metaphor using a word from a cluster (A skater is a ballerina on ice.), then ask the students to explain the tension of the metaphor using the structure shown in Figure 13. Then ask students to generate metaphors for the other words from the cluster. As with analogies, students should be asked to explain their metaphors, describing how the topic and vehicle are similar at the abstract attribute level.

Research indicates that the development of genuine metaphoric comprehension emerges long after a child has mastered the rudiments of language comprehension (Ortony, 1980). However, research also indicates that children have a capacity, although inadequately developed, to understand metaphoric relationships even before the age of five. Exercises requiring students to create metaphoric links between concepts are among the highest level cognitive activities that can take place in the classroom (Suhor, 1984).

Regardless of its apparent complexity and sophistication, developing vocabulary knowledge through metaphor is a skill well worth developing. As Ortony (1980, p. 361) states:

> It is more than a linguistic and psychological curiosity. It is more than rhetorical flourish. It is also a means of conveying and acquiring new knowledge and of seeing things in new ways. It may well be that metaphors are closely related to insight. Anecdotal evidence for this abounds in the history of science. Newton's apple and Kekule's snakes are but two famous examples.

Detecting Errors in Word Use

One of the most powerful ways of reinforcing a deep understanding of words is to help students become aware of errors in word use and how the use and structure of language can change meaning. This was the basic reason behind Vosniadou and Brewer's (1987) recommendation that students engage in Socratic dialogue as an aid to understanding concepts. Several researchers have identified ways language use can affect the meaning of words (Lipman, Sharp, & Oscanyan, 1980; Toulmin, Rieke, & Janik, 1979). Negin (1987) describes ways teachers can help students develop an understanding of errors in language. Three common errors are ambiguity, vagueness, and use of confusing terms.

Ambiguity

A word is ambiguous if it has more than one possible meaning and the reader cannot tell from context which is appropriate. The following statements are ambiguous:

Girls alone are permitted in the club.
Christine has a goldfish but she doesn't care for it.
How many records did he have?

Teachers can ask students to identify ambiguities in their own language. They also can identify ambiguous words in the clusters. For example, the following words could be ambiguous: *bright* (minicluster 38.a.4), *clear* (38a.4), *dull* (38e.2), *cheap* (28e.1), *broke* (28e.2). As an exercise, students might illustrate how words within clusters can be used ambiguously and tell the meaning implied in each situation.

Vagueness

While ambiguous words can have several meanings in a context, a vague word has only one meaning, but it is not clear how it should be applied. Typically, vague words involve statements of quantity or degree. Each sentence below contains a vague word.

There were a lot of people at the beach.
Bill bought a new car.
Do you feel well?

Vague words are important. They are descriptive and are often easier to use than more precise terms. For example, we say "It is cold today" without specifying that it is thirty-one degrees. However, there are circumstances in which vagueness is out of place. In response to the question "When does water freeze?" a science teacher would not want to hear "When it gets very cold."

Teachers can have students identify vague words in clusters; the following have vague meanings: *small* (minicluster 3a.2), *tiny* (3a.2), *wee* (3a.2), *piece* (3f.3), *part* (3f.3), *more* (3g.8), *most* (3g.8), *long* (32f.1), *wide* (32f.1).

Students can illustrate how words are used vaguely and then tell a more precise way to say the same thing.

Confusing Terms

Finally, some words or terms often are confused. For example

affect, effect: *Affect* is a verb meaning "to influence." *Effect* is used either as a verb or a noun. As a verb it means "to bring about" ("He effected a change through his persistance."). As a noun it means "result" ("The effect of the storm was felt for several days.").

already, all ready: *Already* is an adverb meaning that something has occurred prior to a stated time. ("He has already gone."). *All ready* is a phrase expresing a state of being prepared (He was all ready.).

Appendix C contains a number of commonly confused terms identified by Marzano and DiStefano (1981).

In addition to having students note these words and how they can be confused, the teacher might have students identify possible confusions between terms not

found in Appendix C. For example, students might note that *vow* and *oath* in minicluster 10i.1 are sometimes used synonymously when in fact they have differen: meanings. Similarly, they might note that *poise* and *grace* in minicluster 13b.2 are sometimes used incorrectly as synonyms. Making such fine distinctions in word use deepens students' knowledge of words being studied.

Using Morphology

Knowledge of morphological relatedness among words is an important tool in determining the meaning of words from context (Nagy & Anderson, 1984). Sternberg (1985) stresses the importance of internal (verses external or contextual) cues to word meaning.

Nagy and Anderson (p. 326) note that internal approaches to word learning based on etymological or historical relationships among words are of little value in vocabulary instruction: "We remain highly skeptical of approaches to vocabulary that proceed on an etymological or historical approach which feigns that words such as *dialect, collect,* and *intellect* have some basic meaning in common." Similarly, Shepard (in Nagy & Anderson) has shown that knowledge of Latin roots is not strongly related to a knowledge of the meanings of words containing such roots.

Nagy and Anderson recommend teaching affixes that allow students to determine the various derived forms of a new word. They refer to a word and its derived form as a "word family." Teaching words together as families has a number of advantages. If the most frequent word in the family is known, this knowledge builds a bridge from familiar to new. For example, once the meaning of *drama* is taught, its derivations (*dramatist, dramatize, dramatization*) can be taught with little additional effort.

Teaching words in families calls students' attention to the process of word formation so they are more likely to take advantage of semantic relationships when learning new words on their own. In addition, covering a family of words familiarizes students with the changes in meaning that occur between related words, thus preparing them to deal with cases in which the sei antic relationships among morphologically related words are not apparent.

Figure 14 lists suffixes that often change the part of speech of the words to which they are attached. This list can help to reinforce students' knowledge of word families. Students can apply these suffixes to the words in a cluster, noting changes in meaning that are produced. To illustrate, consider the words in minicluster 38b.1: *shine, sparkle, flash, glow, glitter, glisten, twinkle, shimmer, dazzle, radiate.* Students might experiment with the affixes in Figure 14, creating real and fabricated words and explaining their meaning. Some real words they might produce include *shiny, shiner sparkly,* and *sparkler.* How do these words differ in meaning from their original forms? Some fabricated words they might produce include *flashable, glower,* and *glitterdom.* What might these words mean? (What would *glitterdom* be like?)

Figure 14
Suffixes

Suffixes marking nouns

-acy	-ary	-ent	-ier	-ment	-tion
-age	-ate	-er	-ite	-mony	-tude
-an	-cy	-ery	-ism	-ness	-ty
-ance	-dom	-ess	-ist	-or	-ure
-ancy	-ee	-ette	-ity	-ory	-y
-ant	-eer	-hood	-ive	-ship	-yer
-ar	-ence	-ice	-kin	-ster	
-ard	-ency	-ie	-let	-teen	

Suffixes marking verbs

-ate	-en	-fy	-ify	-ise	-ize

Suffixes marking adjectives

-able	-ary	-escent	-ile	-ory	-wise
-ac	-ate	-ful	-ine	-ose	-y
-aceous	-ble	-ible	-ish	-ous	
-al	-ent	-ic	-less	-some	
-am	-er	-ical	-like	-ty	
-ar	-ern	-id	-iy	-ulent	

Suffixes marking adverbs

-ally	-like	-ward	-wise
-fold	-ly	-ways	

Johnson and Pearson (1984) recommend direct instruction in the following inflectional endings.

Plural
s — girls
es — watches

Comparison
er — taller
est — tallest

Tense
ed — jumped
ing — jumping
s — jumps

Possessive
's — Ann's, boy's

Ask students to use words in a cluster in their inflected forms. Similarly, give students activities in which they use prefixes. Some common Latin, Greek, and Anglo Saxon prefixes are listed in Figure 15.

Ideally, students will transfer the knowledge they gain from such word analysis activities to situations in which they are trying to determine the meaning of unknown words.

57

Figure 15
Prefixes

Latin Prefixes

ab-, abs-, a-	from, away	abstain
ad-	to, toward	adjoin
ante-	before	antecedent
bene-	well, good	benefactor
bi-	two	bimodal
circum-	around, about	circumnavigate
con-	with	concurrent
contra-	against	contradistinction
de-	down	depress
dis-	apart, opposite of	dislike
ex-	out, from	excavate
extra-	beyond	extracurricular
in-, il-, im-, ir-	not	inept, illicit, immature, irrational
in-, im-	in	infringe, impede
inter-	between	intercede
intra-	within	intramural
intro-	within	introspection
juxta-	near	juxtapose
non-	not, opposite from	nonviolent
per-	through	perforate
post-	after	postmortem
pre-	before	predetermine
re-	again, back	reclaim, recoil
retro-	backward	retroflex
semi-	half, partly	semiskilled
sub-	under	submarine
super-	over	supersonic
trans-	across	transcontinental
ultra-	beyond, extremely	ultraconservative

Greek Prefixes

a-, an-	not	amorphous, anhydrous
ambi, amphi-	around, both	ambidextrous, amphibious
ana-	back, opposite	anaphase
anti-	against	antiwar
cata-	down	cataclysm
dia-	through	diatribe
dys-	bad	dysfunction
epi-	upon	epigram
eu-	good	euphemism
hyper-	beyond, excess	hyperactive
hypo-	under	hypotension

49

Figure 15
Prefixes (continued)

meta-	beyond, denoting change	metaphysics metamorphosis
para-	side by side, near	paraphrase
peri-	around	perimeter
prot-	first	prototype
syn-, sym-	together	synchronize, symphony

Anglo-Saxon Prefixes

a-	in, on, of	ashore, akin
be-	near, about	beside
for-	off, to the uttermost	forswear, forbear
mis-	wrong, bad	misunderstand
out-	beyond, more than	outlaw
over-	too much	overcompensate
un-	not	unbeaten
with-	against	withstand

Durkin (1976, pp. 54-55) has developed a two step method for teaching students to use information available from prefixes and suffixes as word analysis tools.

1. With derived and inflected words, prefixes and suffixes should be separated mentally from the root so that if the root is not familiar, its pronunciation can be worked out with the help of letter sound relationships.
2. Once a root is identified, the suffix immediately attached to it should be added. If there is a second suffix, that should be added next. The prefix is added last.

Durkin offers the following illustration of the analysis-synthesis process for derived and inflected words.

foretell	*carelessness*	*unwanted*	*unenviable*
tell	careless	wanted	enviable
foretell	care	want	envy
	careless	wanted	enviable
	carelessness	unwanted	unenviable

In addition to Durkin's generalized strategy, the following activities can be used to reinforce students' knowledge and use of prefixes and suffixes.

1. Select a root word to which many prefixes and suffixes can be added (e.g.,

courage). Have the students use a list of prefixes and suffixes and the dictionary to generate as many words as possible: *discourage, encourage, courageous.*

2. Have students create new words using common roots and affixes. Johnson and Pearson (1984, p. 102) illustrate this process using the following four sets of roots and affixes.

trans	luno	graph	ological
tele	helio	vis	ic (or al)
proto	stella	phon	ology
neo	terre	trop	phobia

Students can select one prefix or suffix from each column to create such new words as *telelunophonology*, the study of sending sound across the moon.

3. Identify from the newspaper words that have roots and affixes. Have students break the words into their component parts.

4. Compound words also can help reinforce students' knowledge of morphological relationships among words. Compound words are usually defined as two words joined together to create a new word that has the combined meaning of the two root words. In many cases, this is an inaccurate definition. For example, consider *blackboard*. It means more than is suggested by the meaning of the two roots—*black* and *board*. Many instructional activities can be developed using a list of compound words.

    a. Separate compound words into their roots. Have students discuss the independent meanings of the roots and then the combined meaning in the compound word (for example, *afternoon, mailbox,* and *streetlight*).

    b. Make word puzzles by supplying students with definitions of root words for selected compound words. See if students can identify the compound words using these definitions.

    animal with wings + container used for bathing = (answer: birdbath)

    c. Have students separate compound words into their roots and discuss the meaning of those roots. This activity helps demonstrate that some compounds are truly composites of the meaning of both root words while others are not.

Learning Words from Context

In Chapter 1, we noted that wide reading should be considered a primary vocabulary development technique. As students increase the amount and type of

reading they do, they increase the number of words they learn through context. Ekwall and Shanker (1983) say students should be taught the use of six basic contextual clues.

Description clues. A description of the word, often in a phrase set off by commas: The *general*, a great leader, was worried about the battle.

Comparison/contrast clues. A comparison or contrast of the unknown word to a known word: He was *upset* instead of happy about winning the election.

Experience or familiar expressions clues. A child's experience or knowledge of familiar expressions used to help determine the unknown word: She was as *quiet* as a mouse.

Synonym clues. A word with a similar meaning: Todd's *automobile* was one of the nicest cars on the block.

Example clues. An example given to provide the needed clues for identification: Cliff is extremely *competitive.* He will bet on almost anything.

Definition clues. A word directly defined in context: A *noun* is a person, place, or thing.

Sternberg (1985) offers a slightly different list of important contextual clues, which he calls external cues.

Temporal. Cues regarding the duration or frequency of the unknown word or when the unknown word can occur: A total *eclipse* of the sun occurs just a few times each century.

Spatial. Cues regarding the location of the unknown word or possible locations in which the unknown word can be found: The *biceps* are located above the elbow on the inner part of the arm.

Value. Cues regarding the worth or desirability of the unknown word or the types of affect the unknown word arouses: *Alcoholism* can cause great stress within a family.

Stative descriptive. Cues regarding the properties of the unknown word (size, shape, color, odor, feel): A *prairie* is flat and relatively dry with light but consistent vegetation.

Functional descriptive. Cues regarding possible purposes of the unknown word, actions the unknown word can perform, or probable uses of the unknown word: A *moped* can be used for daily transportation when the weather is not bad.

Causal/enablement. Cues regarding possible causes of or enabling conditions for the unknown word: A *tsunami* can occur in the South Pacific as a result of an earthquake at the bottom of the ocean.

Class membership. Cues regarding one or more classes of which the unknown word is a member or cues describing the general class to which the unknown word belongs: A tsunami is a type of *tidal wave* that has a particularly high speed.

Equivalence. Cues regarding the similarities or differences of the unknown word with known words: The *mode* is like the *mean* except that it is based on the most frequent score.

As students encounter unknown words in their reading, they can look for these and other clues and generate hypotheses as to what the unknown words mean. As students continue reading and gathering more information about an unknown word, they should shape their hypotheses, deleting inaccurate information and adding information not included in their initial guess. This is a process those involved in semiotic theory (Eco, 1976) and those interested in its application to language learning (Langer, 1983) refer to as *retroduction,* an initial "messy guess" as to what a word might mean. Eco notes that people routinely do this in activities ranging from everyday conversation to scientific inquiry. Highly creative acts of retroduction are involved in interpreting a complex literary text, solving criminal cases, and making new scientific paradigms (Eco, 1976).

It is during retroduction that clusters can be of use. When students encounter a new word and attempt to determine its meaning using contextual clues, they can also try to categorize the unknown word, identifying the cluster to which the unknown word logically belongs. Implicit in this categorization process is the comparison and contrast of the unknown word with known words. As students advance through the process of retroduction, gradually adding information to their understanding of a new word, they might also adjust the meanings of some of the known words in the category to which the unknown word has been assigned. This helps them look for new distinctions with which to differentiate words in a category.

Clusters can act as broad organizers in which to house words students learn through context as a result of their wide reading and language use. We believe that in a very direct sense this meets Nagy and Anderson's challenge (1984, p. 328) that "Vocabulary instruction ought...to teach skills and strategies that would help children become independent word learners."

Having students categorize new words they encounter in their reading and then compare and contrast them with known words in a category helps develop the priming function Jenkins, Stein, and Wysocki (1984) say is so important to learning words in context. Specifically, they found that repeated encounters with a new word do not insure that students will learn the word, even when the context is particularly rich for discovering the word's meaning. Instead, the word must be marked either in advance (e.g., the teacher primes students to the new words they will encounter in a passage) or after the fact (e.g., students record new words they encounter while reading).

Connecting Reading and Writing

Researchers and theorists such as Applebee and Langer (1983) and Graves (1983) have noted that reading and writing are natural language activities and

should not be treated in isolation. Reading and writing reinforce one another. Duin and Graves (1987) found that focusing on vocabulary development during writing activities has a direct, positive effect on the quality of student writing.

Substantial research has been done on the writing process. Graves (1983) discribes the writing process in terms of choice, rehearsal, and composing. Cooper and O'Dell (1977) talk about writing as consisting of prewriting, writing, and revising. Glatthorn (1982) speaks of exploring, planning, drafting, and revising. Regardless of the terms used, writing is an identifiable process with phases or stages. Flower and Hayes (1980a, 1980b, 1981) have shown that these stages are not discrete or linear; when people write, they do not always explore, plan, draft, and revise. Instead, writing is much more iterative, with writers looping back to previous phases as they make decisions about content, form, and style. However, for instruction, it is useful to present students with a stage or phase model of writing.

The following description of how Hilary, a second grader, progresses through these stages, is based on Graves' model of choice, rehearsal, and composing (paraphrased from DiStefano, Dole, & Marzano, 1984, pp. 25-26).

> *Choice.* Hilary talks to her teacher about seeing the movie *Bambi.* Her teacher encourages her to write something about the movie to share with her classmates. Hilary agrees and begins rehearsal.
>
> *Rehearsal.* Hilary draws a deer in a forest with big bushes, trees, and other animals. When the teacher asks Hilary about the picture, Hilary says Bambi is looking for his mother, who died in the fire. Hilary begins to jot down words such as *fire, deer, Bambi,* and *mother.* Then she begins to compose.
>
> *Composing.* Hilary asks her teacher for help. "I don't know where to begin," she says. "Should I start from when my mom and dad said they would take me?" "What do you think?" says her teacher. "I think I'll start with the fire in the forest." Hilary begins to write. "Once upon a time...." After three sentences, she stops. She asks her teacher to read what she has written. The teacher suggests that Hilary read her partial story to her friend Kim. When Hilary finishes, she says she will take the paper home and finish it. Kim tells her not to forget to say how the campers started the fire and offers a few more suggestions.

As the example illustrates, in the choice phase students select a topic to write about. During the rehearsal phase, they begin to shape the ideas they will express in their writing—transforming mental images to pictures, symbols, and words. During composing, students write, progressing through a series of drafts.

It is during the rehearsal phase that the clusters can be of most use. Once Hilary had decided to write about Bambi and had finished her drawing, the teacher could have guided her to some specific clusters that might contain useful concepts for Hilary to consider in her writing. For example, the teacher might have had Hilary examine the words in supercluster 4 (Animals) and respond to the question "What other types of animals might you want to mention in your story?"

Similarly the teacher might have asked Hilary to examine the words in supercluster 5 (Feelings/Emotions) to identify some emotions she might want to depict using her animal characters.

Conclusion

In this book we have described various ways to use clusters to teach words and concepts while attempting to illustrate that such an approach has a sound theoretical and research base. Much research still must be done before such a system should be adopted on a large scale, but we believe there is enough evidence to justify field testing to determine the best audience for such instruction and the best words to teach. The techniques presented here and the clusters and basic words in Appendix A are one of the first steps in that effort. Readers are encouraged to adapt the techniques and categories to suit their own purposes.

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Appendix A
Words in Clusters

Supercluster 1
Occupations

1a Occupations (General)

Minicluster	Grade Level	Part of Speech
1a.1. Workmen		
workmen (workman)	3	N
worker (work)	4	N
b workman	4*	N
laborer (labor)	4*	N
professional (profession)	5	N
b craftsman	5*	N
employee (employ)	6	N
1a.2. Occupation		
b occupation	3*	N
b career	5	N
b craft	5	N
b role	5*	N
b profession	6	N
livelihood (life)	SS	N
employment (employ)	SS	N
1a.3. Task		
b job	2	N
b housework	3*	N
b task	4	N
b chore	4	N
b labor	5	N, V
production (produce)	6	N

1b Supervisors/Assistants

Minicluster	Grade Level	Part of Speech
1b.1. Assistant		
assistant (assist)	4*	N
attendant (attend)	5	N
b apprentice	5	N
b journeyman	SS	N

Key

Basic words
    Basic words are preceded by *b*.
    All other words are followed by the basic
    word in parentheses.

Grade levels
    K-6   The grade level at which a word is
           introduced.
    *   Indicates a word does not appear
           frequently in student reading
           material, but when it does appear it
           is at the level indicated.
    —   Words or phrases for which a grade
           level could not be determined.
    Content specific words are indicated by
    the content area in which they are used:
    SS   Social Studies
    EN   English
    MA   Math
    SC   Science

Part of Speech
    N   Noun
    V   Verb
    A   Adjective
    AV   Adverb
    AV (+ly) Adverb when suffix -ly is
              added
    PRO   Pronoun
    PREP   Preposition
    INT   Interjection
    DET   Determiner
    AX   Auxiliary verb
    RM   Relationship marker

For readers' convenience, this Key is repeated
periodically throughout Appendix A.

Readers should note that many of the words on this list are sex stereotyped because the list is based on
basals written before publishers began to reduce sex stereotyping in books for children.

1b.2. Boss		
owner (own)	3	N
b boss	4	N
director (direct)	4*	N
b foreman	5	N
manager (manage)	5	N
b landlord	6	N
employer (employ)	6*	N
1b.3. Supervisor		
leader (lead)	5	N
b superintendent	5	N
supervisor	6	N
(supervise)		
overseer (oversee)	SS	N
b chairman	SS	N
administrator	6+	N
(administrate)		
1b.4. Founder		
producer (produce)	5*	N
founder (found)	6	N
b sponsor	6	N

1c Royalty/Statesmen

Minicluster	Grade Level	Part of Speech
1c.1. Governor		
b mayor	4	N
dignitary (dignity)	4	N
b official	4	N
governor (govern)	5	N
b congressman	5*	N
ambassador	5*	N
(embassy)		
b statesman	5*	N
congresswoman	5	N
(congressman)		
b consul	5*	N
b tribune	6	N
politician (politics)	6	N
senator (senate)	6	N
councilor (council)	6	N
b candidate	6*	N
b delegate	6*	N

1c.2. Master		
b majesty	3	N
b master	3	N, V
b highness	6	N
b hidalgo	SS	N
1c.2.1 _____		
b throne	6	N
1c.3. King		
b king	2	N
b queen	3	N
princess (prince)	3	N
b prince	3	N
b knight	5	N
duchess (duke)	5	N
b duke	5	N
b sire	5	N
b earl	5*	N
b baron	5*	N
b sultan	5	N
b czar	5*	N
b squire	5*	N
b nobleman	SS	N
b sheik	SS	N
1c.4. Emperor		
b lord	3	N, V
b chief	3	N
b monarch	4	N
b president	4	N
empress (empire)	5	N
emperor (empire)	5	N
b vice president	6	N
dictator (dictate)	SS	N
liberator (liberate)	SS	N
1c.4.1 _____		
imperial (empire)	5*	A
presidential	6*	A
(president)		

1d People in Sports

Minicluster	Grade Level	Part of Speech
1d.1 Winner		
winner (win)	4*	N
loser (lose)	6*	N

Id.2. **Athlete**

player (play)	4	N
b athlete	6	N
contestant (contest)	6	N

Id.3. **Fielder**

batter (bat)	3	N
b baseman	4	N
fielder (field)	4*	N
catcher (catch)	5	N
b shortstop	6	N

Id.4. **Wrestler**

boxer (box)	I	N
runner (run)	4	N
gymnast (gym)	4	N
fighter (fight)	4*	N
diver (dive)	4*	N
racer (race)	5*	N
wrestler (wrestle)	5*	N
skier (ski)	5*	N
b lifeguard	6	N
skater (skate)	6	N
swimmer (swim)	6	N
b acrobat	6	N
b horseman	SS	N

Id.5. **Coach**

trainer (train)	2	N
b coach	3	N, V
b umpire	4	N, V
b referee	6	N, V

1e Reporters/Writers

Minicluster	Grade Level	Part of Speech
1e.1. **Newscaster**		
sportscaster (sportscast)	4	N
b weatherman	4*	N
newscaster (newscast)	5*	N
announcer (announce)	6	N

1e.2. **Writer**

reporter (report)	3*	N
b author	4	N
poet (poem)	4	N
b newspaperman	4	N
writer (write)	4*	N
narrator (narrate)	5	N
historian (history)	6*	N
b critic	6*	N
speaker (speak)	EN	N

1f Outdoor Professions

Minicluster	Grade Level	Part of Speech
1f.1. **Hunter**		
fisher (fish)	4	N
hunter (hunt)	4	N
trapper (trap)	4*	N
b fisherman	5	N
camper (camp)	5*	N
tanner (tan)	6	N
b gamesman	6+	N
b sportsman	6+	N
1f.2. **Miner**		
miner (mine)	4*	N
digger (dig)	5*	N
1f.3. **Cowboy**		
b cowhand	2	N
cowboy (cowhand)	2	N
ranger (range)	4	N
rancher (ranch)	4	N
b shepherd	4	N
b scout	4	N, V
b stockman	SS	N
b herdsman	SS	N
cowgirl (cowhand)	SS	N
1f.4. **Farmer**		
farmer (farm)	2	N
gardener (garden)	4	N
grower (grow)	5*	N
b serf	6*	N
picker (pick)	SS	N
sharecropper (sharecrop)	SS	N

1f.5. Logger

Minicluster	Grade Level	Part of Speech
logger (log)	4*	N
b lumberjack	5	N
b woodcutter	5	N
b woodsman	5*	N
forester (forest)	5*	N
cutter (cut)	6*	N
b lumberman	SS	N

1g Artists

Minicluster	Grade Level	Part of Speech
1g.1. Painter		
painter (paint)	4	N
potter (pot)	4*	N
artist (art)	5	N
designer (design)	5*	N
b architect	6*	N
sculptor (sculpt)	6	N
photographer (photograph)	6	N
1g.2. Musician		
musician (music)	4	N
conductor (conduct)	5	N
composer (compose)	5*	N
singer (sing)	6	N
drummer (drum)	6	N
violinist (violin)	6*	N
soloist (solo)	EN	N

1h Entertainers

Minicluster	Grade Level	Part of Speech
1h.1. Actress		
b model	3	N, V
dancer (dance)	5*	N
actress (act)	6	N
actor (act)	6	N
1h.2. Clown		
b clown	2	N, V
b barker	4*	N
magician (magic)	5	N
comic (comedy)	5	N
juggler (juggle)	5*	N

1h.3. Entertainer

Minicluster	Grade Level	Part of Speech
entertainer (entertain)	4	N
performer (perform)	5*	N

1i Teachers/Advisors

Minicluster	Grade Level	Part of Speech
1i.1. Teacher		
teacher (teach)	2	N
b professor	3	N
b student	4	N
b pupil	4	N
librarian (library)	4	N
b principal	5	N
instructor (instruct)	5*	N
b tutor	6	N, V
1i.2. Counselor		
counselor (counsel)	6	N
adviser (advise)	6*	N
therapist (therapy)	6+	N

1j Public Servants

Minicluster	Grade Level	Part of Speech
1j.1 Policeman		
b fireman	1*	N
firemen (fireman)	1	N
b policeman	2	N
policewoman (policeman)	2	N
detective (detect)	3	N
b officer	4	N
b sheriff	5	N
inspector (inspect)	5*	N
b trooper	6	N
protector (protect)	6*	N

69

1k Scientists/Discoverers

Minicluster	Grade Level	Part of Speech
1k.1. Scientist		
scientist (science)	3	N
engineer (engine)	3	N
b astronaut	4	N
veterinarian (veterinary)	4*	N
astronomer (astronomy)	5	N
archeologist (archeology)	5	N
biologist (biology)	5*	N
mathematician (mathematics)	6	N
chemist (chemistry)	6	N
naturalist (nature)	6	N
geographer (geography)	SS	N
geologist (geology)	SC	N
meteorologist (meteorology)	SC	N
botanist (botany)	SC	N
1k.2. Explorer		
inventor (invent)	3	N
explorer (explore)	4	N
discoverer (discover)	5*	N
surveyor (survey)	5*	N
researcher (research)	6*	N

1L Areas of Work

Minicluster	Grade Level	Part of Speech
1L.1. Business		
b business	3	N
b law	4	N
b military	5	N
education (educate)	5	N
b agriculture	5*	N
b industry	6	N
b politics	6	N
b religion	6	N
1L.2. Science		
b medicine	3	N
b science	3	N
b geography	4	N
b chemistry	5	N
b geology	5*	N
b astronomy	5*	N
b biology	5*	N
b archeology	6*	N
b architecture	6	N
b psychology	SC	N
b physics	SC	N
1L.2.1 _____		
scientific (science)	4	A, AV (+ly)
geological (geology)	6	A, AV (+ly)

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A	Adjective
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PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

70

1m Occupations Related to Buying/Selling

Minicluster	Grade Level	Part of Speech
1m.1. **Customer**		
b customer	3	N
buyer (buy)	5*	N
shopper (shop)	6*	N
b patron	6+	N
1m.2. **Salesman**		
peddler (peddle)	3	N
b merchant	4	N
b salesman	4*	N
trader (trade)	4*	N
seller (sell)	5*	N
vendor (vend)	6*	N

1n Small Business

Minicluster	Grade Level	Part of Speech
1n.1. **Blacksmith**		
b goldsmith	4*	N
b blacksmith	5	N
b shoemaker	6	N
cobbler (cobble)	6	N
1n.2. **Baker**		
b butcher	4	N, V
baker (bake)	4	N
b grocer	5*	N
b milkman	6*	N
1n.3. **Tailor**		
miller (mill)	2	N
b tailor	4	N, V
weaver (weave)	4*	N
b tinker	5	N, V
florist (flower)	6+	N

1o People Who Work in Offices

Minicluster	Grade Level	Part of Speech
1o.1. **Businessman**		
b businessman	4*	N
businesswoman (businessman)	4*	N

1o.2. Secretary

b secretary	6	N
typist (type)	6*	N
receptionist (reception)	6*	N

1p Builders

Minicluster	Grade Level	Part of Speech
1p.1. **Builder**		
builder (build)	3*	N
manufacturer (manufacture)	5*	N
contractor (contract)	6+	N

1q Printers

Minicluster	Grade Level	Part of Speech
1q.1. **Publisher**		
printer (print)	3*	N
editor (edit)	4*	N
publisher (publish)	5*	N
b scribe	5*	N

1r People Who Clean Up

Minicluster	Grade Level	Part of Speech
1r.1. **Janitor**		
b garbageman	4	N
b janitor	5	N
custodian (custody)	6+	N

1s Occupations Related to Money

Minicluster	Grade Level	Part of Speech
1s.1. **Banker**		
banker (bank)	4	N
b teller	6*	N
cashier (cash)	6+	N
accountant (account)	6+	N

1t Occupations Related to Prisons

Minicluster	Grade Level	Part of Speech
1t.1. Prisoner		
prisoner (prison)	4	N
b slave	5	N
captive (capture)	5	N, A
warden (ward)	6	N
b inmate	6+	N
1t.2. Guard		
b guard	3	N, V
b watchman	4*	N
b sentry	6	N

1u Occupations Related to Medicine

Minicluster	Grade Level	Part of Speech
1u.1. Doctor		
b doctor	2	N, V
b nurse	3	N
b patient	3	N
dentist (dental)	4*	N
b physician	5*	N
surgeon (surgery)	6	N
psychiatrist (psychiatry)	6+	N

1v Occupations Related to Transportation

Minicluster	Grade Level	Part of Speech
1v.1. Pilot		
b pilot	3	N, V
flier (fly)	4	N
b skipper	5	N
b porter	5	N
b seaman	5*	N
copilot (pilot)	6+	N
b steward	6+	N
stewardess (steward)	6+	N

1w Clergy/Religious

Minicluster	Grade Level	Part of Speech
1w.1. Priest		
b cardinal	3*	N
b minister	5	N
b priest	6	N
b bishop	6	N
b monk	6	N
abbot (abbey)	6	N
b prophet	6	N
missionary (mission)	6	N
b nun	6*	N
b pope	6+	N
b deacon	6+	N

1x Repairmen

Minicluster	Grade Level	Part of Speech
1x.1. Carpenter		
b repairman	3*	N
b plumber	3*	N
b carpenter	4	N
b mason	5	N
mechanic (mechanics)	6	N
technician (technical)	6	N

1y Legal Participants and Occupations

Minicluster	Grade Level	Part of Speech
1y.1. Judge		
b judge	3	N, V
defendant (defend)	4	N
clerk (clerical)	4*	N
b witness	5	N, V
lawyer (law)	6	N
b attorney	6+	N
prosecutor (prosecute)	6+	N
counselor (counsel)	6+	N
juror (jury)	6+	N
1y.1.1 _____		
b trial	4	N

1z Servants

Minicluster	Grade Level	Part of Speech
1z.1. Maid		
b maid	3	N
servant (serve)	3	N
b butler	3*	N
b usher	5*	N, V

1aa Occupations Related to Restaurants

Minicluster	Grade Level	Part of Speech
1aa.1. Waitress		
b dishwasher	2	N
waiter (wait)	4*	N
waitress (wait)	4*	N
b chef	5*	N
b busboy	6+	N

1bb Messengers

Minicluster	Grade Level	Part of Speech
1bb.1. Mailman		
operator (operate)	4	N
messenger (message)	4	N
b pos...ster	_ '	N
telegrapher (telegraph)	SC	N
b mailman	6+	N

1cc Occupations Usually Held by Youths

Minicluster	Grade Level	Part of Speech
1cc.1 Babysitter		
babysitter (babysit)	6+	N
b paperboy	6+	N

1dd Work Related Actions

Minicluster	Grade Level	Part of Speech
1dd.1. Work		
b work	K	N, V
b struggle	3	N, V
b toil	6	N, V
b overwork	EN	V
1dd.2. Hire		
b hire	5	V
b employ	5	V
1dd.2.1 _____		
b apply	5	V
1dd.3. Quit		
b quit	4	V
b resign	5*	V
b retire	6	V
1dd.4. Usage		
usage (use)	5*	N
b overuse	EN	N

Supercluster 2
Types of Motion

2a General Motion

Minicluster	Grade Level	Part of Speech
2a.1. Motion		
b motion	4	N, V
action (act)	4	N
movement (move)	5	N
activity (act)	5	N
2a.1.1 _____		
movable (move)	4*	A
motionless (motion)	5	A
b mobile	5*	N, A, AV (+ly)

2b Lack of Motion

Minicluster	Grade Level	Part of Speech
2b.1. Stillness		
stillness (still)	4	N
inertia (inert)	SC	N
b standstill	SS	N
2b.1.1. _____		
b stationary	5*	A
b static	SC	A, AV (+ly)
2b.2. Suspend		
b hang	2	V
b dangle	4	V
b suspend	6	V
2b.2.1. _____		
suspension (suspend)	6	N
2b.3. Stay		
b stay	1	N, V
b wait	2	N, V
b remain	4	V
b hesitate	4	V
b pause	4	N, V
b linger	4	V
b falter	4	V
b putter	4	V
await (wait)	4	V
2b.4. Interrupt		
b interrupt	4	V
b delay	5	N, V
2b.4.1 _____		
interruption (interrupt)	6+	N
2b.5. Rest		
b rest	2	N, V
b settle	3	V
b relax	4	V
b lounge	6*	V
b bask	6	V

2c Beginning Motion

Minicluster	Grade Level	Part of Speech
2c.1. Begin		
b begin	2	V
b start	2	N, V
b introduce	4	V
originate (origin)	6+	V
2c.1.1 _____		
beginning (begin)	3	N
introduction (introduce)	4	N
initiation (initiate)	4	N
2c.1.2 _____		
beginner (begin)	2	N
2c.1.3 _____		
b initial	6	A, AV (+ly)
introductory (introduce)	EN	A

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74

2d The Act of Occurring

Minicluster	Grade Level	Part of Speech
2d.1. **Do**		
b do	K	V
b commit	6	V
2d.2. **Happen**		
b happen	2	V
b undergo	4*	V
b occur	5	V
2d.3. **React**		
react (act)	4	V
2d.3.1 _____		
reaction (act)	5*	N

2e Completion

Minicluster	Grade Level	Part of Speech
2e.1. **Complete**		
b end	2	N, V
b finish	2	N, V
b fulfill	6	V
b complete	6	V, A, AV (+ly)
b culminate	6+	V
2e.1.1 _____		
completion (complete)	6+	N

2f Halting/Stopping

Minicluster	Grade Level	Part of Speech
2f.1. **Stop**		
b stop	1	N, V
b quit	4	V
b cease	5	V
b halt	5	V
2f.2. **Prevent**		
b prevent	5	V
b ban	6*	V
b abolish	6	V
2f.3. **Avoid**		
b avoid	5	V
2f.4. **Resist**		
b resist	5	V
2f.5. **Clog**		
b filter	3	V
b smother	5	V
b clog	5*	N, V
b muffle	6	V
b stifle	6	V

2g General Actions Involving Coming/Going

Minicluster	Grade Level	Part of Speech
2g.1. **Arrival**		
arrival (arrive)	6	N
departure (depart)	6	N
2g.1.1 _____		
destination (destiny)	6	N
2g.2. **Journey**		
b trip	2	N
b travel	3	N, V
b journey	4	N, V
flight (fly)	4	N, V
b voyage	5	N
b expedition	5	N
b excursion	5*	N
b safari	5*	N
b tour	6	N, V
migration (migrate)	SC	N
2g.3. **Adventure**		
b adventure	3	N
b quest	6	N
2g.3.1 _____		
exploration (explore)	6	N
2g.4. **Leave**		
b leave	2	V
b withdraw	5*	V
b depart	6	V
b recede	SS	V

2g.5. Vanish

	Grade Level	Part of Speech
disappear (appear)	3	V
b vanish	4	V

2g.5.1 _____

| b appear | 3 | V |

2g.6. Roam

b wander	3	V
b roam	4	V
b stray	5	N, V
b migrate	5	V
b rove	5	V

2g.7. Come

b come	K	V
b visit	2	V
b arrive	3	V

2g.8. Go

b go	2	V
b approach	4	N, V
b proceed	5	V
b advance	5	N, V
b progress	6	N, V

2h Pursuit

Minicluster	Grade Level	Part of Speech
2h.1. Pursuit		
pursuit (pursue)	6	N
2h.2. Chase		
b chase	2	N, V
b track	2	V
b follow	2	V
b pursue	5	V

2i Taking/Bringing

Minicluster	Grade Level	Part of Speech
2i.1. Take		
b take	K	V
b bring	1	V
b move	2	N, V
b carry	2	V
b tote	4	V
b bear	5	V

2i.2. Return

| b return | 2 | V |

2i.3. Get

| b get | 1 | V |
| b fetch | 4 | V |

2i.3.1 _____

| b whisk | 3 | V |

2i.4. Send

b send	2	V
b mail	2	N, V
b ship	2	N
b relay	5	N
b dispatch	5*	V
b transplant	6	N, V
b transfer	6	N, V

2i.5. Remove

| b rid | 3 | V |
| b remove | 4 | V |

2i.6. Put

b put	K	V
b give	1	V
b place	2	V
b set	2	V

2i.7. Deliver

b present	3	V
b deliver	3	V
b deposit	4	V
b bestow	5	V
b distribute	6	V

2i.8. Import

| import (port) | 5* | N, V |
| export (port) | 6 | N, V |

2j Tossing Actions

Minicluster	Grade Level	Part of Speech
2j.1. Throw		
b toss	1	N, V
b throw	2	N, V
b pass	2	N, V
b pitch	3	N, V
b flip	4	N, V
b heave	4	N, V
b cast	4	V
b fling	4	N, V
b thrust	4	N, V
b flick	5	N, V

2j.2. Catch

	Grade Level	Part of Speech
b catch	1	N, V

2k Pushing Actions

Minicluster	Grade Level	Part of Speech
2k.1. Push		
b pull	2	N, V
b push	2	N, V
b drag	3	V
b haul	4	V
b tow	4	V
b yank	5	N, V
2k.2. Support		
b support	4	N, V
b prop	4	V
2k.3. Lean		
b lean	3	V

2L Vibration

Minicluster	Grade Level	Part of Speech
2L.1 Shake		
b shake	2	N, V
b tremble	3	V
b shiver	4	N, V
b quiver	4	N, V
b shudder	5	N, V
b twitch	5	N, V
b quake	6	N, V
2L.2. Flutter		
b flutter	3	N, V
b wiggle	3	N, V
b vibrate	3*	V
b sputter	4	N, V
b flap	4	V
b throb	5	N, V
waver (wave)	6	N, V
2L.2.1 _____		
vibration (vibrate)	6	N
2L.3. Juggle		
b juggle	4	V
b jumble	6	N, V

2m Shifting Motion

Minicluster	Grade Level	Part of Speech
2m1.1 Slide		
b slide	2	N, V
b shift	4	N, V
b skid	4	N, V
b slip	4	N, V

2n Jerking Motion

Minicluster	Grade Level	Part of Speech
2n.1. Jerk		
b bounce	2	N, V
b jerk	3	N, V
b snap	3	V
b jolt	4	V
b jut	4	V
b budge	5	V
b lurch	5	N, V
2n.2. Ajar		
b ajar	3	AV

2o Ascending Motion

Minicluster	Grade Level	Part of Speech
2o.1. Raise		
b raise	3	V
b lift	3	V
b load	3	V
b hoist	5	V
b boost	6	N, V
b elevate	6*	V
2o.2. Rise		
b blast off	1*	V
b rise	4	V
b mount	4	V
arise (rise)	6	V
b ascend	6	V
b clamber	6	N
2o.2.1 _____		
ascent (ascend)	6*	N

8

2p Descending Motion (General)

Minicluster	Grade Level	Part of Speech
2p.1. Fall		
b fall	1	N, V
b plunge	3	N, V
b collapse	4	V
b tumble	4	N, V
b topple	5	V
b descend	5	V
b plummet	6*	V
2p.1.1 _____		
descent (descend)	6*	N
2p.2. Lower		
b drop	1	V
lower (low)	2	V
b lay	2	V
b dump	4	V
b fumble	5	N, V
2p.3. Sag		
b dip	3	N, V
b sag	4	N V
b droop	4	V
b slump	6	N, V
b slouch	6	V

2q Descending Motion Done by Human Beings

Minicluster	Grade Level	Part of Speech
2q.1. Sit		
b sit	K	V
b squat	4	V
b crouch	4	N, V
b stoop	5	V
2q.2. Lie		
b lie	3	V
b flop	3	V
b sprawl	5	V

2r Reduction

Minicluster	Grade Level	Part of Speech
2r.1. Contraction		
contraction (contract)	4	N
compression (compress)	SC	N
b fission	SC	N
closure (close)	MA	N

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Part of Speech
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  V   Verb
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  RM   Relationship marker

78

2r.2. Shorten

	Grade Level	Part of Speech
b fade	4	V
shorten (short)	4*	V
b compress	4*	V
b condense	4*	V
b shrink	5	V
b diminish	5*	V
b wither	6	V
b dwindle	6	V
b shrivel	6	V
b reduce	6	V

2r.3. Cram

b cram	6	V
b cramp	6	N, V

2r.4. Crumple

b crumble	5	V
b crinkle	6	V
b crumple	6	V

2s Expansion

Minicluster	Grade Level	Part of Speech
2s.1. Explosion		
explosion (explode)	5	N
expansion (expand)	5*	N
extension (extend)	6*	N
diffusion (diffuse)	SC	N
2s.2. Enlarge		
b swell	4	V
enlarge (large)	5*	V
b magnify	5*	V
b expand	6	V
b inflate	SC	V
2s.3. Billow		
b fluff	4	V
b billow	4	V
b bulge	5	N, V
2s.4. Explode		
b burst	3	V
b blast	4	N, V
b erupt	4*	V
b explode	5	V
b discharge	6*	V
2s.5. Scatter		
b scatter	3	V
b scramble	4	N, V

2s.6. Uproot

b uproot	6*	V

2t Force

Minicluster	Grade Level	Part of Speech
2t.1. Pressure		
b force	3	N
pressure (press)	5	N, V
propulsion (propel)	SC	N

2u Closing/Opening Actions

Minicluster	Grade Level	Part of Speech
2u.1. Close		
b close	2	V
b open	2	V, A, AV (+ly)
b shut	2	V, A
b slam	4	N, V

2v Joining Actions

Minicluster	Grade Level	Part of Speech
2v.1. Connection		
connection (connect)	4*	N
b bond	5	N, V
2v.2. Join		
b join	3	V
b marry	3	V
b wed	3*	V
b link	4	N, V
b connect	5	V
unite (union)	5*	V
b fuse	6	V
b combine	6	V
adjoin (join)	6*	V
b merge	6*	V
2v.2.1		
fusion (fuse)	SC	N

2v.3. Wedding

Minicluster	Grade Level	Part of Speech
wedding (wed)	4	N
marriage (marry)	6	N

2v.4. Include

b include	5	V
b involve	5	V
b assign	5	V

2v.5. Intersect

b intersect	MA	V

2v.6. Meet

b meet	2	V
b accompany	5	V
b encounter	6	V
b mingle	6	V

2v.7. Fasten

b stick	2	V
b fasten	3	V
b hitch	3	V
tighten (tight)	4*	V

2w Separating Actions

Minicluster	Grade Level	Part of Speech
2w.1. Separate		
b separate	4	V
b split	4	N, V
disconnect (connect)	SC	V
2w.2. Loosen		
unfasten (fasten)	3*	V
loosen (loose)	4	V
unscrew (screw)	5*	V
unwind (wind)	6*	V

2x Circular Motions

Minicluster	Grade Level	Part of Speech
2x.1. Rotation		
rotation (rotate)	5*	N
circulation (circle)	SC	N

2x.2. Spin

b spin	3	N V
b twirl	4	V
b orbit	4	N, V
b whirl	5	V
b rotate	5	V
b revolve	6	V

2x.2.1 _____

orbital (orbit)	6	A

2x.3. Invert

b reverse	4	V
b invert	SC	V

2x.4. Turn

b turn	2	N, V
b sway	3	N, V
b swirl	3	V
b twist	4	N, V
b swerve	6	V
b pivot	6	V

2x.5. Surround

b surround	3	V
enclose (close)	6	V
encircle (circle)	6	V
imprison (prison)	6*	V
b encompass	6*	V

2x.6. Around

around (round)	K	PREP
b about	K	PREP

2x.7. Clockwise

counterclockwise (clock)	6	AV
clockwise (clock)	6*	AV

Supercluster 3
Size/Quantity

3a Size (Small/Large)

Minicluster	Grade Level	Part of Speech
3a.1. Size		
b size	3	N

3a.2. Small

	Grade Level	Part of Speech
b little	K	A
b small	2	A
b tiny	2	A
microscopic (scope)	4*	A
stubby (stub)	5	A
b wee	5*	A
b compact	5*	A
b miniature	5*	A

3a.3. Large

	Grade Level	Part of Speech
b big	K	A
b huge	2	A
b great	2	A, AV (+ly)
b giant	2	A
b large	2	A
b enormous	3	A, AV (+ly)
b grand	4	A
b vast	5	A, AV (+ly)
b mammoth	6	A
massive (mass)	6	A, AV (+ly)
b immense	6	A, AV (+ly)
monstrous (monster)	6	A, AV (+ly)

3a.3.1 _____

b colossus	6	N

3b Measurement Actions

Minicluster	Grade Level	Part of Speech
3b.1. Measure		
b measure	3	N, V
b weigh	3	V
b order	3	N, V, AV (+ly)
measurement (measure)	4	N
b rank	5	N, V
b rate	5	N, V
b monitor	6	N, V
b sequence	6*	N, V
3b.1.1 _____		
weight (weigh)	3	N

3c Measurement Devices

Minicluster	Grade Level	Part of Speech
3c.1. Ruler		
ruler (rule)	4	N
b scale	4	N, V
b thermometer	5	N
b compass	5	N
b yardstick	5*	N
b gauge	6	N, V
protractor (protract)	MA	N
b abacus	MA	N
galvanometer (galvanism)	SC	N
seismograph (seismology)	SC	N
speedometer (speed)	6*	N

3d Things Commonly Measured

Minicluster	Grade Level	Part of Speech
3d.1. Address		
b address	3	N, V
b longitude	3	N
b latitude	3	N
3d.2. Angle		
b meridian	5*	N
b angle	6	N
b diameter	6	N
circumference (circle)	6*	N
b radius	MA	N
vertex (vertical)	MA	N
3d.3. Census		
b countdown	6	N
b census	SS	N

3e Specific Units of Measurement

Minicluster	Grade Level	Part of Speech
3e.1. Mile		
b mile	2	N
b yard	2	N
b foot	2	N
b inch	3	N. V
kilometer (meter)	MA	N
decimeter (meter)	MA	N
centimeter (meter)	MA	N
3e.2. Watt		
b watt	4*	N
b volt	SC	N
b ohm	SC	N
3e.3. Pound		
b pound	3	N
b ton	5	N
ꞌꞌ gram	5*	N
b ounce	6	N
kilogram (gram)	6*	N
3e.4. Degree		
b degree	4	N
b grade	5	N, V
b metric	6*	N, A
3e.5. Handful		
handful (hand)	3	N
cupful (cup)	3*	N
b gallon	4	N
b bushel	4	N
b quart	4	N
mouthful (mouth)	4	N
b boatload	4*	N
teaspoonful (teaspoon)	4*	
spoonful (spoon)	4*	N
b pint	6	N
b tablespoonful (tablespoon)	6	N
b pinch	6	N

3f Partitives

Minicluster	Grade Level	Part of Speech
3f.1. Speck		
b dot	1	N, V
b bit	2	N
b speck	4	N
b splinter	4	N, V
speckle (speck)	4*	N
b particle	6	N
b fleck	6	N
3f.2. Type		
b type	5	N
b version	6	N

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3f.3. Part

	Word	Grade	Part of Speech
b	part	2	N
b	piece	3	N, V
b	member	4	N
b	section	4	N, V
b	factor	4*	N, V
b	item	5	N
b	segment	5*	N
b	ration	6*	N, V
b	fragment	6	N, V
o	element	6	N
b	portion	6	N
	subset (set)	MA	N

3f.4. Sample

	Word	Grade	Part of Speech
b	sample	4	N, V
b	specimen	6	N

3f.5. Slice

	Word	Grade	Part of Speech
b	slab	4	N
b	chunk	4	N, V
b	sliver	5*	N
b	scrap	5	N
b	crumb	5	N
b	slice	5	N, V
b	wisp	6	N

3f.6. Category

	Word	Grade	Part of Speech
b	department	4	N
b	category	6*	N

3g General Amounts

3g.1. Amount

Minicluster		Grade Level	Part of Speech
b	amount	4	N, V
b	quantity	6	N
	extent (extend)	6*	N

3g.2. Variety

	Word	Grade	Part of Speech
b	lot	2	N
b	number	2	N
	variety (vary)	5	N

3g.2.1 _____

	Word	Grade	Part of Speech
	various (vary)	4	A

3g.3. All

	Word	Grade	Part of Speech
b	all	K	N
b	whole	3	A, AV (+ly)
b	entire	3	A, AV (+ly)

3g.4. Numerous

	Word	Grade	Part of Speech
	countless (count)	4*	A, AV (+ly)
	numerous (number)	5*	A
	infinite (finite)	5*	N, A, AV (+ly)
b	abundant	6	A, AV (+ly)
	unlimited (limit)	6*	A
	extensive (extend)	6*	A, AV (+ly)

3g.5 Several

	Word	Grade	Part of Speech
b	several	3	N, A
b	dozen	4	N, A
b	plenty	5	N
	abundance (abundant)	5*	N
b	majority	5*	N

3g.6. Another

	Word	Grade	Part of Speech
b	another	1	N, A
b	other	1	N, A
b	extra	3	N, A
	additional (add)	5*	A

3g.7. Increase/Decrease

	Word	Grade	Part of Speech
b	increase	4	N, V
b	decrease	6	N, V
b	abound	6*	V

3g.8. Many

	Word	Grade	Part of Speech
b	many	1	N, A
b	more	1	N, A
b	most	2	N, A

3g.9. Pair

	Word	Grade	Part of Speech
b	both	2	N, A
	twice (two)	2	N, A
b	pair	2	N, V
b	half	3	N, A
b	couple	4	N, A
b	double	5	N, A
b	two	5*	N, A
b	twain	5	N, A

3g.9.1 _____

	Word	Grade	Part of Speech
b	medium	4*	A

3g.10. Little

	Word	Grade	Part of Speech
b	little	K	N, A
b	few	2	N, A
b	less	3	N, A

3g.11. Lack		
b lack	4	N, V
shortage (short)	4*	N
scarcity (scarce)	6*	N
3g.12. Single		
b only	2	A
b single	3	A
b lone	4*	A
3g.13. Partial		
partial (part)	5*	A, AV (+ly)
₃ scant	6*	A, AV (+ly)
b finite	6*	A
b sparse	6*	A, AV (+ly)
fractional (fraction)	MA	A, AV (+ly)
3g.14. Singular/Plural		
b plural	4*	A
singular (single)	6*	A

3h Cardinal/Ordinal Numbers

Minicluster	Grade Level	Part of Speech
3h.1. First		
b first	I	N, A
b second	2	N, A
third (three)	2	N, A
fourth (four)	2	N, A
tenth (ten)	3	N, A
fifth (five)	3	N, A
sixth (six)	3*	N, A
eighth (eight)	3*	N, A
eighteenth (eighteen)	3*	N, A
seventh (seven)	4	N, A
ninth (nine)	4	N, A
fiftieth (fifty)	4*	N, A
thirteenth (thirteen)	5*	N, A
fourteenth (fourteen)	5*	N, A
sixteenth (sixteen)	5*	N, A
thousandth (thousand)	5*	N, A
seventeenth (seventeen)	5*	N, A
nineteenth (nineteen)	6*	N, A
fiftenth (fifteen)	6	N, A
twentieth (twenty)	6*	N, A
twelfth (twelve)	6*	N, A
eleventh (eleven)	6+	N, A
sixtieth (sixty)	6+	N, A
eightieth (eighty)	6+	N, A
ninetieth (ninety)	6+	N, A
millionth (million)	6+	N, A
3h.1.1 _____		
secondary (second)	5*	A, AV (+ly)
3h.2. Number		
b number	2	N, V
b data	4*	N
numeral (number)	5	N
b decimal	5*	N
b digit	6*	N
numeration (number)	MA	N
3h.3. One		
b two	K	N, A
b one	I	N, A
b three	I	N, A
b four	I	N, A
b five	I	N, A
b six	2	N, A
b seven	2	N, A
b eight	2	N, A
b ten	2	N, A
b thirty	3	N, A
b nine	3	N, A
b forty	3	N, A
b eleven	3	N, A
b fifty	3	N, A
b twelve	3	N, A
b hundred	3	N, A
b sixteen	3	N, A
b million	3	N, A
b twenty	3	N, A
b sixteen	3	N, A
b eighteen	3	N, A
b sixty	4	N, A
b thirteen	4	N, A
b seventy	4	N, A
b fifteen	4	N, A
b eighty	4	N, A

84

b nineteen	4*	N, A
b ninety	4*	N, A
b fourteen	5	N, A
b seventeen	6	N, A
b billion	6	N, A
b trillion	6*	N, A

3i Specifiers

Minicluster	Grade Level	Part of Speech
3i.1. No		
b no	K	DET
b a	K	DET
b an	K	DET
b the	K	DET
b every	2	DET
b each	2	DET
b either	3	DET
3i.2. This		
b this	K	N, A
b that	K	N, A
b these	K	N, A
b those	K	N, A

3j Diminishers

Minicluster	Grade Level	Part of Speech
3j.1. Generally		
b general (ly)	4	A, AV
roughly (rough)	4	AV
broadly (broad)	5	AV
approximate (ly) (proximate)	5*	A, AV
3j.2. Precisely		
b just	1	AV
alone (lone)	2	AV
b only	2	AV
exactly (exact)	3	AV
purely (pure)	3	AV
particularly (particular)	4	AV
simply (simple)	4	AV
precisely (precise)	6	AV
exclusively (exclude)	6*	AV
specifically (specific)	6*	AV
b in particular	–	AV

3j.3. Mostly		
largely (large)	2	AV
mostly (most)	2	AV
mainly (main)	3	AV
especially (special)	4	AV
notably (note)	6*	AV
b at least	6*	AV
3j.4. Sufficiently		
b enough	2	AV
b rather	3	AV
sufficiently (suffice)	6	AV
b kind of	–	AV
b sort of	–	AV
b more or less	–	AV
3j.5. Slightly		
partly (part)	2	AV
b mild (ly)	4	AV
slightly (slight)	4	A, AV
b mere (ly)	4	A, AV
b somewhat	6	AV
b moderate (ly)	6*	AV
b in part	–	AV
b in some respect	–	AV
b to some extent	–	AV
3j.6. Scarcely		
b hardly	1	AV
scarcely (scarce)	4	AV
barely (bare)	6*	AV
b a bit	–	AV
b a little	–	AV
b in the least	–	AV
b in the slightest	–	AV
b in the least bit	–	AV
3j.7. Almost		
b almost	2	AV
practically (practical)	4	AV
nearly (near)	6*	AV
virtually (virtual)	6*	AV
b as good as	–	AV

3k Intensifiers

Minicluster	Grade Level	Part of Speech
3k.1. Absolutely		
b most	2	AV
widely (wide)	2	AV
b quite	2	AV
fully (full)	3	AV
b complete (ly)	3	A, AV
perfectly (perfect)	3	AV
b entire (ly)	4	A. AV
totally (total)	4	AV
b absolute (ly)	5	A, AV
b utter (ly)	5	A. AV
b extreme (ly)	5	A, AV
b thorough (ly)	6	AV
b altogether	6	AV
exceedingly (exceed)	6	AV
exceptionally (except)	6*	AV
b in all respects	–	AV
3k.2. Greatly		
b too	X	AV
b so	K	AV
b very	1	AV
b more	1	AV
b such	2	AV
badly (bad)	2	AV
deeply (deep)	2	AV
greatly (great)	2	AV
highly (high)	2	AV
b much	2	AV
b well	2	AV
b sure	2	AV
terribly (terror)	4	AV
intense (ly) (tense)	5	AV
b by far	–	AV
b a great deal	–	AV

Supercluster 4
Animals

4a Animals (General)

Minicluster	Grade Level	Part of Speech
4a.1. Pet		
b pet	1	N, V
b animal	1	N
b creature	4	N
b beast	4	N
b critter	6+	N

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4a.2. Mammal

b mammal	3*	N
b amphibian	6*	N
invertebrate (vertebrae)	SC	N
b feline	6*	N
b primate	6*	N

4a.~.1 _____

b fossil	4	N

4b Cats/Dogs

Minicluster	Grade Level	Part of Speech
4b.1. Lion		
b cat	1	N
b lion	2	N
b tiger	2	N
b panther	4	N
b leopard	5	N
b cougar	5	N
b wildcat	5*	N
lioness (lion)	6	N
b puma	6	N
4b.2. Wolf		
b wolf	2	N
b coyote	4	N
b dingo	5	N
b jackal	6	N
b hyena	6*	N
4b.3. Dog		
b dog	K	N
b bulldog	4	N
b mutt	4	N
b hound	4	N
b spaniel	5	N
b poodle	5	N
b terrier	5	N
b beagle	5*	N
b collie	5*	N
b greyhound	6	N
doggie (dog)	6*	N

4c Reptiles/Mythical Animals

Minicluster	Grade Level	Part of Speech
4c.1. Snake		
b rattlesnake	3*	N
b snake	4	N
b serpent	5	N
b reptile	5	N
b anaconda	5*	N
4c.2. Dragon		
b dragon	2	N
b dinosaur	4	N
b unicorn	5	N
b monster	5	N
b nymph	5*	N
b satyr	6*	N
4c.3. Alligator		
b turtle	1	N
b crocodile	4	N
b lizard	4	N
b alligator	5	N
b tortoise	6	N

4d Baby Animals

Minicluster	Grade Level	Part of Speech
4d.1. Kitten		
b kitten	2	N
puppy (pup)	2	N
b bunny	2	N
b calf	2	N
b pup	2	N
kitty (kitten)	3	N
b colt	3	N
b cub	4	N
b tadpole	4*	N
chick (chicken)	4	N
b fawn	5	N
b yearling	5	N
duckling (duck)	6	N

4e Large Land Animals

Minicluster	Grade Level	Part of Speech
4e.1. Deer		
b deer	2	N
b reindeer	5	N
b doe	5	N
b antelope	5	N
b caribou	6	N
b elk	6	N
b gazelle	6*	N
4e.2. Horse		
b horse	1	N
b pony	1	N
b donkey	3	N
b mare	5	N
b burro	5	N
b stallion	5	N
b steed	5	N
b racehorse	5*	N
b pinto	6	N
b stag	6	N
b bronco	6*	N
b mustang	6*	N
4e.3. Cow		
b cow	1	N
b steer	3	N
b cattle	3	N
b ox	4	N
b longhorn	5*	N
b bison	6*	N
4e.4. Goat		
b goat	K	N
b sheep	2	N
b lamb	2	N
b llama	5	N
b ram	5	N
4e.5. Pig		
b pig	1	N
b sow	3*	N
b hog	4*	N
4e.6. Anteater		
b anteater	4	N
b opossum	4*	N
b sloth	6*	N

Minicluster	Grade Level	Part of Speech
4g.7. Bear		
b bear	1	N
b buffalo	3	N
b giraffe	3	N
b zebra	4	N
b camel	5	N
b yak	5*	N
b bull	6	N
4e.8. Fox		
b fox	1	N
b raccoon	3	N
b skunk	3	N
b weasel	6	N

4f Rodents

Minicluster	Grade Level	Part of Speech
4f.1. Rabbit		
b rabbit	1	N
b kangaroo	4	.
b hare	6	N
4f.2. Mouse		
b mouse	2	N
b hamster	3*	N
b rat	4	N
b mole	4*	N
b muskrat	5*	N
b mink	5*	N
4f.3. Squirrel		
b squirrel	2	N
b porcupine	3	N
b chipmunk	3	N
b beaver	4	N
b woodchuck	4	N
b rodent	6	N

4g Primates

Minicluster	Grade Level	Part of Speech
4g.1. Monkey		
b monkey	2	N
b chimpanzee	4	N
b baboon	4*	N
b gorilla	6	N
b ape	6	N

88

4h Sea Animals

Minicluster	Grade Level	Part of Speech
4h.1. Whale		
b whale	3	N
b seal	4	N
b shark	4	N
b dolphin	4	N
b walrus	6	N
b porpoise	6	N
b swordfish	6	N
4h.2. Fish		
b fish	K	N, V
b snapper	2*	N
b perch	3	N
b trout	4	N
b tuna	4*	N
b sardine	4*	N
b flounder	5	N
b cod	5*	N
b salmon	5*	N
b herring	6	N
b bass	6	N
b pike	6	N
b catfish	6	N
b halibut	SS	N
4h.3. Minnow		
b minnow	4	N
b goldfish	4	N
b guppy	5	N

4i Shellfish and Others

Minicluster	Grade Level	Part of Speech
4i.1. Jellyfish		
b starfish	4*	N
b sponge	6	N
b lungfish	SC	N
b jellyfish	SC	N
b eel	5*	N
4i.2. Crab		
b shrimp	4	N
b lobster	4*	N
b shellfish	4*	N
b crab	5	N
b crayfish	6*	N

Minicluster	Grade Level	Part of Speech
4i.3. Oyster		
b shell	3	N
b oyster	4*	N
b clam	5	N
b barnacle	5*	N
b mollusk	SC	N
b scallop	SS	N
4i.4. Snail		
b slug	5*	N
b snail	6	N
4i.5. Octopus		
b octopus	6	N
b squid	6	N

4j Birds

Minicluster	Grade Level	Part of Speech
4j.1. Robin		
b bird	1	N
b robin	2	N
b jay	2	N
b crow	2	N, V
b parrot	3	N, V
b wren	3*	N
b canary	4	N
b sparrow	4	N
b bluebird	4*	N
b lark	4*	N
b pigeon	5	N
b parakeet	5*	N
b woodpecker	6*	N
4j.2. Finch		
b hummingbird	3*	N
b starling	3*	N
b songbird	4	N
b cuckoo	5	N
b oriole	5	N
b dove	5	N
b raven	5	N
b mockingbird	5*	N
b finch	5*	N
b nightingale	6*	N
b plover	SC	N

4j.3. Chicken

		Grade Level	Part of Speech
b	hen	1	N
b	turkey	3	N
b	rooster	3	N
b	cock	5	N
b	chicken	5	N
b	fowl	5*	N

4j.4. Ostrich

b	crane	5	N
b	ostrich	6	N
b	swan	6	N

4j.5. Hawk

b	owl	2	N
b	eagle	3	N
b	hawk	4	N
b	falcon	5*	N
b	vulture	6	N

4j.6. Pheasant

b	partridge	5*	N
b	quail	6	N
b	pheasant	6	N

4j.7. Duck

b	duck	1	N
b	goose	2	N
b	mallard	4*	N
b	gull	5	N
b	drake	5*	N
b	gannet	6	N
b	albatross	6*	N
b	platypus	6*	N
b	gander	6*	N

4k Insects

Minicluster		Grade Level	Part of Speech

4k.1. Mosquito

b	fly	1	N, V
b	bee	1	N
b	butterfly	3	N
b	insect	3	N
b	bug	3	N, V
b	grasshopper	3*	N
b	dragonfly	3*	N
b	flea	4	N
b	mosquito	4	N
b	firefly	4	N

b	mantis	4*	N
b	wasp	5	N
b	drone	5	N
b	gnat	5	N
b	hornet	5	N
b	moth	6	N
b	mite	6	N
b	cicada	6	N
b	ladybug	6	N

4k.2. Spider

b	caterpillar	2*	N
b	spider	3	N
b	ant	4	N
b	worm	4	N
b	cricket	4	N
b	silkworm	4*	N
b	termite	4*	N
b	cockroach	5	N
b	beetle	5	N
b	earthworm	5	N
b	roundworm	SC	N

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4L Parts of Animals

Minicluster	Grade Level	Part of Speech
4L.1. **Hide**		
b hide	2	N
b deerskin	5	N
b goatskin	5	N
b pelt	6	N
b fleece	6	N
4L.2. **Mane**		
b fur	3	N
b whisker	3	N
b mane	4	N
4L.3. **Feather**		
b quill	4*	N
b plume	6	N
b feather	6	N
4L.4. **Beak**		
b beak	4	N
b snout	6	N
b duckbill	6	N
b bill	6	N
4L.5. **Tail**		
b tail	2	N
b paw	2	N, V
b flipper	3*	N
b claw	4	N, V
b fin	4	N
b hoof	4	N
4L.6. **Tusk**		
b tusk	4	N
b ivory	5	N
b antler	5	N
b antenna	5*	N
4L.7. **Gill**		
b sac	SC	N
b pouch	SC	N
b gill	SC	N

4m Animal Dwellings

Minicluster	Grade Level	Part of Speech
4m.1. **Kennel**		
b zoo	1	N
b stall	3	N
b doghouse	3*	N
b kennel	4	N
b stable	4	N
b corral	5	N
aquarium (aqua)	5	N
b coop	5*	N
b livery	SS	N
b stockyard	SS	N
4m.2. **Nest**		
b nest	2	N, V
b beehive	4	N
b cocoon	4*	N
b hive	5*	N

4n Animal Equipment

Minicluster	Grade Level	Part of Speech
4n.1. **Saddle**		
b rein	3	N
b saddle	3	N, V
b horseshoe	3*	N
b harness	4	N, V
b collar	4	N, V
b bridle	4	N, V
b leash	4	N
b stirrup	5	N
b yoke	6	N, V
b muzzle	6	N, V

4o Animal Actions

Minicluster	Grade Level	Part of Speech
4o.1. **Swoop**		
b fly	1	V
b swoop	4	V
b soar	4	V
b swarm	6	N, V
b sting	4	N, V

91

4o.2. Graze		
b graze	4	V
4o.3. Gallop		
b bu^k	4	V
b gallop	4	N, V
b stampede	5	N, V
b canter	6	N, V
4o.4. Hunt		
b trap	2	N, V
b hunt	2	N, V
b snare	6	N, V
4o.5. Horseback		
b horseback	4*	A
b bareback	5	A
horseless (horse)	SS	A

Supercluster 5
Feelings/Emotions

5a Names for Feelings (General)

Minicluster	Grade Level	Part of Speech
5a.1. Mood		
feeling (feel)	4	N
b mood	4	N
b emotion	5	N
b impulse	5	N
impression (impress)	6	N
sensation (sense)	6	N

5b Fear

Minicluster	Grade Level	Part of Speech
5b.2. Fright		
b alarm	3	N, V
b fright	3	N
b fear	4	N, V
b shock	4	N, V
b terror	4	N
b horror	5	N
b panic	5	N
b agony	6	N
desperation (despair)	6	N

5b.2. Startle		
b scare	2	N, V
frighten (fright)	2	V
b startle	3	V
b haunt	4	V
b petrify	4*	V
terrify (terror)	5	V
horrify (horror)	5	V
5b.3. Afraid		
b afraid	2	A
fearful (fear)	3	A, AV (+ly)
cautious (caution)	4	A, AV (+ly)
desperate (despair)	4	A, AV (+ly)
b frantic	5	A, AV (+ly)
b eerie	6	A
frightful (fright)	6*	A, AV (+ly)

5c Actions Associated with Fear

Minicluster	Grade Level	Part of Speech
5c.1. Cower		
b cower	6	V
b wince	6	V
b flinch	6	V

5d Worry/Guilt

Minicluster	Grade Level	Part of Speech
5d.1. Guilt		
b guilt	5	N
b shame	6	N, V
humiliation (humiliate)	6	N
embarrassment (embarrass)	6	N
5d.1.1 _____		
guilty (guilt)	6	A
5d.2. Worry		
b worry	3	N, V
b suspense	5	N
b concern	5*	N, V
anxiety (anxious)	6	N
tension (tense)	6	N

92

5d.3. Anxious

		Grade	Part of Speech
b	anxious	3	A, AV (+ly)
	uncomfortable (comfort)	4*	A, AV (+ly)
b	tense	5	A
	uneasy (easy)	5*	A
	dissatisfied (satisfy)	5*	A
	discontent (content)	6	A

5e Anger

Minicluster	Grade Level	Part of Speech

5e.1. Rage

b	rage	3	N
	dislike (like)	3*	N, V
b	anger	4	N, V
b	temper	4	N
b	spite	4	N
b	disgust	5	N
b	wrath	5*	N
b	revenge	6	N
	hatred (hate)	6	N
b	disdain	6	N, V

5e.2. Indignation

b	scorn	6	N, V
	indignation (indignant)	6	N
b	fury	6	N
b	grudge	6*	N
	bitterness (bitter)	6*	N

5e.3. Despise

b	hate	3	N, V
b	despise	6	V
b	seethe	6	V
b	gloat	6	V
b	resent	6*	V

5e.4. Enrage

	enrage (rage)	4	V
	arouse (rouse)	4	V
	displease (please)	4*	V
b	outrage	6	N, V
b	irritate	6*	V

5e.5. Hostile

		Grade	Part of Speech
	angry (anger)	2	A, AV (+ly)
b	hostile	4	A
	furious (fury)	4	A, AV (+ly)
b	indignant	6	A, AV (+ly)

5f Cruelty/Fierceness

Minicluster	Grade Level	Part of Speech

5f.1. Cruelty

	cruelty (cruel)	6	N
	meanness (mean)	6	N

5f.1.1 _____

b	mean	2	A
b	cruel	3	A, AV (+ly)
b	wicked	4	A, AV (+ly)
b	vicious	4	A, AV (+ly)
	merciless (mercy)	6*	A, AV (+ly)
	abusive (abuse)	6*	A, AV (+ly)

5f.2. Fierce

b	fierce	2	A, AV (+ly)
b	violent	6	A, AV (+ly)
	ferocious (fierce)	6*	A, AV (+ly)
	warlike (war)	6*	A
	destructive (destroy)	6*	A, AV (+ly)

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5g Irritability

Minicluster	Grade Level	Part of Speech
5g.1. Grumpy		
b grumpy	2	A, AV (+ly)
scornful (scorn)	4	A, AV (+ly)
b gruff	4	A, AV (+ly)
unkind (kind)	4	A
b rude	4	A, AV (+ly)
unfriendly (friend)	5	A
unpleasant (please)	5*	A, AV (+ly)
disagreeable (agree)	5*	A, AV (+ly)
irritable (irritate)	6*	A, AV (+ly)

5h Sadness

Minicluster	Grade Level	Part of Speech
5h.1. Sorrow		
b despair	4	N, V
sadness (sad)	4	N
b woe	4	N
b sorrow	4*	N
disappointment (disappoint)	5	N
b distress	5	N
b dismay	6	N
unrest (rest)	6*	N
5h.2. Sad		
b sad	2	A, AV (+ly)
b sorry	2	A
unhappy (happy)	2	A, AV (+ly)
sorrowful (sorrow)	5	A, AV (+ly)
b wistful	5	A, AV (+ly)
b forlorn	6	A

5h.3. Suffer

b suffer	4	V
b mourn	4	V
b grieve	6	V
b regret	6	N, V

5i Upset/Misery

Minicluster	Grade Level	Part of Speech
5i.1. Disturb		
b upset	K	N, V
b bother	3	N, V
b disturb	4	V
b exasperate	5	V
b frustrate	6*	V
b depress	6*	V

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  RM   Relationship marker

5i.2. Solemn

Minicluster	Grade Level	Part of Speech
b serious	3	A, AV (+ly)
b solemn	3	A, AV (+ly)
b sullen	5	A, AV (+ly)
b sober	6	A, AV (+ly)
b somber	6*	A, AV (+ly)

5i.3. Miserable

Minicluster	Grade Level	Part of Speech
miserable (misery)	5	A, AV (+ly)
wretched (wretch)	5	A, AV (+ly)

5i.4. Lonely

Minicluster	Grade Level	Part of Speech
alone (lone)	2	A
lonely (lone)	4	A
b homesick	5*	A

5j Excitement

Minicluster	Grade Level	Part of Speech
5j.1. Excitement		
excitement (excite)	3	N
amazement (amaze)	5	N
astonishment (astonish)	6	N
b awe	6	N
b passion	6	N
disbelief (belief)	6	N
b ecstasy	6*	N
jubilation (jubilant)	6*	N
5j.2. Surprise		
b surprise	1	N, V
b amaze	3	V
b astonish	4	V
b marvel	4	V
b fascinate	5	V
astound (astonish)	5	V
5j.3. Excite		
b excite	2	V
b thrill	4	N, V
b enchant	4	V
rejoice (joy)	6	V
enliven (life)	6*	V
b enthrall	6*	V

5k Fun/Humor

Minicluster	Grade Level	Part of Speech
5k.1. Fun		
b fun	K	N
b joy	2	N
happiness (happy)	3	N
b delight	3	N, V
pleasure (please)	4	N
enjoyment (joy)	4	N
b glee	4*	N
5k.2. Happy		
b happy	1	A, AV (+ly)
b merry	2	A, AV (+ly)
b silly	2	A
b gay	3	A, AV (+ly)
cheerful (cheer)	3	A, AV (+ly)
b glad	3	A, AV (+ly)
b jolly	4	A
enjoyable (joy)	4*	A, AV (+ly)
joyous (joy)	5	A, AV (+ly)
b bonny	5*	A
joyful (joy)	6	A, AV (+ly)
gleeful (glee)	6	A, AV (+ly)
b giddy	6	A
5k.3. Humor		
b please	1	V
b amuse	4	V
b humor	4	N, V
b entertain	4	V
5k.4. Play		
b play	K	N, V
b frolic	5*	V
5k.5. Joke		
b joke	2	N, V

5L Comfort/Contentment

Minicluster	Grade Level	Part of Speech
5L.1. Comfort		
contentment (content)	3	N
b comfort	4	N
b relief	5	N
5L.2. Pity		
b pity	4	N, V
b sympathy	6	N
b empathy	6*	N
5L.3. Calm		
b calm	3	V, A AV (+ly)
b satisfy	4	V
b tame	4	V
civilize (civil)	4*	V
becalm (calm)	6*	V
5L.4. Soothe		
b soothe	5	V
b console	6	V
sympathize (sympathy)	6	V
empathize (empathy)	6*	V
5L.5. Content		
comfortable (comfort)	3	A, AV (+ly)
b content	3	A, AV (+ly)
b cozy	4	A
b snug	4	A, AV (+ly)
undisturbed (disturb)	4*	A
peaceful (peace)	5	A, AV (+ly)
b mellow	6	A

5m Jealousy/Envy

Minicluster	Grade Level	Part of Speech
5m.1. Envy		
b envy	4	N, V
b lust	6*	N, V
b greed	6*	N
5m.2. Jealous		
b jealous	4	A, AV (+ly)
defensive (defend)	5	A, AV (+ly)
protective (protect)	6	A
possessive (possess)	EN	A, AV (+ly)
5m.2.1 _____		
jealousy (jealous)	4	N

5n Hope/Doubt

Minicluster	Grade Level	Part of Speech
5n.1. Hope		
b hope	2	N, V
b trust	4	N, V
b faith	5	N
b belief	6	N
5n.2. Hopeless		
hopeless (hope)	4	A, AV (+ly)
hopeful (hope)	4*	A, AV (+ly)
5n.3. Doubt		
b doubt	4	N, V
confusion (confuse)	5	N
suspicion (suspect)	6	N

5o Liking/Believing

Minicluster	Grade Level	Part of Speech
5o.1. Like		
b like	K	V
b care	2	N, V
b love	2	N, V
b respect	3	N, V
enjoy (joy)	3	V
b favor	4	N, V
b admire	4	V
b cherish	4*	V
b prefer	5	V
b appreciate	5	V
b regard	5	N, V
b revere	5*	V
b value	6	V
b adore	6	V

96

5o.2. Gratitude

admiration (admire)	4	N
gratitude (grateful)	5	N
b affection	5	N
appreciation (appreciate)	6	N

5o.3. Believe

b believe	2	V
b accept	4	V
b support	4	N, V
b pardon	5	N, V
b approve	6	V
b forgive	6	V
b devote	6	V
entrust (trust)	6	V
dignify (dignity)	6	V

5o.3.1 _____

approval (approve)	6	N

5p Neglecting Actions

Minicluster	Grade Level	Part of Speech
5p.1. Neglect		
b neglect	5	N, V
b omit	5	V
b overlook	6	V
5p.2. Isolate		
b isolate	6	V
b maroon	6	V

5q Desire

Minicluster	Grade Level	Part of Speech
5q.1. Want		
b want	K	N, V
b wish	1	N, V
b miss	1	V
b need	2	N, V
b deserve	3	V
b expect	3	V
b seek	4	V
b desire	4	N, V
b yearn	6	V
b crave	6	V

5q.2. Greedy

greedy (greed)	3	A, AV (+ly)
selfish (self)	4	A, AV (+ly)

5r Human Traits (General)

Minicluster	Grade Level	Part of Speech
5r.1. Ability		
ability (able)	4	N
b skill	4	N
capability (capable)	5	N
b talent	5	N
b attribute	6*	N
5r.2. Behavior		
b manner	3	N
b attitude	5	N
behavior (behave)	5	N
b bearing	5*	N
personality (person)	6	N
appearance (appear)	6	N
5r.3. Trait		
b quality	5	N
characteristic (character)	5	N
b trait	6	N
b aspect	6*	N

Supercluster 6
Food/Meals

6a Types of Meals

Minicluster	Grade Level	Part of Speech
6a.1. Meal		
b supper	2	N
dinner (dine)	2	N
b lunch	2	N
b meal	3	N
b chow	6*	N
b brunch	6*	N

6a.2. Feast

	Grade Level	Part of Speech
b picnic	1	N
b feast	3	N, V
b banquet	5*	N

6a.3. Dessert

	Grade Level	Part of Speech
b treat	3	N, V
b dessert	4	N
b tidbit	5	N
refreshment (refresh)	5*	N
b snack	5*	N, V

6b Food Types

Minicluster	Grade Level	Part of Speech
6b.1. Food		
b food	1	N
nourishment (nourish)	6	N
b nutrition	6	N
delicacy (delicate)	6	N
6b.2. Provisions		
b stuffs	3	N
b crop	3	N
provisions (provide)	5	N
merchandise (merchant)	5	N
supplies (supply)	6*	N
6b.3. Fruits/Vegetables		
b fruit	2	N
b meat	3	N
b vegetable(s)	3	N
b seafood	4*	N
6b.4. Diet		
b diet	5	N, V

6c Sweets

Minicluster	Grade Level	Part of Speech
6c.1. Jam		
b honey	2	N
b jam	3	N
b syrup	3*	N
b molasses	6	N

6c.2. Cake

	Grade Level	Part of Speech
b cake	K	N
b cupcake	2	N
b cookie	2	N
b gingerbread	3	N
b doughnut	4	N
b brownie	4*	N
b tart	5	N, A
b pastry	6	N

6c.3. Candy

	Grade Level	Part of Speech
sweets (sweet)	2	N
b gum	3	N
b candy	3	N
b lollipop	3*	N
b pudding	4	N
b marshmallow	5*	N
b custard	6*	N

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6c.4. Flavor

Minicluster	Grade Level	Part of Speech
b cocoa	4	N
b flavor	4	N, V
b chocolate	4	N
b licorice	5*	N
b vanilla	6*	N

6d Prepared Foods

Minicluster	Grade Level	Part of Speech
6d.1. Noodles		
b noodles	5*	N
b spaghetti	5*	N
b macaroni	5*	N
6d.2. Cereal		
b oatmeal	3*	N
b mush	4	N
b porridge	5	N
b cereal	6	N
6d.3. Bread		
b bread	3	N
b pancake	4	N
b tortilla	4	N
b muffin	4*	N
b loaf	5	N
b toast	5	N, V
b biscuit	5	N
b bun	6	N
loaves (loaf)	6*	N
6d.4. Cracker		
b chip(s)	3	N
b cracker	5*	N
6d.5. Sandwich		
b sandwich	3	N
b hamburger	4	N
b frankfurter	5*	N
6d.6. Salad		
b salad	4	N

6e Meats

Minicluster	Grade Level	Part of Speech
6e.1. Beef		
b ham	4	N
b sausage	4	N
b beef	4	N
b bacon	4	N
b poultry	5*	N
b mutton	6	N
b pork	6	N
b steak	6	N

6f Dairy Products

Minicluster	Grade Level	Part of Speech
6f.1. Butter		
b egg	2	N
b butter	2	N
b cream	2	N
b cheese	4	N
b margarine	5*	N
b yolk	SC	N

6g Ingredients Used to Prepare Foods

Minicluster	Grade Level	Part of Speech
6g.1. Flour		
b flour	3	N
b batter	3	N
b mix	3	N, V
b dough	4	N
b yeast	4*	N
b sourdough	5	N
gelatin (gel)	5*	N
b starch	6	N, V

6g.2. Spice

		Grade Level	Part of Speech
b	salt	2	N, V
b	sugar	3	N
b	pepper	3*	N, V
b	cinnamon	4	N
b	vinegar	4	N
b	cloves	4	N
b	ginger	5	N
b	parsley	5	N
b	catsup	5	N
b	nutmeg	5*	N
b	mustard	6	N
b	curry	6	N
b	spice	6	N
b	garlic	6*	N

6g.3. Ingredient

b	ingredient	6	N

6h Things to Drink

Minicluster		Grade Level	Part of Speech

6h.2. Soda

b	milk	2	N, V
b	pop	2	N
	lemonade (lemon)	2	N
b	coffee	3	N
b	tea	3	N
b	nectar	3	N
b	soda	4	N
b	juice	4	N
b	cider	4	N

6h.2. Wine

b	wine	5*	N
b	beer	5*	N
b	mead	5*	N
b	gin	5*	N
b	ale	5*	N
b	alcohol	SC	N
b	liquor	SC	N

6h.3. Soup

b	soup	2	N
b	broth	6	N

6i Fruits

Minicluster		Grade Level	Part of Speech

6i.1. Apple

b	apple	2	N
b	pear	4	N
b	watermelon	4*	N
b	peach	5	N
b	apricot	5	N
b	melon	6	N

6i.2. Plum

b	grape	4	N
b	fig	5	N
b	plum	5	N
b	prune	5	N
b	raisin	5	N

6i.3. Berry

b	cherry	2	N
b	blueberry	2	N
b	strawberry	3*	N
b	raspberry	4	N
b	cranberry	4*	N

6i.4. Orange

b	lemon	2*	N
b	orange	3	N
b	lime	5	N
b	grapefruit	5*	N
b	tangerine	5*	N

6i.5. Banana

b	banana	2	N
b	pineapple	4*	N
b	coconut	5	N
b	copra	SS	N

6j Vegetables

Minicluster	Grade Level	Part of Speech
6j.1. Tomato		
b radish	2	N
b turnip	3	N
b carrot	3	N
b bean	3	N
b potato	3	N
b beet	3*	N
b tomato	4	N
b onion	4	N
b olive	4	N
b yam	4*	N
b pickle	5	N
b celery	5	N
b peas	5	N
b spinach	5*	N
b hominy	5*	N
b cucumber	5*	N
6j.2. Cabbage		
b pumpkin	2	N
b squash	3	N
b lettuce	3	N
b cabbage	6	N
6j.3. Rice		
b popcorn	2*	N
b corn	2	N
b grain	3	N
b rice	3	N
b wheat	4	N
b barley	4*	N
b rye	4*	N
b oats	5*	N
b kernel	5*	N
b soybean	5	N
b maize	6	N
b malt	6*	N
6j.4. Nut		
b peanut	1	N
b seed	3	N, V
b acorn	4	N
b nut	4	N
b chestnut	4*	N
b walnut	6	N
b pecan	6*	N
b cashew	6*	N
b almond	6*	N
b filbert	6*	N

6k Actions Done to/with Food

Minicluster	Grade Level	Part of Speech
6k.1. Cook		
b cook	2	N, V
b bake	3	V
b fry	3	V
b roast	3	N, V
b grill	4	N, V
b boil	4	N, V
b barbecue	5*	N, V
b brew	6	V
b simmer	6*	V
6k.2. Serve		
b serve	3	V
b blend	4	V
b churn	4	V
b knead	5*	V
b sift	5*	V
b shuck	6	V
6k.3. Spoil		
b spoil	3	V
ripen (ripe)	4*	V
b rot	6	V
b decay	6	N, V
perishable (perish)	6	A

6L Food Tastes

Minicluster	Grade Level	Part of Speech
6L.1. Taste		
b taste	3	N, V
6L.2. Sweet		
b sweet	2	A
b bitter	4	A
b delicious	3	A
tasty (taste)	3*	A
b sour	6	A
6L.2.1 _____		
bitterness (bitter)	6	N
sweetness (sweet)	6	N
6L.3. Ripe		
b ripe	3	A
juicy (juice)	4	A

6L.4. Rotten

	Grade Level	Part of Speech
greasy (grease)	5*	A
b stale	5*	A
rotten (rot)	6	A
b raw	6	A

6m Eating/Drinking Actions

Minicluster	Grade Level	Part of Speech
6m.1. Chew		
b chew	3	V
b swallow	3	N, V
b taste	3	N, V
b nibble	3	N, V
b bite	3	N, V
b gnaw	4	V
b munch	5	V
6m.2. Eat		
b eat	K	V
b feed	2	V
b dine	3	V
b devour	6	V
b gorge	6	V
b consume	6	V
6m.3. Drink		
b drink	2	N, V
b sip	6	N, V
b gargle	6	V

6n Hunger/Thirst

Minicluster	Grade Level	Part of Speech
6n.1. Hunger		
b hunger	4	N, V
b thirst	4*	N, V
b appetite	6	N
6n.1.1 _____		
hungry (hunger)	2	A, AV (+ly)
thirsty (thirst)	4	A
b ravenous	6*	A, AV (+ly)
6n.2. Starve		
b starve	4	V

6n.3. Carnivorous

	Grade Level	Part of Speech
carnivorous (carnivore)	SC	A

6o Smoking

Minicluster	Grade Level	Part of Speech
6o.1. Pipe		
b pipe	3	N
b cigar	3*	N
b cigarette	6	N

Key

Basic words

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Part of Speech

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V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

102

Supercluster 7
Time

7a Time (General)

Minicluster	Grade Level	Part of Speech
7a.1. Time		
b time	1	N, V AV (+ly)
b daytime	3	N
b springtime	3*	N
b summertime	3*	N
b lifetime	4*	N
b dinnertime	4*	N
b bedtime	4*	N
b wintertime	4*	N
b mealtime	5*	N
b peacetime	SS	N
7a.1.1 _____		
b date	4	N

7b Devices Used to Measure Time

Minicluster	Grade Level	Part of Speech
7b.1. Clock		
b clock	2	N, V
b watch	2	N
b calendar	5	N
b wristwatch	6	N
b sundial	6	N
7b.1.1 _____		
b o'clock	3	N

7c Parts of a Day

Minicluster	Grade Level	Part of Speech
7c.1. Day		
b day	1	N
b morning	1	N
b noon	3	N
b afternoon	4	N
b dawn	4	N
b sunrise	4	N
b midday	6	N

Minicluster	Grade Level	Part of Speech
7c.2. Night		
b night	1	N
b tonight	2	N
b evening	2	N
b dusk	4	N
b eve	4	N
b nightfall	4	N
b sunset	4	N
b midnight	5	N
b twilight	5	N
b sundown	5*	N
b overnight	6	N
7c.3. Minute		
b minute	2	N
b second	2	N
b hour	3	N
b instant	3	N
b moment	4	N

7d Periods of Time Longer than a Day

Minicluster	Grade Level	Part of Speech
7d.1. Age		
b season	3	N, V
b age	3	N, V
b period	4	N
b cycle	4	N, V
b term	6	N
b phase	6	N, V
b generation	6	N
b interval	6*	N
b interim	6*	N
7d.2. Season		
b fall	1	N
b summer	2	N
b winter	2	N
b spring	2	N
b autumn	4	N
7d.3. Week		
b week	2	N
b year	2	N
b month	3	N
b century	4	N
b weekend	4	N
b decade	4*	N
centennial (century)	6*	N
b millennium	6*	N

7e Months and Days

Minicluster	Grade Level	Part of Speech
7e.1. January		
b January	2	N
b February	2	N
b March	2	N
b April	2	N
b May	2	N
b June	2	N
b July	2	N
b August	2	N
b September	2	N
b October	2	N
b November	2	N
b December	2	N
7e.2. Monday		
b Monday	1	N
b Tuesday	1	N
b Wednesday	1	N
b Thursday	1	N
b Friday	1	N
b Saturday	1	N
b Sunday	1	N

7f Relative Time

Minicluster	Grade Level	Part of Speech
7f.1. Tomorrow		
b tomorrow	1	N
b today	2	N
b yesterday	3	N
b someday	4	N
b everyday	4	N
b morrow	5*	N
7f.2. Past		
past (pass)	2	N, A
b present	3	N, A
b future	4	N, A
eternity (eternal)	6	N
7f.3. Childhood		
childhood (child)	5	N
boyhood (boy)	5*	N
adolescence (adolescent)	6*	N

7f.4. Old

	Grade Level	Part of Speech
b old	1	A
worn (wear)	3	A
b ancient	4	A
b antique	6	N, A
7f.5. Historic		
historical (history)	4*	A, AV (+ly)
historic (history)	4*	A
b extinct	5*	A
prehistoric (history)	5*	A
colonial (colony)	6	A
b primitive	6	A, AV (+ly)
b medieval	6	A
7f.5.1 _____		
b history	3	N
ancestry (ancestor)	6	N

7g Prior Action (Relationship Markers)

Minicluster	Grade Level	Part of Speech
7g.1. Early		
b early	1	AV
b ago	2	AV
lately (late)	2	AV
b already	3	AV
7g.1.1 _____		
earlier (early)	2	RM
7g.2. Initially		
initially (initial)	6	RM
b beforehand	6	RM
b in the beginning	–	RM
b at first	–	RM
b before that	–	RM
b before now	–	RM
b until then	–	RM
b up to now	–	RM
7g.3. Previous		
original (origin)	4	A, AV (+ly)
b former	4	A, AV (+ly)
b previous	6	A, AV (+ly)
b initial	6*	A, AV (+ly)

7g.4. New

Minicluster	Grade Level	Part of Speech
b new	K	A
b current	3	A, AV (+ly)
b fresh	3	A, AV (+ly)
b modern	4	A
b recent	5	A, AV (+ly)
b brand new	5	A

7g.4.1 _____

b ready	1	A

7g.5. After

b after	1	RM
b prior to	-	RM
b subsequent to	-	RM

7h Subsequent Action (Relationship Markers)

Minicluster	Grade Level	Part of Speech
7h.1. Soon		
b soon	K	AV
eventually (event)	5	AV
momentarily (moment)	6	AV
7h.2. Later		
b then	K	AV
b next	1	AV
later (late)	2	AV
shortly (short)	2	AV
afterwards (after)	5	AV
latter (late)	6	AV
b hitherto	6*	AV
subsequently (sequence)	6*	AV
b after that	-	AV
b in the end	-	AV
b so far	-	AV
b as yet	-	AV
7h.2.1 _____		
b late	2	A
eventual (event)	5	A
7h.3. Before		
b before	1	PREP
until (til)	2	PREP
b since	3	PREP

7i Concurrent Action (Relationship Markers)

Minicluster	Grade Level	Part of Speech
7i.1. Now		
b now	K	AV
presently (present)	3	AV
immediately (immediate)	3	AV
b nowadays	4	AV
b at this point	-	AV
7i.2. At		
b at	K	PREP
b on	K	PREP
7i.3. When		
b as	1	RM
b when	1	RM
b while	2	RM
whilst (while)	6*	RM
7i.4. Meanwhile		
b meanwhile	5	AV
simultaneously (simultaneous)	6	AV
concurrently (concur)	6*	AV
contemporaneously (contemporary)	6*	AV
b in the meantime	-	AV
b in the interim	-	AV
b at the same time	-	AV

7j Speed

Minicluster	Grade Level	Part of Speech
7j.1. Speed		
b speed	4	N, V
b velocity	SC	N
7j.2. Frenzy		
b fuss	4	N, V
b flurry	6	N
b frenzy	6	N
b haste	6*	N

7j.3. Hurry

b	hurry	1	N, V
b	race	1	N, V
b	rush	3	N; V
b	dash	3	N, V
b	charge	4	N, V
b	hustle	5	N, V
b	hurtle	5	N, V
b	scurry	6	V
b	hasten	6*	V

7j.4. Quick

b	fast	K	A
b	quick	2	A, AV (+ly)
b	swift	3	A, AV (+ly)
b	rapid	4	A, AV (+ly)
	speedy (speed)	4*	A, AV (+ly)
b	brisk	5	A, AV (+ly)
b	fleet	6	A, AV (+ly)

7j.5. Sudden

b	sudden	2	A, AV (+ly)
b	immediate	3	A, AV (+ly)
b	instant	4	A, AV (+ly)
b	prompt	4	A, AV (+ly)
b	abrupt	5	A, AV (+ly)
b	brief	5	A, AV (+ly)
b	automatic	6	A, AV (+ly)
	hasty (haste)	6*	A, AV (+ly)

7j.5.1 _____

	hastily (haste)	4	AV
	automatically (automatic)	5*	AV

7j.5.2 _____

b	helter skelter	4	AV
b	sluggish	4	A
b	headlong	6	AV

7j.6 Slow

b	slow	K	A, AV (+ly)

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7k Duration

Minicluster	Grade Level	Part of Speech
7k.1. Permanent		
b long	1	A
b common	3	A, AV (+ly)
b usual	3	A, AV (+ly)
b constant	4	A, AV (+ly)
b regular	4	A, AV (+ly)
b permanent	5	A, AV (+ly)
b frequent	5	A, AV (+ly)
continual (continue)	6	A, AV (+ly)
b continuous (continue)	6*	A, AV (+ly)
b eternal	6*	A, AV (+ly)
endless (end)	6*	A, AV (+ly)
b annual	6*	A, AV (+ly)
incessant (cease)	6*	A, AV (+ly)
invariable (vary)	6*	A, AV (+ly)
customary (custom)	6*	A, AV (+ly)
b general	6*	A, AV (+ly)
habitual (habit)	6*	A, AV (+ly)

Minicluster	Grade Level	Part of Speech
7k.2. Temporary		
b rare	4	A, AV (+ly)
indefinite (define)	4*	A, AV (+ly)
occasional (occasion)	5	A, AV (+ly)
b temporary	5*	A, AV (+ly)
momentary (moment)	6	A, AV (+ly)
irregular (regular)	6	A, AV (+ly)
infrequent (frequent)	6*	A, AV (+ly)
periodic (period)	6*	A, AV (+ly)
7k.3. Duration		
b duration	6*	N
longevity (long)	6*	N
7k.4. Again		
b again	1	AV
once (one)	2	AV
twice (two)	2	AV
b often	2	AV
7k.5. Weekly		
nightly (night)	1	AV
weekly (week)	2	AV
hourly (hour)	3	AV
daily (day)	6	AV
(1, 2, 3) times	6*	AV
quarterly (quarter)	6*	AV
7k.5.1 _____		
b always	2	AV
b forever	4	AV
7k.6. Never		
never (ever)	1	AV
b sometimes	2	AV
b seldom	4	AV
b awhile	4	AV
b anymore	6	AV
7k.7. Continue		
b continue	3	V
b persist	6	V
b relent	6	V
7k.7.1 _____		
b repeat	4	V

Supercluster 8
Machines/Engines/Tools

8a Machines

Minicluster	Grade Level	Part of Speech
8a.1. Machine		
b machine	3	N
equipment (equip)	4	N
machinery	5	N
(machine)		
mechanism	6	N
(mechanics)		
8a.1.1 _____		
b equip	4*	V
8a.1.2 _____		
mechanical	5	A, AV
(mechanics)		(+ly)
8a.2. Hardware		
b hardware	4*	N
b apparatus	6	N
b contraption	6	N
b gadget	6*	N

8b Engines and Parts of Engines

Minicluster	Grade Level	Part of Speech
8b.1. Engine		
b engine	3	N
b motor	3	N
8b.2. Gear		
b brake	4	N
b gear	5	N
transmission	5*	N
(transmit)		
starter (start)	5*	N
generator (generate)	5*	N
b throttle	6	N
b piston	SC	N
compressor	SC	N
(compress)		
8b.3. Jet		
b jet	3	N, A
b diesel	6	N, A
b turbine	6*	N

8c Fuels

Minicluster	Grade Level	Part of Speech
8c.1. Oil		
b oil	2	N, V
b gas	3	N
b fuel	5	N, V
gasoline (gas)	5	N
b grease	5	N, V
b petroleum	5*	N
b kerosene	5*	N
lubrication	6+	N
(lubricate)		

8d Appliances

Minicluster	Grade Level	Part of Speech
8d.1. Stove		
b oven	2	N
b stove	3	N
toaster (toast)	4*	N
b griddle	5	N
8d.2. Furnace		
b furnace	4	N
radiator (radiate)	4*	N
boiler (boil)	5*	N
heater (heat)	SC	N
8d.3 Freezer		
refrigerator (frigid)	3	N
b icebox	4*	N
freezer (freeze)	4*	N
8d.4. TV		
TV (television)	1	N
b radio	3	N
b television	3	N
b phonograph	4*	N
b stereo	-	N

8e Tools (General)

Minicluster	Grade Level	Part of Speech
8e.1. Tools		
b tool	3	N
b aid	4	N
b device	6	N
b utensil	6*	N

108

8c.2. Drill

	Grade Level	Part of Speech
b drill	3	N, V
b screwdriver	4*	N
b wrench	6	N, V
piiers (ply)	6	N

8c.3. Lever

b lever	4	N
b wedge	4*	N, V
b crowbar	4*	N

8c.4. Hammer

b hammer	3	N, V
b anvil	5	N
b sledge	6	N

8c.5. Saw

b saw	K	N, V
clipper (clip)	4	N
b jigsaw	4*	N
b scissors	5	N
b sickle	5*	N
b scythe	5*	N
b awl	6	N
mower (mow)	6	N
trimmer (trim)	6	N
b lawnmower	6	N

8c.6. Shovel

b shovel	2	N, V
b hoe	4	N, V
b spade	6	N, V
b rake	6	N, V

8c.7. Chisel

b chisel	3	N, V
b sandpaper	4	N
b rasp	6	N
scraper (scrape)	6	N

8f Tools Used for Cutting

Minicluster	Grade Level	Part of Speech
8f.1. Axe		
b axe	4	N, V
b tomahawk	5*	N
b hatchet	6*	N

8f.2. Knife

	Grade Level	Part of Speech
b knife	3	N, V
b spear	3	N, V
b sword	4	N
b harpoon	4	N, V
b lance	5	N, V
b dagger	6	N
b razor	6	N

8f.3. Blade

b blade	4	N
b arrowhead	5*	N
b barb	6	N

8g Cutting Actions

Minicluster	Grade Level	Part of Speech
8g.1. Chop		
b chop	3	N, V
b peck	4	N, V
b prick	4	V
b pierce	5	V
b hack		V
8g.2. Scrape		
b scratch	3	N, V
b mow	4	V
b shave	5	N, V
b scrape	5	N, V
b whittle	5	V
b chafe	6	V
b scuff	6	V
8g.3. Grind		
b carve	4	V
b grind	4	V
b peel	4	N, V
b pare	4*	V
b shred	5	V
b snip	5	V
b grate	6	V
b mince	6	V
8g.4. Cut		
b cut	1	N, V
b slit	5	N, V
b slash	5	N, V
b stab	6	V
b slice	6	N, V

8g.5. Dig

Minicluster	Grade Level	Part of Speech
b dig	2	V
b burrow	4	V
b bury	4	V
b scoop	4	N, V
b furrow	6	N, V
b excavate	6	V

8h Fasteners

Minicluster	Grade Level	Part of Speech
8h.1. Hook		
b hook	3	N, V
b nail	3	N, V
b hinge	4	N
b fishhook	4*	N
b screw	5	N, V
b peg	5	N
b spike	6	N
b rivet	6	N, V
8h.2. Clamp		
b clamp	5	N, V
b clothespin	6*	N
8h.3. Needle		
b pin	3	N, V
b needle	3	N, V
b tack	4	N, V
b thumbtack	5*	N, V
8h.4. String		
b string	2	N, V
b rope	2	N, V
b strap	4	N, V
b chain	4	N, V
b cable	5	N
b lasso	5	N, V
b cord	5*	N
b thong	6	N
b tether	6	N, V
8h.4.1 _____		
b knot	4	N, V
8h.5. Lock		
b lock	3	N, V
b key	3	N
b bolt	5	N, V

8i Handles

Minicluster	Grade Level	Part of Speech
8i.1. Handle		
b handle	2	N
b latch	4	N, V
b doorknob	4*	N
b grip	4	N, V
b dial	5	N, V
b knob	6	N

8j Miscellaneous Devices

Minicluster	Grade Level	Part of Speech
8j.1. Lever		
b switch	3	N, V
b lever	4	N
b trigger	6	N, V

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Part of Speech
  N   Noun
  V   Verb
  A   Adjective
  AV   Adverb
  AV (+ly)   Adverb when suffix ·ly is added
  PRO   Pronoun
  PREP   Preposition
  INT   Interjection
  DET   Determiner
  AX   Auxiliary verb
  RM   Relationship marker

8j.2.	Pedal		
b	crank	6	N, V
b	pedal	6	N, V
8j.3.	Pulley		
	roller (roll)	2*	N
	pulley (pull)	3	N
b	spool	3*	N
	spindle (spin)	5	N
8j.4.	Platform		
b	ladder	2	N
b	platform	2	N
b	gantry	6	N
b	tripod	6*	N
8j.5.	Pointer		
	pointer (point)	3*	N
b	wand	4	N
b	baton	6	N

8k Equipment Related to Vision

Minicluster	Grade Level	Part of Speech
8k.1. Telescope		
telescope (scope)	3	N, V
microscope (scope)	4*	N
b binoculars	6	N
periscope (scope)	6	N
b eyepiece	SC	N
electroscope (scope)	SC	N
8k.2. Camera		
b camera	3	N
b film	6	N, V
b lens	6	N

8L Electronic Equipment

Minicluster	Grade Level	Part of Speech
8L.1. Transmitter		
transmitter (transmit)	5*	N
wireless (wire)	5*	N
b transistor	6*	N

8L.2.	Computer		
b	robot	4*	N
	computer (compute)	6*	N
	teletype (type)	6*	N
b	terminal	6+	N

8m Utensils Used for Cooking/Eating

Minicluster	Grade Level	Part of Speech
8m.1. Silverware		
b fork	3	N
b knife	3	N, V
b teaspoon	3	N
b spoon	4	N, V
b silverware	5*	N
b tablespoon	6*	N
b chopsticks	6*	N
8m.2. Pan		
b pan	1	N
b pot	3	N
b kettle	3	N
b teakettle	4*	N
b teapot	4*	N
b saucepan	5*	N
8m.3. Ladle		
b sieve	5*	N
dipper (dip)	5*	N
b tong	5*	N
b ladle	6	N, V
8m.4. Opener		
opener (open)	6*	N
b corkscrew	SC	N
8m.5. Bowl		
b glass	2	N
b bowl	2	N
b cup	2	N
b mug	4	N
8m.6. Dish		
b dish	2	N
b saucer	4	N
platter (plate)	4	N
b tray	4	N
b chinaware	SS	N

8m.7.	Beater		
	beater (beat)	3*	N

8n Weapons

Minicluster	Grade Level	Part of Speech
8n.1. Weapon		
b weapon	5	N
b arms	6+	N
b firearms	SS	N
8n.2. Missile		
b missile	5	N
b torpedo	5	N, V
b bullet	5	N
b bomb	5*	N, V
b pellet	6*	N
8n.3. Gun		
b gun	2	N
b rifle	4	N, V
b cannon	4	N
b pistol	6	N
b musket	6	N
b revolver	6*	N
b shotgun	6+	N
8n.4. Explosive		
b gunpowder	4*	N
b dynamite	5	N, V
explosive (explode)	6	N, A, AV(+ly)
b ammunition	6	N
b firecracker	6*	N
8n.5. Bow		
b bow	3	N
b arrow	3	N
b dart	4	N
b sling	4	N
b boomerang	SS	N, V
b slingshot	SS	N
8n.6. Whip		
b whip	4	N, V
8n.7. Noose		
b noose	5	N

Supercluster 9
Types of People

9a People (General Names)

Minicluster	Grade Level	Part of Speech
9a.1. Fellow		
b person	2	N
b fellow	3	N
b character	4	N
b human	4	N
b being	4	N
b individual	5	N, A AV (+ly)
b buster	5	N
b self	5	N
9a.1.1 _____		
b people	2	N
b folk	3	N
mankind (man)	4*	N

9b Names for Women

Minicluster	Grade Level	Part of Speech
9b.1. Lady		
b woman	2	N
b lady	3	N
b widow	4	N
b mistress	4	N
b squaw	4*	N
female (male)	4*	N
ma'am (madame)	5	N
hostess (host)	5*	N
b madame	6*	N
b dame	6	N
b housewife	6*	N
b virgin	SS	N
b spinster	–	N
9b.2. Girl		
b girl	1	N
b lass	3*	N
maiden (maid)	4*	N
b tomboy	6*	N

9c Names for Men

Minicluster	Grade Level	Part of Speech
9c.1. Boy		
b boy	1	N
b lad	3	N
9c.2. Guy		
b guy	K	N
b man	K	N, V
b sir	3	N
b male	3	N
b mister	4	N
gentlemen (gentleman)	4	N
b gentleman	4*	N
b host	6	N
b señor	6	N
b bachelor	–	N

9d Names Indicating Age

Minicluster	Grade Level	Part of Speech
9d.1. Baby		
b baby	1	N, V
babe (baby)	4	N
b newborn	4*	N
b infant	6	N
b papoose	6	N
b embryo	SC	N
b tot	6+	N
toddler (toddle)	6+	N
9d.2. Kid		
b child	3	N
b youth	4	N
b kid	4	N
b orphan	5	N
b urchin	5*	N
youngster (young)	6	N
b junior	6	N
b minor	6	N
9d.3. Grown-up		
elder (old)	5	N
b veteran	6	N
b grown-up	6*	N
b senior	–	N

9e Names Indicating Friendship/ Camaraderie

Minicluster	Grade Level	Part of Speech
9e.1. Friend		
b friend	1	N
b neighbor	2	N
b classmate	3*	N
b pal	4	N
b partner	4	N
b teammate	5	N
b ally	6	N
b playmate	6	N
b comrade	6	N
b chum	–	N
b buddy	–	N
acquaintance (acquaint)	–	N
9e.2. Lover		
b mate	6	N
b darling	6	N
lover (love)	6*	N
b girlfriend	–	N
b boyfriend	–	N

9f Names for Spiritual or Mythological Characters

Minicluster	Grade Level	Part of Speech
9f.1. Fairy		
b fairy	2	N
b elf	4*	N
elves (elf)	5*	N
b mermaid	5*	N
9f.2. Spirit		
b spirit	3	N
b ghost	4	N
b soul	5	N
9f.3. Angel		
b God	4	N
b angel	4*	N
b saint	5	N
9f.4. Demon		
b goblin	3*	N
b phantom	5	N
b demon	5	N
b devil	5*	N

9f.5. Witch

b witch	4	N
b wizard	4	N

9g Names Indicating Negative Characteristics about People

Minicluster	Grade Level	Part of Speech
9g.1. Liar		
b storyteller	4*	N
liar (lie)	5	N
b gossip	6	N
9g.2. Rascal		
b rascal	5	N
b nuisance	5	N
b pest	6	N
b dolt	6	N
b fool	6	N
9g.3. Enemy		
b enemy	3	N
b foe	4*	N
b bully	5	N, V
b opponent	5*	N
b rival	6	N, V
9g.4. Grouch		
b grouch	5	N
b hermit	6*	N
9g.5. Outlaw		
thief (thievery)	3	N
b bandit	4	N
b pirate	4	N
killer (kill)	4*	N
b outlaw	5	N
robber (rob)	5	N
rustler (rustle)	5	N
b burglar	5*	N
criminal (crime)	6	N
b villain	6	N
b tyrant	6	N
b fiend	6*	N
b victim	6	N

9h Names Indicating Lack of Permanence for People

Minicluster	Grade Level	Part of Speech
9h.1. Stranger		
visitor (visit)	3	N
stranger (strange)	4	N
b guest	4	N
tourist (tour)	6	N
vacationer (vacation)	SS	N

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  AV Adverb
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  PREP Preposition
  INT Interjection
  DET Determiner
  AX Auxiliary verb
  RM Relationship marker

114

9h.2. Rover

Minicluster	Grade Level	Part of Speech
rover (rove)	3*	N
b runaway	4*	N
beggar (beg)	5	N
b gypsy	6	N
b vagabond	6	N
b nomad	6*	N
wanderer (wander)	6*	N
b wayfarer	6*	N

9h.3. Spectator

Minicluster	Grade Level	Part of Speech
passenger (passenger)	4	N
spectator (spectacle)	6	N

9i Names Indicating Permanence for People

Minicluster	Grade Level	Part of Speech
9i.1. Settler		
settler (settle)	4	N
b pioneer	4	N
b pilgrim	4*	N
colonist (colony)	5	N
puritan (pure)	5*	N
9i.2. Inhabitant		
villager (village)	4	N
dweller (dwell)	4*	N
inhabitant (inhabit)	5	N
b townspeople	5*	N
b tenant	5	N
resident (reside)	5	N
b tribesman	SS	N
b bushman	SS	N
9i.3. Native		
b native	4	N
foreigner (foreign)	4*	N
b citizen	5	N
9i.3.1 _____		
b foreign	4	A
immigrant (immigrate)	6	N, A

9i.4. Patriot

Minicluster	Grade Level	Part of Speech
b traitor	5	N
b patriot	6	N
b countryman	SS	N

9j Names Indicating Size of People

Minicluster	Grade Level	Part of Speech
9j.1. Giant		
b giant	2	N
b dwarf	4*	N
b midget	6	N
b runt	6	N
b pygmy	6*	N

9k Names Indicating Fame

Minicluster	Grade Level	Part of Speech
9k.1. Celebrity		
b star	2	N
celebrity (celebrate)	4	N
b hero	4	N
b champion	4	N
heroine (hero)	6	N
b idol	6*	N
savior (save)	SS	N

9L Names Indicating Knowledge of a Topic

Minicluster	Grade Level	Part of Speech
9L.1. Expert		
b expert	4	N
b scholar	5	N
b genius	5	N
specialist (special)	6	N
b amateur	6	N
b novice	6	N
b sage	6*	N

9m Names Indicating Financial Status

Minicluster	Grade Level	Part of Speech
9m.1. Millionaire		
millionaire (million)	5*	N
b peasant	5*	N
b miser	6	N
pauper (poor)	6*	N

9n Family Relations

Minicluster	Grade Level	Part of Speech
9n.1. Family		
b family	3	N
b household	4	N
9n.2. Relative		
b ancestor	4	N
relative (relate)	5	N
descendant (descend)	5*	N
b heir	6*	N
9n.3. Father		
daddy (dad)	K	N
b father	K	N, V
b dad	2	N
papa (pa)	4	N
b pa	4	N
9n.4. Parent		
b parent	3	N
b ward	4	N
b offspring	5	N
guardian (guard)	5*	N
9n.5. Mother		
b mother	K	N, V
mamma (mom)	3	N
mama (mom)	3	N
ma (mom)	4	N
b mom	4	N
9n.6. Sister		
b sister	1	N
b brother	2	N
b son	2	N
b daughter	3	N
b sibling	6	N
9n.7. Spouse		
b wife	2	N
b husband	3	·N
b bride	3	N
b groom	6	N
b spouse	6	N
9n.8. Grandparent		
b grandfather	2	N, V
b grandmother	2	N
b granny	3	N
b grandpa	4	N
grandma (grandmother)	4	N
b grandparent	4*	N
b grandson	4*	N
b granddaughter	4*	N
grandchildren (grandchild)	5*	N
9n.9. Aunt		
b aunt	2	N
b uncle	2	N
b cousin	6	N
b nephew	6	N
b niece	6	N

9o Names Indicating Political Disposition

Minicluster	Grade Level	Part of Speech
9o.1. Communist		
confederate (confederacy)	5*	N, A
socialist (social)	SS	N, A
communist (common)	SS	N, A
nationalist (nation)	SS	N, A
9o.2. Feudalism		
feudalism (feudal)	SS	N
b feudal	SS	A
9o.3. Democratic		
democratic (democracy)	5*	A, AV (+ly)
republican (republic)	SS	A
9o.3.1 _____		
b civic	6	A

116

Supercluster 10
Communication

10a Oral Communication (General)

Minicluster	Grade Level	Part of Speech
10.a.1. Statement		
statement (state)	4	N
expression (express)	4	N
b remark	4	N, V
resolution (resolute)	5	N
demonstration (demonstrate)	5*	N
declaration (declare)	5*	N
b comment	6	N, V
exclamation (claim)	6	N
b testimony	6	N
proclamation (proclaim)	SS	N
10a.2. Talk		
b talk	1	N, V
b speak	3	V
b utter	5	V
b discuss	5	V
b communicate	5	V
b correspond	5*	V
b chat	6	N, V
b converse	6*	V
10a.3. Conversation		
conversation (converse)	4	N
b lecture	5*	N, V
discussion (discuss)	6	N
b dialogue	6*	N
10a.4. Talkative		
vocal (voice)	5*	A, AV (+ly)
talkative (talk)	6	A
verbose (verbiage)	6*	A, AV (+ly)

10b Communications Involving Confrontation or Negative Information

Minicluster	Grade Level	Part of Speech
10b.1. Argue		
b argue	4	V
disobey (obey)	5*	V
b rebel	5*	V
b revolt	5*	N, V
disagree (agree)	6	V
discount (count)	MA	V
10b.2. Oppose		
b oppose	K	V
b complain	3	V
b object	4	V
b protest	4	N, V
10b.3. Betray		
b disappoint	3	V
b betray	5	V
disguise (guise)	5	V
b exaggerate	6	V
b deceive	6	V
10b.4. Swear		
b swear	5*	V
b curse	6	N, V
10b.5. Complaint		
argument (argue)	2	N
b quarrel	3	N, V
b debate	5*	N, V
criticism (critic)	5*	N
complaint (complain)	6	N
objection (object)	6	N
10b.6. Warn		
b warn	3	V
b correct	4	V
b remind	4	V
beware (wary)	4*	V
b confront	6	V
10b.7. Threat		
warning (warn)	4*	N
prediction (predict)	4*	N
b threat	5	N
prophecy (prophet)	6	N
b omen	6*	N

10h.8. Accuse

b	blame	4	V
b	accuse	4	V
b	denounce	6	V
b	condemn	6	V

10b.9. Insult

b	scold	3	V
b	tease	3	N, V
	disgrace (grace)	4	N, V
b	insult	5	N, V
b	embarrass	5	V
b	jeer	6	N, V
b	ridicule	6	V
b	scoff	6	N, V

10b.10. Dare

b	dare	3	N, V
	threaten (threat)	4	V

10b.11. Falsehood

b	lie	3	N, V
	foolishness (fool)	4	N
	nonsense (sense)	4	N
	exaggeration (exaggerate)	6	N
b	rumor	6	N
b	sham	EN	N
b	falsehood	6	N

10c Communication Involving General Presentation of Information

Minicluster	Grade Level	Part of Speech
10c.1. Show		
b show	K	N, V
b tell	1	V
b explain	3	V
b describe	4	V
b exhibit	6	N, V
b notify	6	V
b expose	6*	V
b demonstrate	6	V

10c.2. Mention

b	say	K	V
b	state	3	V
b	mention	3	N, V
b	relate	4	V
b	pronounce	4	V
b	indicate	6	V
b	convey	6	V

10c.3. Broadcast

b	transmit	5*	V
b	broadcast	5*	N, V
	telecast (cast)	EN	N, V

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10c.4. Exclaim		
exclaim (claim)	3	V
b declare	3	V
b present	3	V
b boast	4	N, V
b announce	4	V
b claim	4	N, V
b brag	5	V
b herald	6	V
proclaim (claim)	6	V
10c.5. Stress		
b stress	6	V
b emphasize	6*	V

10d Communication Involving Positive Information

Minicluster	Grade Level	Part of Speech
10d.1. Greeting		
greeting (greet)	2*	N
b apology	6	N
b truce	6*	N
10d.2. Assure		
b assure	5	V
b encourage	5	V
b charm	5	V
b inspire	6	V
b soothe	6	V
10d.3. Praise		
b support	4	N, V
b praise	5	N, V
congratulations (congratulate)	6	N
10d.4. Congratulate		
b congratulate	6	V
acknowledge (know)	6	V
10d.5. Welcome		
b invite	3	V
b welcome	3	V
b offer	3	V
b greet	4	V

10d.6. Pray		
b worship	5	V
b pray	5	V
b preach	5*	V
b dedicate	5*	V
b bless	6	V
10d.6.1 _____		
prayer (pray)	4	N
blessing (bless)	5	N

10e Persuasion

Minicluster	Grade Level	Part of Speech
10e.1. Convince		
b convince	4	V
b tempt	4	V
b persuade	4	V
b bait	4	V
b influence	5	V
b bribe	5	N, V
b discourage	5	V
b convert	5*	V
b enlist	5*	V
10e.2. Plead		
b urge	4	V
b appeal	4	N, V
plead (plea)	5	V
b coax	6	V
10e.3. Suggest		
b suggest	4	V
b advise	5	V
b hint	5	N, V
b imply	6	V
recommend (commend)	6	V

10f Questions

Minicluster	Grade Level	Part of Speech
10f.1. Answer		
b answer	2	N, V
b reply	3	N, V
b respond	5	V
b retort	6	N, V

10f.2. Question

	Grade Level	Part of Speech
b call	K	N, V
b ask	K	V
b question	2	N, V
b bid	4	N, V
b beckon	5	V
b interview	5	N, V
b summon	5	V
b inquire	6	V
b consult	6	V

10f.3. Test

b test	3	N, V
b quiz	5*	N, V
examination (exam)	6	N

10f.4. Suspect

b suspect	4	N, V

10g Communications Involving Supervision/Commands

Minicluster	Grade Level	Part of Speech
10g.1. Instruction		
b direction	3	N
advice (advise)	4	N
suggestion (suggest)	4	N
instruction (instruct)	5	N
10g.2. Command		
b insist	3	V
b command	4	N, V
b demand	4	N, V
b require	5	V
10g.3. Allow		
b let	K	V
b allow	3	V
b support	4	V
b excuse	4	V
b permit	5	N, V
10g.4. Obey		
b obey	3	V
b agree	3	V
b consent	5	N, V
b submit	6	V
b yield	6	V
b cooperate	6	V
b participate	6*	V

10g.5. Regulate

b direct	3	V
b control	4	N, V
b supervise	5*	V
b regulate	5*	V
b govern	5*	V
b manage	6*	V
b dominate	6*	V

10g.5.1 _____

b force	3	N, V
enforce (force)	5	V
b exploit	6*	N, V
supervision (supervise)	6	N

10g.6. Authority

b authority	6	N
leadership (lead)	6*	N

10g.7. Refuse

b refuse	3	V
b deny	5	V
forbid (forbade)	5*	V
b decline	6	V
b reject	6	V

10h Giving Out Information Previously Withheld

Minicluster	Grade Level	Part of Speech
10h.1. Confide		
b confess	4	V
b confide	6	V
10h.2. Admit		
b admit	4	V
apologize (apology)	5	V

10i Promises

Minicluster	Grade Level	Part of Speech
10i.1. Plea		
b promise	3	N, V
b plea	5	N, V
b vow	5	N, V
b oath	5*	N
b pledge	6	N, V

10j Recording or Translating Information

Minicluster	Grade Level	Part of Speech
10j.1. Quotation		
b quote	5*	N. V
quotation (quote)	6	N
translation (translate)	6	N
interpretation (intepret)	6	N
recording (record)	6*	N
10j.1.1 _____		
b record	3	N. V
10j.1.2 _____		
b translate	6	V

10k Exclamations (General)

Minicluster	Grade Level	Part of Speech
10k.1. Ha		
b oh	1	INT
b ho	3	INT
b ah	3	INT
b hurrah	3	INT
b ow	3*	INT
b pooh	4	INT
b ha	4	INT
b hey	4	INT
b aha	4	INT
b aw	4	INT
b wow	5	INT
b ooh	5	INT
b gee	5	INT
b alas	5	INT
b ay	5*	INT
b olé	6	INT
b ugh	6	INT
b bravo	6	INT
10k.2. No/Yes		
b no	K	INT
b yes	K	INT
b maybe	1	INT
b aye	4	INT
ok (okay)	4	INT. A
b okay	4	INT. A

10k.3. Hello

	Grade Level	Part of Speech
goodby (good-bye)	1	INT
b hello	1	INT
hi (hello)	2	INT
b good-bye	4	INT
b farewell	5	INT
b howdy	5	INT

Supercluster 11
Transporation

11a Types of Transporation

Minicluster	Grade Level	Part of Speech
11a.1. Car		
b car	K	N
automobile (auto)	3	N
b auto	4*	N
b vehicle	5	N
11a.2. Truck		
b truck	1	N. V
b van	4	N
b jeep	4	N
b sedan	6	N
b pickup	6	N
11a.3. Bus		
b bus	1	N. V
b taxicab	3	N
b taxi	4	N
b cab	4	N
b subway	5	N
b ambulance	5*	N
b stagecoach	SS	N
11a.4. Bike		
bike (bicycle)	K	N. V
b bicycle	3	N. V
scooter (scoot)	5	N
unicycle (bicycle)	6*	N
tricycle (bicycle)	6*	N
11a.5. Train		
b train	K	N
b streetcar	4*	N
b locomotive	4*	N
b caboose	5	N

11a.6. Cart

Minicluster	Grade Level	Part of Speech
b wagon	1	N
b cart	2	N, V
b buggy	4	N
b carriage	4	N
trailer (trail)	5	N
b chariot	6	N

11b Work Related Vehicles

Minicluster	Grade Level	Part of Speech
11b.1. Tractor		
b tractor	2	N
b dredge	5*	N
b bulldozer	5*	N
b harrow	6*	N
reaper (reap)	SS	N
11b.2. Wheelbarrow		
b wheelbarrow	5*	N
b barrow	5*	N
11b.3. Elevator		
elevator (elevate)	2	N
escalator (escalate)	3*	N
conveyor (convey)	5*	N
b derrick	5*	N

11c Vehicles Used in Snow

Minicluster	Grade Level	Part of Speech
11c.1. Sled		
b sled	2	N, V
b toboggan	6	N, V
b dogsled	6	N
b snowplow	6	N, V

11d Vehicles Used for Air Transporation

Minicluster	Grade Level	Part of Speech
11d.1. Airplane		
b airplane	1	N, V
b helicopter	3	N
b plane	4	N
b airship	4	N
b airline	4*	N
airliner (airline)	4*	N
b aircraft	6	N
11d.1.1 _____		
aerial (air)	5*	A

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RM	Relationship marker

11d.2. **Balloon**

b balloon	1	N, V
b kite	2	N
glider (glide)	4	N
b blimp	6	N
b dirigible	6*	N

11d.3. **Rocket**

b rocket	1	N, V
b spacecraft	4*	N
b skyrocket	SC	N

11e Vehicles Used for Sea Transporation

Minicluster	Grade Level	Part of Speech
11e.1. **Ship**		
b boat	K	N, V
b ship	2	N, V
b hulk	5	N
b vessel	5	N
11e.2. **Ferry**		
liner (ocean liner)	4*	N
b ferry	5	N, V
tanker (tank)	5*	N
freighter (freight)	SS	N
b ocean liner	SS	N
11e.3. **Battleship**		
b warship	4*	N
b submarine	5	N
sub (submarine)	5*	N
carrier (carry)	5*	N
b battleship	5*	N
b flagship	5*	N
destroyer (destroy)	6*	N
11e.4. **Steamship**		
b steamship	4*	N
b steamboat	5*	N
steamer (steam)	SS	N
11e.5. **Tug**		
b tug	3	N
b barge	4	N
b tugboat	4*	N
b scow	5	N

11e.6. **Sailboat**

b sailboat	2*	N
b yacht	4*	N
b schooner	5	N
b galleon	6	N
b caravel	6	N

11e.7. **Canoe**

b keelboat	4*	N
b canoe	4	N, V
b raft	5	N, V
b rowboat	6	N
b gondola	6*	N
b flatboat	SS	N

11e.8. **Shipwreck**

b shipwreck	6	N, V
b shipbuilding	SS	N

11e.9. **Seagoing**

b seagoing	5*	A
b seafaring	5*	A

11f Parts of Vehicles

Minicluster	Grade Level	Part of Speech
11f.1. **Wheel**		
b wheel	2	N
b tire	2	N
b axle	6	N
b hub	6	N
11f.2. **Seatbelt**		
b trunk	2	N
b mirror	3	N
b windshield	4	N
b headlight	6	N
b seatbelt	6*	N
11f.3. **Deck**		
b deck	4	N
b mast	4	N
b anchor	4	N, V
b hull	5	N
b keel	6	N
b helm	6	N
b gunwale	6	N
b galley	6	N
b gangplank	6	N
11f.3.1 _____		
b oar	4	N
b paddle	4	N, V
b rudder	5	N

11f.4. Wing

Minicluster	Grade Level	Part of Speech
b wing	2	N
b tail	2	N
b cockpit	4	N
propeller (propel)	5	N
rotor (rotate)	5	N
b fuselage	6*	N

11f.4.1 _____

b wingspan	SC	N

11g Actions and Characteristics of Vehicles

Minicluster	Grade Level	Part of Speech
11g.1. Ride		
b ride	K	N, V
b fly	1	V
b row	2	V
b drive	2	N, V
b sail	3	N, V
b glide	4	V
b scuttle	5	V
b launch	5	N, V
b navigate	5*	V
b cruise	6	N, V
refuel (fuel)	SS	V
b lubricate	SS	V
11g.1.1 _____		
navigable (navigate)	SS	A
11g.2. Driver		
driver (drive)	3	N
rider (ride)	4	N
b passenger	4	N
11g.3. Transport		
b transport	6	N, V
11g.3.1 _____		
transportation (transport)	6	N

11h Things Traveled On

Minicluster	Grade Level	Part of Speech
11h.1. Road		
b road	1	N
b street	1	N
b roadway	1	N
b highway	4	N
b freeway	5*	N
b turnpike	5*	N
detour (tour)	5*	N, V
b avenue	6	N
b expressway	6*	N
b boulevard	6*	N
11h.1.1 _____		
b roadside	6*	N
11h.2. Intersection		
b crossroad	5*	N
intersection (intersect)	5*	N
11h.3. Route		
b way	1	N
b pass	2	N, V
b route	4	N, V
passage (pass)	5	N
b passageway	6	N
11h.4. Alley		
b alley	4*	N
b lane	4	N
b driveway	6*	N
11h.5. Bridge		
b bridge	2	N
b tunnel	3	N, V
b span	5	N, V
b drawbridge	SS	N
11h.6. Track		
b track	2	N, V
b rail	3	N
b railroad	4	N
b railway	5*	N
11h.7. Ramp		
b chute	5	N
b ramp	5	N

124

11h.8. Path

b sidewalk	2	N
b path	3	N
b trail	3	N, V
b course	3	N
b pathway	6*	N

11h.9. Seaway

b seaway	SS	N
b waterway	SS	N

11h.9.1 _____

aqueduct (aqua)	5*	N

11h.9.2 _____

mooring (moor)	6	N

11h.10. Airport

b airport	4	N
b airfield	4*	N
b runway	6	N

Supercluster 12
Mental Actions/Thinking

12a Thought/Memory (General)

Minicluster	Grade Level	Part of Speech
12a.1. Memory		
b thought	2	N, V
imagination (imagine)	4	N
b memory	4	N
b conscience	6	N
contemplation (contemplate)	6*	N
12a.2. Memorize		
memorize (memory)	6	V
visualize (visual)	EN	V

12a.3. Think

b think	1	V
b wonder	2	N, V
b suppose	3	V
b consider	4	V
b muse	5	V
b reckon	5	V
b deliberate	6	V
b ponder	6	V
b survey	6	N, V

12a.4. Remember

b remember	3	V
b forget	3	V
recall (call)	5	N, V

12b Subjects/Topics

Minicluster	Grade Level	Part of Speech
12b.1. Topic		
b subject	4	N
b topic	5	N
b theme	6	N
12b.2. Plan		
b plan	2	N, V
b scheme	6	N, V
objective (object)	6	N

12c Mental Exploration

Minicluster	Grade Level	Part of Speech
12c.1. Investigation		
b experiment	3	N, V
investigation (investigate)	5*	N
inspection (inspect)	5*	N
examination (exam)	6	N
experimentation (experiment)	SC	N

12c.2. Explore

	Grade	Part of Speech
b explore	3	V
b search	3	V
b research	4	N, V
examine (exam)	4	V
b pry	5	V
b inspect	5	V
b probe	6	N, V
b investigate	6	V

12c.3. Assignment

	Grade	Part of Speech
b lesson	3	N
assignment (assign)	5*	N
b homework	6	N

12d Mental Actions Involving Conclusions

Minicluster	Grade Level	Part of Speech

12d.1. Solve

	Grade	Part of Speech
b solve	3	V
b invent	3	V
b resolve	4	N, V
b design	4	V
b compose	5*	V
b derive	5*	V
b create	6	V
b compute	6	V

12d.2. Conclude

	Grade	Part of Speech
b determine	5	V
b conclude	6	V
b comprehend	6	V

12d.3. Prove

	Grade	Part of Speech
b prove	3	V
b predict	5	V
b calculate	6	V
b forecast	6	N. V
b foresee	6*	V

12d.3.1 _____

	Grade	Part of Speech
prediction (predict)	4*	N
b proof	6	N
calculation (calculate)	6*	N

12d.4. Guess

	Grade	Part of Speech
b guess	1	N, V
b estimate	6	V
b assume	6	V

12d.5. Discovery

	Grade	Part of Speech
invention (invent)	3	N
b fact	3	N
discovery (discover)	4	N
b theory	4	N
information (inform)	4	N
b clue	4	N
b principle	5*	N
b evidence	6	N
b proof	6	N
indicator (indicate)	6*	N
indication (indicate)	SC	N

12d.5.1 _____

	Grade	Part of Speech
b mystery	3	N

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PREP	Preposition
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AX	Auxiliary verb
RM	Relationship marker

126

12e Consciousness

Minicluster	Grade Level	Part of Speech
12e.1. Awake		
awake (wake)	3	V, A
b conscious	6*	A, AV (+ly)
12e.2. Asleep		
asleep (sleep)	3	A
b weary	5	A, AV (+ly)
b drowsy	5*	A
unconcious (conscious)	6*	A, AV (+ly)
12e.3. Dream		
b dream	2	N, V
b daydream	3	N, V
b nap	3	N, V
b nightmare	5	N
b daze	5	N, V
b vision	5	N
b fantasy	6	N
hallucination (hallucinate)	6*	N
b illusion	6*	N
12e.4. Sleep		
b sleep	1	N, V
b doze	4	V
b slumber	6	N, V
b snooze	6	N, V
12e.5. Awaken		
av aken (wake)	3	V
b wake	3	V
waken (wake)	5	V
12e.6. Fantasize		
b pretend	3	V
fantasize (fantasy)	6*	V
b hallucinate	6*	V

12f Interest

Minicluster	Grade Level	Part of Speech
12f1.1 Curiosity		
b interest	3	N, V
b attention	3	N
curiosity (curious)	5	N
b intrigue	6*	N, V
concentration (concentrate)	6*	N

12g Teaching/Learning

Minicluster	Grade Level	Part of Speech
12g.1. Instruction		
direction (direct)	3	N
advice (advise)	4	N
suggestion (suggest)	5	N
instruction (instruct)	5	N
12g.2. Teach		
b coach	3	N, V
b teach	3	V
b educate	5	V
b instruct	5*	V
b enlighten	5*	V
12g.3. Learn		
b learn	1	V
b realize	3	V
b discover	3	V
b detect	5*	V
b analyze	6	V
12g.4. Outsmart		
b trick	2	N, V
b outwit	5	N
b outsmart	5	N
12g.5. Confuse		
b confuse	4	V
b perplex	5	V
b bewilder	5	V
b baffle	5	V
b mystify	6	V

12g.6. Know		
b know	K	V
b understand	3	V
12g.6.1 _____		
knowledge (know)	5	N

12h Processes and Procedures

Minicluster	Grade Level	Part of Speech
12h.1. Procedure		
b process	5	N, V
b method	5	N
procedure (proceed)	6*	N
b technique	6*	N
b maneuver	6*	N, V

12i Definition

Minicluster	Grade Level	Part of Speech
12i.1. Definition		
definition (define)	5	N
meaning (mean)	5	N
12i.2. Symbolize		
b represent	4	V
b define	4*	V
b interpret	5	V
symbolize (symbol)	5*	V

12j Choice

Minicluster	Grade Level	Part of Speech
12j.1. Choose		
b pick	2	N, V
b choose	2	V
b decide	3	V
b select	5	V
12j.1.1 _____		
b choice	4	N
selection (select)	4*	N
decision (decide)	5	N
judgment (judge)	6	N
b verdict	6	N

12j.2. Judge		
b judge	3	V
b suspect	4	N, V
misjudge (judge)	5*	V
criticize (critic)	6	V
12j.3. Appoint		
b appoint	6	V
b ratify	SS	V
b repeal	SS	V

12k Intelligence

Minicluster	Grade Level	Part of Speech
12k.1. Wisdom		
wisdom (wise)	4	N
ignorance (ignorant)	4*	N
b wit	5	N
intelligence (intelligent)	5	N
stupidity (stupid)	6	N
12k.1.1 _____		
b wise	2	A, AV (+ly)
b smart	3	A, AV (+ly)
b sly	4	A, AV (+ly)
b brilliant	5	A, AV (+ly)
b shrewd	5	A, AV (+ly)
b intelligent	5	A, AV (+ly)
b cunning	6	A, AV (+ly)
12k.1.2 _____		
b stupid	3	A, AV (+ly)
b dumb	4	A, AV (+ly)
uneducated (educate)	5	A
b ignorant	6	A, AV (+ly)

12k.2. Alert		
b alert	4	A. AV (+ly)
b aware	4	A. AV (+ly)
12k.3. Logical		
sensible (sense)	5	A. AV (+ly)
logical (logic)	6	A. AV (+ly)
12k.4. Clever		
b clever	2	A. AV (+ly)
b able	2	A, AV (+ly)
skillful (skill)	6	A. AV (+ly)
b apt	6*	A. AV (+ly)
unskilled (skill)	SS	A
b adept	6*	A. AV (+ly)
12k.5. Imaginative		
imaginative (imagine)	5*	A. AV (+ly)
creative (create)	6*	A. AV (+ly)

12L Beliefs

Minicluster	Grade Level	Part of Speech
12L.1. Custom		
b custom	4	N
b ideal	5	N
b belief	6	N
b superstition	6	N
b tradition	6	N
b philosophy	6*	N
12L.2. Habit		
b habit	4	N
b instinct	6	N

Supercluster 13
Nonemotional Traits

13a Kindness/Goodness

Minicluster	Grade Level	Part of Speech
13a.1. Goodness		
goodness (good)	3	N
patience (patient)	4	N
kindness (kind)	5	N
b charity	6	N
b mercy	6	N
forgiveness (forgive)	6	N
13a.2. Courtesy		
courtesy (courteous)	5*	N
hospitality (hospitable)	6	N
consideration (consider)	6*	N
13a.3. Tender		
b tender	3	A. AV (+ly)
b gentle	3	A, AV (+ly)
thoughtful (thought)	4	A, AV (+ly)
b sensitive	4*	A. AV (+ly)
sympathetic (sympathy)	6	A. AV (+ly)
b lenient	6*	AV (+ly)
13a.4. Grateful		
b grateful	3	A. AV (+ly)
thankful (thank)	3	A. AV (+ly)
13a.5. Kind		
b kind	1	A. AV (+ly)
b nice	2	A, AV (+ly)
pleasant (please)	3	A. AV (+ly)

129

13a.6. Affectionate

	Grade Level	Part of Speech
affectionate (affection)	5	A, AV (+ly)
attentive (attention)	6*	A, AV (+ly)

13a.7. Generous

	Grade Level	Part of Speech
willing (will)	3	A, AV (+ly)
unselfish (self)	4*	A. AV (+ly)
b generous	5	A, AV (+ly)

13a.8. Gracious

	Grade Level	Part of Speech
b polite	3	A, AV (+ly)
b civil	5	A. AV (+ly)
gracious (grace)	6	A, AV (+ly)
respectful (respect)	6	A, AV (+ly)
b courteous	6*	A, AV (+ly)
chivalrous (chivalry)	6*	A, AV (+ly)
tactful (tact)	6*	A, AV (+ly)

13b Eagerness/Dependability

Minicluster	Grade Level	Part of Speech
13b.1. Eagerness		
eagerness (eager)	4	N
reliability (rely)	6*	N
dependability (depend)	6*	N
trustworthiness (trustworthy)	6*	N
sincerity (sincere)	6*	N
13b.2. Poise		
b poise	5	N, V
b grace	5	N, V
determination (determine)	5	N
enthusiasm (enthuse)	5	N
b conceit	6	N
b ambition	6*	N

13b.3. Duty

	Grade Level	Part of Speech
b duty	4	N
service (serve)	4	N, V
responsibility (responsible)	4	N

13b.4. Effective

	Grade Level	Part of Speech
b efficient	4	A, AV (+ly)
effective (effect)	5*	A, AV (+ly)

13b.5. Dependable

	Grade Level	Part of Speech
dependable (depend)	4*	A, AV (+ly)
b sincere	4*	A, AV (+ly)
b responsible	6	A, AV (+ly)
reliable (rely)	6	A, AV (+ly)
b trustworthy	6	A

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INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

130

13b.6. Busy

	Grade Level	Part of Speech
b busy	2	A, AV (+ly)
b eager	3*	A, AV (+ly)
lively (life)	3	A
playful (play)	3*	A, AV (+ly)
active (act)	5	A, AV (+ly)
energetic (energy)	5*	A, AV (+ly)
enthusiastic (enthuse)	5*	A, AV (+ly)
adventurous (adventure)	5*	A, AV
vigorous (vigor)	6	A, AV (+ly)

13b.7. Ambitious

	Grade Level	Part of Speech
b earnest	4	A, AV (+ly)
b diligent	5*	A, AV (+ly)
productive (produce)	5*	A, AV
b thorough	6	A, AV (+ly)
industrious (industry)	6*	A, AV (+ly)
ambitious (ambition)	6*	A, AV (+ly)
compulsive (compulsion)	6*	A, AV (+ly)

13c Lack of Initiative

Minicluster	Grade Level	Part of Speech
13c.1. Lazy		
b slow	K	A, AV (+ly)
b lazy	2	A
b casual	5	A, AV (+ly)
inactive (act)	5*	A, AV (+ly)
b idle	6	A, AV (+ly)
b passive	6	A, AV (+ly)
b sluggish	6	A

13c.2. Aimless

	Grade Level	Part of Speech
aimless (aim)	4*	A, AV (+ly)
restless (rest)	4*	A, AV (+ly)
nomadic (nomad)	SS	A

13d Freedom/Independence

Minicluster	Grade Level	Part of Speech
13d.1. Free		
b free	3	A, AV (+ly)
independent (depend)	5*	A, AV (+ly)
13d.2. Dependent		
obedient (obey)	5	A, AV (+ly)
dependent (depend)	6	A, AV (+ly)

13e Confidence/Pride

Minicluster	Grade Level	Part of Speech
13e.1. Sure		
b sure	2	A
b proud	2	A, AV (+ly)
b certain	3	A
confident (confide)	5	A, AV (+ly)
b vain	6	A, AV (+ly)
b dominant	6*	A, AV (+ly)
13e.1.1 _____		
b pride	4	N
confidence (confide)	6	N

13f Patience

Minicluster	Grade Level	Part of Speech
13f.1. Patient		
b patient	3	A, AV (+ly)
impatient (patient)	3	A. AV (+ly)
expectant (expect)	6	A, AV (+ly)

13g Luck/Prosperity

Minicluster	Grade Level	Part of Speech
13g.1. Fortune		
lucky (luck)	2	A, AV (+ly)
fortunate (fortune)	4	A, AV (+ly)
successful (succeed)	4	A, AV (+ly)
prosperous (prosper)	5*	A. AV (+ly)
13g.1.1 _____		
b luck	2	N
success (succeed)	4	N
b fate	5	N

13h Strictness

Minicluster	Grade Level	Part of Speech
13h.1. Stern		
b stern	4	A, AV (+ly)
b stubborn	4	A, AV (+ly)
b strict	5	A, AV (+ly)
b steadfast	5*	A, AV (+ly)
b staunch	6	A, AV (+ly)

13i Humor

Minicluster	Grade Level	Part of Speech
13i.1. Funny		
funny (fun)	K	A
witty (wit)	5	A
b wry	6	A, AV (+ly)
humorous (humor)	6	A, AV (+ly)
13i.1.1 _____		
b fun	K	N, A
b humor	4	N

13j Spirituality

Minicluster	Grade Level	Part of Speech
13j.1. Religious		
religious (religion)	5	A, AV (+ly)
glorious (glory)	5	A, AV (+ly)
spiritual (spirit)	6	A, AV (+ly)
miraculous (miracle)	6	A, AV (+ly)
b holy	6	A
b sacred	6	A, AV (+ly)
b divine	6*	A, AV (+ly)

13k Prudence

Minicluster	Grade Level	Part of Speech
13k.1. Prudence		
prudence (prude)	4*	N
modesty (modest)	5	N
13k.1.1 _____		
b modest	5	N

13L Shyness

Minicluster	Grade Level	Part of Speech
13L.1. Meek		
b shy	3	A, AV (+ly)
helpless (help)	3	A, AV (+ly)
b meek	4	A, AV (+ly)
b mild	4	A, AV (+ly)
b timid	5	A, AV (+ly)
needy (need)	5*	A
b reluctant	6	A, AV (+ly)

13m Dishonesty

Minicluster	Grade Level	Part of Speech
13m.1. Dishonest		
tricky (trick)	5	A
b naughty	5	A
unfair (fair)	5	A, AV (+ly)
dishonest (honest)	6*	A, AV (+ly)
mischievous (mischief)	6*	A, AV (+ly)
b phony	6*	A
unscrupulous (scruples)	6*	A, AV (+ly)
unfaithful (faith)	6*	A, AV (+ly)
13m.1.1 _____		
b mischief	5	N

13n Loyalty/Courage

Minicluster	Grade Level	Part of Speech
13n.1 Allegiance		
b allegiance	3*	N
friendship (friend)	4	N
obedience (obey)	5*	N
loyalty (loyal)	6*	N
devotion (devote)	6*	N
13n.1.1 _____		
b treason	6	N
disloyalty (loyal)	6*	N
13n.2. Courage		
b courage	3	N
bravery (brave)	4	N
13n.3. Brave		
b brave	2	A, AV (+ly)
b bold	4	A, AV (+ly)
fearless (fear)	4*	A, AV (+ly)
13n.4. Heroic		
heroic (hero)	5	A, AV (+ly)
b gallant	5*	A, AV (+ly)
courageous (courage)	6	A, AV (+ly)
13n.5. Honorable		
honorable (honor)	4	A, AV (+ly)
b noble	5	A, AV (+ly)
b moral	5	A, AV (+ly)
faithful (faith)	5	A, AV (+ly)
patriotic (patriot)	5*	A, AV (+ly)
13n.6. Glory		
b honor	3	N, V
b power	3	N
b glory	6	N

13n.7. Fair

Minicluster	Grade Level	Part of Speech
b just	1	A, AV (+ly)
b fair	2	A, AV (+ly)
b honest	4	A, AV (+ly)
b loyal	5	A, AV (+ly)
impartial (partial)	SS	A, AV (+ly)

13o Instability

Minicluster	Grade Level	Part of Speech
13o.1. Wild		
b wild	3	A, AV (+ly)
crazy (craze)	3	A
careless (care)	4	A, AV (+ly)
b frantic	5	A, AV (+ly)
reckless (reck)	5*	A, AV (+ly)
unsettled (settle)	5*	A
fanatical (fanatic)	6	A, AV (+ly)
unstable (stable)	6*	A, AV (+ly)
feverish (fever)	6*	A, AV (+ly)
unsteady (steady)	6*	A, AV (+ly)
wasteful (waste)	SS	A, AV (+ly)
uncontrolled (control)	SC	A

13p Caution

Minicluster	Grade Level	Part of Speech
13p.1. Careful		
careful (care)	2	A, AV (+ly)
b curious	3	A, AV (+ly)
watchful (watch)	4	A, AV (+ly)
cautious (caution)	4	A, AV (+ly)
suspicious (suspect)	5	A, AV (+ly)
13p.1.1 _____		
b caution	6	A, AV (+ly)

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Part of Speech
N   Noun
V   Verb
A   Adjective
AV   Adverb
AV (+ly)   Adverb when suffix -ly is added
PRO   Pronoun
PREP   Preposition
INT   Interjection
DET   Determiner
AX   Auxiliary verb
RM   Relationship marker

Supercluster 14
Location/Direction

14a Location (General)

Minicluster	Grade Level	Part of Speech
14a.1. Direction		
direction (direct)	3	N
distance (distant)	3	N
b position	4	N
location (locate)	6	N
b altitude	6	N
14a.2. Place		
b place	2	N, V
b spot	2	N, V
b point	2	N, V
b axis	4	N
b pinpoint	6	N, V

14b Boundaries

Minicluster	Grade Level	Part of Speech
14b 1. Edge		
b corner	2	N, V
b side	2	N
b edge	3	N, V
b rim	4	N
b ridge	4	N
b limit	4	N, V
b border	5	N
b brim	5	N
boundary (bound)	5	N
b perimeter	5*	N
b margin	5*	N
b outskirts	5*	N
b exterior	5*	N
b brink	6	N

14c Planes

Minicluster	Grade Level	Part of Speech
14c.1. Diagonal		
b diagonal	5*	N, A, AV (+ly)
b vertical	6	A, AV (+ly)
horizontal (horizon)	6	A, AV (+ly)
b perpendicular	6*	A, AV (+ly)
14c.2. Sideways		
b sideways	4*	AV
b broadside	5	AV

14d Nonspecific Locations

Minicluster	Grade Level	Part of Speech
14d.1. Somewhere		
b here	K	PRO
b there	1	PRO
b where	1	PRO
b anywhere	3	PRO
b somewhere	4	PRO
b everywhere	4	PRO
b nowhere	4	PRO
b elsewhere	4*	PRO

14e Compass Directions

Minicluster	Grade Level	Part of Speech
14c.1. North		
b west	3	N
b south	3	N
b north	3	N
b east	3	N
b northeast	3*	N
b northwest	3*	N
b southwest	3*	N
b southeast	3*	N
b midwest	6	N

14c.1.1 _____

southern (south)	4	A
western (west)	4	A
northwestern (northwest)	4*	A
b westward	4*	A, AV
southwestern (southwest)	4*	A
eastern (east)	5	A
northern (north)	5	A
b eastward	5*	A, AV
northeastern (northeast)	5*	A
b southward	5*	A, AV
southeastern (southeast)	5*	A
b northward	5*	A, AV
b northernmost	5*	A
northerly (north)	6*	A, AV
b westernmost	6	A
b southernmost	6	A
b easternmost	6	A

14c.2. Right

b right	1	N, A
b left	2	N, A

14f Back-Front-Middle

Minicluster	Grade Level	Part of Speech
14f.1. Back		
b back	1	N, A, AV
b end	2	N, A
b rear	3	N, A
b hind	3	A
b background	4	N, A
b endpoint	MA	N
14f.1.1 _____		
b backward	3	AV
b backwards	3	AV
b astern	6*	AV
14f.1.2 _____		
b behind	K	AV, PREP

14f.2. Front

b front	2	N, A

14f.2.1 _____

b ahead	2	AV

14f.2.2 _____

b ahead of	-	PREP

14f.3. Center

b center	3	N, A
b middle	3	N, A
midst (mid)	5	N
b midway	5*	N

14f.3.1 _____

b mid	5	A
central (center)	6	A

14g Direction To/From

Minicluster	Grade Level	Part of Speech
14g.1. To		
b to	K	PREP
b at	K	PREP
b from	K	PREP

14h Inward/Outward Direction

Minicluster	Grade Level	Part of Speech
14h.1. In		
b interior	6	N, A
14h.1.1 _____		
b in	K	AV, PREP
b inside	2	AV, PREP
b indoors	2*	AV
b inward	4	AV
b inland	4	AV
14h.1.2 _____		
b internal	5*	A
b incoming	SS	A

136

14h.2. Outward

b out	K	AV, PREP
b outside	2	AV, PREP
b outde r(s)	3	AV
b outward	6	AV

14h.3. Through

b through	2	AV, PREP
b throughout	4	AV, PREP

14h.4. Enter

b enter	3	V
b insert	5*	N, V
b inject	6*	V

14i Up/On

Minicluster	Grade Level	Part of Speech
14i.1. On		
b on	K	PREP
14i.1.1 _____		
atop (top)	5*	PREP
b on top of	–	PREP
14i.1.2 _____		
b abroad	3	AV, PREP
14i.2. Over		
b over	1	AV, PREP
b above	2	AV, PREP
b overhead	3	AV
14i.2.1 _____		
b off	1	AV, PREP
14i.3. Top		
b tip	2	N
b top	2	N, A
14i.3.1 _____		
b bottom	1	N, A

14i.4. High

b high	2	A
b low	2	A
upper (up)	4	A

14i.5. Upright

b upright	1*	A
b upside down	2	A

14i.6. Up

b up	K	AV, PREP
b upward	3	A, AV
b upstairs	3	AV
b skyward	3*	A, AV
b uphill	3*	A, AV
b upland	SS	AV

14i.7. Overland

b overland	5*	A, AV

14j Down/Under

Minicluster	Grade Level	Part of Speech
14j.1. Under		
b under	1	AV, PREP
b below	3	AV, PREP
b beneath	3	PREP
b underneath	5	AV, PREP
14j.1.1 _____		
b underside	4*	N
14j.1.2 ____ ____		
b underground	4	N, A
b underfoot	4	N
14j.2. Down		
b down	K	AV
b downstairs	3	A, AV
b downhill	4*	A, AV
b downward	6	A, AV
b downtown	6	A, AV

14k Distances

Minicluster	Grade Level	Part of Speech
14k.1. Distant		
b distant	3	A
b remote	6	A
outer (out)	6	A
b outlying	6*	A
14k.1.1 _____		
b away	K	AV
b far	1	A, AV
b faraway	3*	A, AV
14k.1.2 _____		
b abroad	5	AV
b overseas	5*	AV
14k.1.3 _____		
past (pass)	2	A, AV, PREP
b beyond	3	PREP
14k.2. Close		
closeness (close)	6*	N
14k.2.1 _____		
b beside	K	AV
b with	K	PREP
b close	2	A, AV
b near	2	A, PREP
b along	2	A, PREP
b nearby	2	A, AV
b alongside	4	AV, PREP
aside (side)	4	AV, PREP
opposite (oppose)	4	AV, PREP
b local	5	A
b abreast	6	AV
14k.3. Homeward		
b homeward	5	AV
14k.4. Between		
b by	1	PREP
b between	2	PREP

14L Presence/Absence

Minicluster	Grade Level	Part of Speech
14L.1. Present		
presence (present)	6	N
absence (absent)	6	N
14L.1.1 _____		
b present	3	A
b absent	6	A
14L.2. Available		
available (avail)	5	A
unavailable (avail)	6	A

Supercluster 15
Literature/Writing

15a Names/Titles

Minicluster	Grade Level	Part of Speech
15a.1. Name		
b name	1	N, V
b brand	5	N, V
b title	5	N, V
b nickname	6	N, V
b euphemism	EN	N
15a.1.1 _____		
rename (name)	5*	V
entitle (title)	6*	V
15a.2. Label		
b tag	3	N, V
b label	4	N, V
heading (head)	4	N
signature (sign)	4*	N
b autograph	5*	N, V
b caption	5*	N, V
inscription (script)	6	N
subheading (heading)	EN	N

15b Types of Literature

Minicluster	Grade Level	Part of Speech
15b.1. Literature		
b writing	3	N
literature (literate)	5	N
b composition	6	N
15b.2. Story		
b story	1	N
b tale	3	N
b myth	4	N
b fiction	5	N
b comedy	5	N
b fable	5	N
b script	6	N
b mythology	6*	N
nonfiction (fiction)	EN	N

15c Types of Books

Minicluster	Grade Level	Part of Speech
15c.1. Book		
b book	K	N
b textbook	4*	N
b catalogue	4*	N
b text	5*	N
primer (prime)	5*	N
booklet (book)	5*	N
b manual	6	N
b anthology	EN	N
15c.2. Novel		
b novel	5*	N
b biography	5*	N
autobiography (biography)	5*	N
15c.3. Cookbook		
b cookbook	4*	N
b menu	5	N
b recipe	6	N
15c.4. Encyclopedia		
dictionary (diction)	4	N
b encyclopedia	4	N
b atlas	5*	N
b almanac	6	N
b testament	SS	N
b scripture	SS	N
b Bible	SS	N
b Koran	SS	N
15c.5. Magazine		
b article	3	N
b magazine	4	N
b newspaper	4	N
b headline	5*	N
publication (publish)	5*	N
b journal	5*	N
15c.6. Edition		
b volume	3*	N
b index	5	N, V
b issue	5	N, V
edition (edit)	5*	N
summary (sum)	6*	N

15d Poems/Songs

Minicluster	Grade Level	Part of Speech
15d.1. Poem		
b poem	3	N
b rhyme	4	N, V
b verse	5	N
b limerick	5*	N
b sonnet	6	N
poetry (poem)	6	N
b stanza	6	N
15d.1.1 _____		
poetic (poem)	6*	A, AV (+ly)
15d.2. Song		
song (sing)	2	N
b music	3	N
b tune	3	N, V
b anthem	5*	N
b psalm	5	N
b melody	5	N
b hymn	6*	N
b ballad	EN	N
lullaby (lull)	EN	N
b carol	EN	N
15d.2.1 _____		
b sing	1	V
b recite	4	V

15e Drawings/Illustrations

Minicluster	Grade Level	Part of Speech
15e.1. Drawings		
drawing (draw)	4	N
b chart	4	N, V
illustration (illustrate)	4*	N
b diagram	5	N, V
b blueprint	5	N
b graph	6	N, V

15f Messages

Minicluster	Grade Level	Part of Speech
15f.1. Letter		
b letter	1	N, V
b note	2	N, V
b postcard	2*	N
b message	3	N
b telegram	3	N
b report	3	N, V
b valentine	3	N
b envelope	4	N
b telegraph	4	N
b diary	5	N
correspondence (respond)	5*	N
15f.2. Advertisement		
b ad	3*	N
b bulletin	3*	N
poster (post)	4	N
b billboard	5*	N
advertisement (advertise)	5*	N
announcement (announce)	5*	N
commercial (commerce)	6	N
b slogan	6*	N

15g Things to Write On/With

Minicluster	Grade Level	Part of Speech
15g.1. Notebook		
b notebook	3	N
b scrapbook	3	N
b document	5*	N
manuscript (script)	6*	N

140

15g.2. Pen

	Grade Level	Part of Speech
b pen	2	N
b crayon	2*	N
b pencil	3	N
b brush	3	N, V
b press	3	N, V
eraser (erase)	3	N
b ink	4	N
typewriter (typewrite)	4	N
b chalk	5	N

15g.3. Paper

b paper	2	N
b parchment	4	N
b scroll	4	N
b blackboard	4*	N
b tablet	6	N
b chalkboard	6*	N

15h Rules/Laws

Minicluster	Grade Level	Part of Speech
15h.1. Rule		
b rule	3	N, V
b law	4	N
regulation (regulate)	5	N
commandment (command)	SS	N
15h.1.1 _____		
lawless (law)	5*	A, AV (+ly)
lawful (law)	5*	A, AV (+ly)
15h.2. Treaty		
proposal (propose)	5*	N
b treaty	5*	N
b constitution	5	N
b contract	6	N, V
amendment (amend)	SS	N
b policy	SS	N
charter (chart)	SS	N
15h.2.1 _____		
constitutional (constitution)	SS	N

15i Reading/Writing/Drawing Actions

Minicluster	Grade Level	Part of Speech
15i.1. Scribble		
b doodle	3*	N, V
b trace	5	N. V
b scribble	5*	V
b jot	5*	V
15i.2. Write		
b sign	2	N, V
b write	2	V
b spell	4	V
b copy	4	N. V
b publish	4	V
rewrite (write)	4*	V
b indent	5*	V
misspell (spell)	6*	V
15i.3. Paint		
b paint	K	N. V
b color	1	N. V
b draw	3	V
b draft	5	N, V
b etch	5	V
b inscribe	6	V
b sketch	6	N, V
b illustrate	6	V
b engrave	6*	V
15i.4. Punctuate		
b punctuate	EN	V
b underline	EN	V
italicize (italics)	EN	V
capitalize (capital)	EN	V
15i.5. Read		
b read	1	V
b skim	4	V
b scan	6	V
preview (view)	EN	N, V
b proofread	EN	V
15i.6. Handwriting		
b handwriting	3	N
b penmanship	5	N
15i.6.1 _____		
handwritten (handwrite)	EN	A

Supercluster 16
Water/Liquids

16a Different Forms of Water

Minicluster	Grade Level	Part of Speech
16a.1. Water		
b water	1	N, V
b liquid	4	N
b fluid	6	N, A
16a.2. Rain		
b rain	1	N, V
b rainfall	3	N
b raindrop	4*	N
b hail	5	N, V
b sleet	5	N, V
16a.2.1 _____		
b rainbow	1*	N
16a.3. Snow		
b snow	2	N, V
b flake	4	N
b snowfall	5*	N
b snowflake	6	N
16a.3.1 _____		
b snowman	2	N
b snowball	6	N
16a.4. Ice		
b ice	1	N
b frost	3	N
b glacier	5	N
b floe	5	N
b slush	6	N
icicle (ice)	6	N
b iceberg	6	N

16b Actions Related to Water

Minicluster	Grade Level	Part of Speech
16b.1. Drip		
b drip	4	N, V
b sprinkle	4	N, V
b ripple	4	N, V
b seep	4*	V
b trickle	5	N, V
b excrete	SC	V

Minicluster	Grade Level	Part of Speech
16b.2. Splash		
b splash	2	N, V
b spray	4	N, V
b overflow	4*	N, V
b gush	4*	V
b spatter	5	V
b slosh	5	V
b cascade	5*	N, V
b spurt	6	N, V
b squirt	6	N, V
b surge	6	N, V
16b.3. Spill		
b spill	3	N, V
b flush	4	V
b leak	4	N, V
b flow	4	V
b drain	5	N, V
b ebb	6	V

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PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

16b.4. Pour

	Grade Level	Part of Speech
b pour	3	N. V
b stir	4	N, V

16b.5. Boil

b melt	3	V
b bubble	3	N, V
b boil	4	V
b freeze	5	V
b dissolve	5	V
b thaw	5	N. V
evaporate (vapor)	5	V

16b.6. Swim

b swim	2	N, V
b float	2	V
b dive	3	N, V
b drown	3	V
b drift	3	N, V
b wade	4	V
b sink	4	V

16b.7. Soak

b soak	5	V
b drench	5	V
b absorb	5	V
moisten (moist)	5	V
b dilute	SC	V
b saturate	6*	V

16b.8. Wet

b wet	1	V, A
b dry	2	V, A
slippery (slip)	4	A
b moist	4*	A
b damp	5	A
b soggy	5	A
b slick	6	A

16c Equipment Used with Liquids

Minicluster	Grade Level	Part of Speech
16c.1. Fountain		
b fountain	3	N
b hydrant	4*	N
sprinkler (sprinkle)	6	N

16c.2. Hose

	Grade Level	Part of Speech
b pump	3	N, V
b hose	3	N
b faucet	4	N
b spout	6	N, V
b valve	6	N
b funnel	6	N, V
b nozzle	SC	N

16d Moisture

Minicluster	Grade Level	Part of Speech
16d.1. Dew		
b dew	5	N
b dewdrop	5	N
moisture (moist)	6	N
droplet (drop)	SC	N
16d.2. Evaporation		
evaporation (vapor)	1*	N
condensation (condense)	SC	N
16d.3. Mist		
b cloud	3	N
b mist	4	N
b haze	5	N
b smog	5*	N

16e Slime

Minicluster	Grade Level	Part of Speech
16e.1. Sediment		
b slime	SC	N
b silt	SC	N
b sediment	SC	N
16e.2. Foam		
b scum	3*	N
b foam	5	N
b froth	6*	N

34

16f Bodies of Water

Minicluster	Grade Level	Part of Speech
16f.1. River		
b river	2	N
b stream	2	N
b brook	2	N
b pond	2	N
b marsh	3	N
b waterfall	3*	N
b creek	4	N
b puddle	4	N
b swamp	4	N
b bog	5	N
b geyser	5*	N
b tributary	6*	N
gusher	SS	N
16f.2. Lagoon		
b reef	4	N
b moor	5	N
b lagoon	6	N
b shoal	6	N
b delta	6	N
b fjord	6*	N
b watershed	SC	N
b headwaters	SC	N
16f.3. Ocean		
b sea	2	N
b ocean	3	N
b cove	4	N
b bay	5	N
b inlet	5	N
b gulf	6	N
16f.4. Tide		
b current	3	N
b tide	4	N
b surf	5	N, V
b tidewater	SS	N
16f.4.1 _____		
tidal (tide)	SC	A

16g Places Near Water

Minicluster	Grade Level	Part of Speech
16g.1. Island		
b island	5	N
b peninsula	5*	N
b isle	6	N
16g.2. Shore		
b beach	3	N, V
b shore	3	N
b coast	4	N
b seacoast	4*	N
b seashore	4*	N
b riverside	4*	N
b mainland	4*	N
b strand	5	N
b lakeside	5*	N

16h Directions Related to Water

Minicluster	Grade Level	Part of Speech
16h.1. Inland		
b underwater	4	A, AV
ashore (shore)	4	AV
b inland	4	A, AV
b upstream	4*	AV
b overboard	5*	AV
b downstream	6	AV
b midstream	6	AV
afloat (float)	6*	AV
b offshore	6*	A, AV
b undersea	6*	AV
b upriver	SS	AV

16i Manmade Places Near Water

Minicluster	Grade Level	Part of Speech
16i.1. Harbor		
b harbor	3	N
b shipyard	4	N
b seaport	4*	N

144

16i.2. Lighthouse
| b | lighthouse | 4 | N |

16i.3. Dock
b	dock	3	N, V
b	wharf	5	N
b	pier	6	N

16i.4. Pool
b	pool	2	N
b	reservoir	4*	N
b	dike	4*	N
b	dam	5	N, V
b	canal	5	N
b	channel	5	N, V
	aquarium (aqua)	5	N
b	breakwater	6	N
b	moat	SS	N

Supercluster 17
Clothing

17a Clothing (General)

Minicluster	Grade Level	Part of Speech

17a.1. Suit
b	suit	2	N
b	uniform	4	N
b	costume	4	N
b	clothing	5	N
b	outfit	5	N, V
b	clothes	5*	N
b	garment	6	N
b	apparel	6*	N

17a.2. Style
| b | style | 4 | N, V |
| b | fashion | 4 | N, V |

17b Parts of Clothing

Minicluster	Grade Level	Part of Speech

17b.1. Button
| b | button | 2 | N, V |
| | zipper (zip) | 3 | N |

17b.2. Seam
b	seam	5*	N
	lining (line)	5*	N
b	hem	6*	N, V

17b.3. Pocket
b	pocket	1	N
b	sleeve	4	N
b	collar	4	N
b	ruffle	5	N, V
b	cuff	6	N

17c Shirts/Pants/Skirts

Minicluster	Grade Level	Part of Speech

17c.1. Shirt
b	shirt	2	N
b	sweater	5	N
b	blouse	6	N
b	tunic	6	N

17c.2. Pants
b	shorts	2	N
b	trousers	3	N
b	tights	3	N
b	jeans	5	N
b	pants	5	N

17c.3. Dress
b	dress	1	N, V
b	skirt	3	N
b	apron	3	N
b	robe	3	N
b	petticoat	6	N
b	kimono	6	N
b	gown	6	N

17d Things Worn on the Head

Minicluster	Grade Level	Part of Speech

17d.1. Hat
b	hat	1	N
b	cap	3	N
b	bonnet	3	N
b	crown	3	N
b	headdress	3*	N
b	helmet	4	N
b	hood	4	N
b	fez	SS	N

17d.2. Glasses

Basic word	Grade Level	Part of Speech
b glasses	2	N
b eyeglasses	2*	N
b spectacles	5	N
b goggles	5	N
b visor	6*	N

17e Things Worn on the Hands/Feet

Minicluster	Grade Level	Part of Speech
17e.1. Shoe		
b shoe	1.	N, V
b boot	2	N, V
b skate	2	N, V
b moccasin	4	N
b sock	5	N
b ski	5	N
b sandal	5	N
slipper (slip)	6	N
b stocking	6	N
17e.1.1 _____		
b spur	5	N, V
17e.2. Gloves		
b gloves	2	N
mittens (mitt)	4	N
b mitt	5	N

17f Coats

Minicluster	Grade Level	Part of Speech
17f.1. Coat		
b coat	1	N, V
b jacket	3	N
b overcoat	4	N
b raincoat	4*	N
17f.2. Shawl		
b cape	3	N
b shawl	4	N
b cloak	5	N
b mantle	5*	N
b shroud	6	N

17g Accessories to Clothing

Minicluster	Grade Level	Part of Speech
17g.1. Scarf		
b tie	2	N, V
b belt	3	N
b ribbon	3	N
b handkerchief	3	N
b sash	4	N
b scarf	4*	N
muffler (muff)	4*	N
b necktie	4*	N
b kerchief	5	N
b tassel	6	N
17g.2. Umbrella		
b umbrella	4	N
b cane	4	N
b parasol	4*	N

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AV (+ly)	Adverb when suffix -ly is added
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PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

17g.3. Buckle		
b pin	3	N, V
b buckle	3	N, V
b badge	6	N
17g.4. Comb		
b comb	3	N, V
b brush	3	N, V
b razor	6	N
17g.5. Necklace		
b ring	2	N
b bead	3	N
b necklace	4*	N
b locket	5	N
b jewelry	5	N
b bracelet	5	N
17g.6. Cologne		
b cologne	6*	N
b perfume	6	N
17g.7. Cosmetics		
b cosmetics	6*	N

17i.2. Mend		
b sew	3	V
b patch	3	N, V
b mend	4	V
b stitch	5	N, V
b darn	6	V
b alter	6	V
17i.3. Knit		
b weave	4	N, V
b knit	4	N, V
b braid	4	N, V
b embroider	5	V
17i.3. _____		
embroidery (embroider)	6*	N
17i.4. Wrinkle		
b tear	2	N, V
b rip	4	N, V
b tatter	5	V
b wrinkle	5	N, V

17h Armor

Minicluster	Grade Level	Part of Speech
17h.1. Shield		
armor (arms)	5	N
b shield	6	N, V
b sheath	6	N, V

17i Actions Related to Clothing

Minicluster	Grade Level	Part of Speech
!7i.1. Wear		
b wear	2	N
b fit	2	N, V
b fold	3	N, V
b design	4	N, V
b don	4	V
unfold (fold)	4*	V
b zip	6	V
17i.1.1 _____		
b pose	6*	N, V

17j Characteristics of Clothes and Wearing of Clothes

Minicluster	Grade Level	Part of Speech
17j.1. Threadlike		
b threadlike	5*	A
b sheer	6	A
17j.2. Fashionable		
informal (formal)	5*	A
fashionable (fashion)	SS	A
17j.3. Naked		
b clad	5*	A
b barefoot	5	A
b naked	6*	A
b nude	6*	A

17k Fabrics

Minicluster	Grade Level	Part of Speech
17k.1. Cloth		
b cloth	2	N
b material	4	N
b fabric	6	N

17k.2. Thread

b thread	3	N
b yarn	5	N
b fiber	6	N

17k.3. Silk

b silk	2	N
b felt	2	N
b leather	3	N
b terry	3	N
b buckskin	3	N
b wool	4	N
b velvet	4	N
b cotton	5	N
b linen	5	N
b plaid	5	N
b satin	5	N
b nylon	6	N
b calico	6	N
b flannel	6	N
b khaki	6	N
b rayon	6*	N

17k.3.1 _____

woolen (wool)	6	A

17L Smell/Scent

Minicluster	Grade Level	Part of Speech
17L.1. Scent		
b smell	2	N, V
b scent	4	N
b fragrance (fragrant)	5*	N
b odor	6	N
17L.2. Vapor		
b vapor	6	N
b fume	6	N

Supercluster 18
Places—Where People Live/ Dwell

18a Where People Live

Minicluster	Grade Level	Part of Speech
18a.1. Neighborhood		
neighborhood (neighbor)	3	N
b birthplace	5*	N
b homeland	SS	N
18a.2. Paradise		
b heaven	4	N
b paradise	6	N
b wonderland	6*	N
18a.3. Town		
b town	1	N
b city	2	N
b village	3	N
b capital	3*	N
b colony	4	N
settlement (settle)	4	N
b resort	5*	N
Capitol	5	N
18a.4. Camp		
b camp	2	N, V
18a.5. Slum		
b slum	6	N
b suburb	6	N
18a.6. State		
b state	3	N
kingdom (king)	3	N
b empire	6	N
dominion (domain)	SS	N

18b Continents/Countries

Minicluster	Grade Level	Part of Speech
18b.1. Country		
b country	4	N
b nation	4	N
18b.2. Continent		
b continent	5	N

18b.2. Continent
b continent	5	N

18b.2.1 _____
continental (continent)	4*	N

18b.3. Africa
b Antarctica	SS	N
b South America	SS	N
b North America	SS	N
b Africa	SS	N
b Asia	SS	N
b Australia	SS	N
b Greenland	SS	N

18b.4. United States
b United States	SS	N
b America	SS	N
b China	SS	N
b Japan	SS	N
b France	SS	N
b Spain	SS	N
b Italy	SS	N
b Germany	SS	N
b Brazil	SS	N
b Israel	SS	N
b Iran	SS	N
b Holland	SS	N
b Mexico	SS	N
b Canada	SS	N

18c States

Minicluster	Grade Level	Part of Speech

18c.1. Alabama
b Alabama	SS	N
b Alaska	SS	N
b Arizona	SS	N
b Arkansas	SS	N
b California	SS	N
b Colorado	SS	N
b Connecticut	SS	N
b Delaware	SS	N
b Florida	SS	N
b Georgia	SS	N
b Hawaii	SS	N
b Idaho	SS	N
b Illinois	SS	N
b Indiana	SS	N
b Iowa	SS	N
b Kansas	SS	N
b Kentucky	SS	N
b Louisiana	SS	N
b Maine	SS	N
b Maryland	SS	N
b Massachusetts	SS	N
b Michigan	SS	N
b Minnesota	SS	N
b Mississippi	SS	N
b Missouri	SS	N
b Montana	SS	N
b Nebraska	SS	N
b Nevada	SS	N
b New Hampshire	SS	N
b New Jersey	SS	N
b New Mexico	SS	N
b New York	SS	N
b North Carolina	SS	N
b North Dakota	SS	N
b Ohio	SS	N
b Oklahoma	SS	N
b Oregon	SS	N
b Pennsylvania	SS	N
b Rhode Island	SS	N
b South Carolina	SS	N
b South Dakota	SS	N
b Tennessee	SS	N
b Texas	SS	N
b Utah	SS	N
b Vermont	SS	N
b Virginia	SS	N
b Washington	SS	N
b West Virginia	SS	N
b Wisconsin	SS	N
b Wyoming	SS	N

18d Cities

Minicluster	Grade Level	Part of Speech

18d.1. Seattle
b Cheyenne	SS	N
b Chicago	SS	N
b Cincinnati	SS	N
b Cleveland	SS	N
b Columbus	SS	N

b	Dallas	SS	N
b	Denver	SS	N
b	Des Moines	SS	N
b	Detroit	SS	N
b	Duluth	SS	N
b	Harrisburg	SS	N
b	Hartford	SS	N
b	Helena	SS	N
b	Houston	SS	N
b	Indianapolis	SS	N
b	Jackson	SS	N
b	Jacksonville	SS	N
b	Kansas City	SS	N
b	Lansing	SS	N
b	Los Angeles	SS	N
b	Louisville	SS	N
b	Memphis	SS	N
b	Miami	SS	N
b	Milwaukee	SS	N
b	Montgomery	SS	N
b	Nashville	SS	N
b	New Orleans	SS	N
b	New York City	SS	N
b	Oklahoma City	SS	N
b	Omaha	SS	N
b	Peoria	SS	N
b	Philadelphia	SS	N
b	Phoenix	SS	N
b	Pittsburgh	SS	N
b	Portland	SS	N
b	Providence	SS	N
b	Reno	SS	N
b	Richmond	SS	N
b	St. Louis	SS	N
b	Salt Lake City	SS	N
.:	San Antonio	SS	N
b	San Francisco	SS	N
b	Sante Fe	SS	N
b	Seattle	SS	N
b	Spokane	SS	N
b	Springfield	SS	N
b	Tampa	SS	N
b	Toledo	SS	N
b	Topeka	SS	N
b	Trenton	SS	N
b	Washington. DC	SS	N
b	Wichita	SS	N

Supercluster 19
Noises/Sounds

19a Noises (General)

Minicluster	Grade Level	Part of Speech
19a.1. Sound		
b sound	2	N, V
b noise	2	N
silence (silent)	3	N
19a.2. Hush		
b hush	4	N, V
b lull	6*	N, V
19a.3. Clatter		
b clatter	4	N, V
b commotion	5	N
b peal	6	N

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  AX   Auxiliary verb
  RM   Relationship marker

19a.4. Hear

	Grade Level	Part of Speech
b hear	1	V
b listen	2	V
b hark	6	V

19a.5. Noisy

	Grade Level	Part of Speech
b quiet	2	A, AV (+ly)
b loud	2	A, AV (+ly)
b silent	3	A, AV (+ly)
b shrill	4	A, AV (+ly)
noisy (noise)	4	A, AV (+ly)
b hoarse	4	A, AV (+ly)
breathless (breath)	4	A, AV (+ly)
b harsh	4	A, AV (+ly)
deafening (deaf)	5	A, AV (+ly)
voiceless (voice)	EN	A

19a.6. Pitch

	Grade Level	Part of Speech
b pitch	3	N
b tone	6	N
intensity (intense)	SC	N

19b Devices that Produce Sound

Minicluster	Grade Level	Part of Speech
19b.1. Phone		
telephone (phone)	2	N, V
b phone	4	N, V
receiver (receive)	4*	N
b loudspeaker	5	N
b earphone	6*	N
19b.2. Horn		
b horn	2	N
b bell	2	N
b alarm	3	N, V
b doorbell	3	N
b gong	4	N, V
b siren	4	N
b chime	5	N, V

19c Noises Made by People

Minicluster	Grade Level	Part of Speech
19c.1. Roar		
b roar	2	N, V
b cheer	3	N, V
laughter (laugh)	3	N
b uproar	4	N
applause (applaud)	6	N
b applaud	6	V
19c.2. Snore		
b gasp	3	N, V
b gulp	4	N, V
b yawn	4	N, V
b wheeze	5	N, V
b snore	6	N, V
b cough	6	N, V
b belch	6	N, V
b hiccup	6	N, V
b burp	6*	N, V
19c.3. Yell		
b yell	2	N, V
b shout	2	N, V
b whoop	2	N, V
b whistle	2	N, V
b squeal	3	N, V
b bellow	4	V
b blurt	4	V
b chant	4	N, V
b shriek	5	N, V
b screech	5	N, V
b holler	6	N, V
b blare	6	V
19c.4. Giggle		
b laugh	1	N, V
b chuckle	3	N, V
b giggle	4	N, V
b snicker	6	N, V
19c.5. Cry		
b cry	1	N, V
b sob	3	N, V
b groan	3	N, V
b sigh	3	N, V
b moan	4	N, V
b wail	4	N, V
b grumble	4	N, V
b whimper	4	N, V
b whine	4	N, V
b bawl	6	V

19c.6. Mumble

	Grade Level	Part of Speech
b whisper	2	N, V
b mutter	3	N, V
b hum	3	N. V
b stammer	4	N, V
b mumble	4	N, V
b murmur	4	N, V
chatter (chat)	4	N, V
b stutter	5	N, V

19d Animal Noises

Minicluster	Grade Level	Part of Speech
19d.1. Gobble		
b quack	2	N, V
b peep	2	N, V
b growl	3	N, V
b howl	3	N, V
b buzz	3	N, V
b bark	3	N, V
b gobble	3	N, V
b squawk	3	N, V
b honk	3	N, V
b croak	3*	N, V
b cheep	3*	N, V
b chirp	4	N, V
b hoot	4	N, V
b bleat	4	N, V
whinny (whine)	4	N, V
b grunt	4	N, V
b snarl	4	N, V
b snort	4	N, V
b hiss	4	N, V
b yelp	4	N, V
b neigh	5	N, V
b meow	5	N, V
b caw	5	N, V
b purr	5	N, V
b moo	5	N, V
b cluck	5	N, V
b bray	5*	N, V
b cackle	5*	N, V
b yap	6	N, V
b yowl	6*	N, V

19e Noises Made by Objects

Minicluster	Grade Level	Part of Speech
19e.1. Tick		
b ring	2	N, V
b swish	2	N, V
b clop	3	N, V
b thud	3	N, V
b thump	3	N, V
b squeak	3	N, V
b tick	3	N, V
b whir	3*	N, V
b rattle	4	N, V
b rustle	4	N, V
b slam	4	N, V
b click	4	N, V
b clank	4	N, V
b creak	4	N, V
b jingle	4	N, V
b gurgle	4	N, V
b crunch	4	N, V
b ping	4*	N, V
19e.2. Clang		
crackle (crack)	5	N, V
b clang	5	N, V
b chug	5	N, V
b fizz	5*	N, V
b zoom	6	V
b plop	6	V
b clink	6	N, V
b plunk	6	N, V
b tinkle	6	N, V

Supercluster 20
Land/Terrain

20a Areas of Land

Minicluster	Grade Level	Part of Speech
20a.1. Acre		
b lot	2	N
b acre	4	N
b plot	4	N
b tract	5*	N
acreage (acre)	6	N

20a.2. Location

b place	2	N
b surface	3	N
b area	4	N
b premises	6	N
expanse (expand)	6	N
b site	6	N
location (locate)	6	N
clearing (clear)	SS	N

20a.3. Territory

b territory	4	N
b property	4	N
b frontier	4	N
b zone	4*	N, V
b region	5	N
b horizon	5	N
b district	6	N
b terrain	6*	N

20b Characteristics of Places

Minicluster	Grade Level	Part of Speech
20b.1. Geographic		
geographic (geography)	5*	A
geographical (geography)	5*	A, AV (+ly)
20b.2. Tropical		
tropical (tropics)	4	A, AV (+ly)
polar (pole)	5	A
20b.3. Coastal		
coastal (coast)	4*	A
mountainous (mountain)	5	A
20b.3.1 _____		
volcanic (volcano)	5*	A
20b.4. Rural		
developed (develop)	4	A
b rural	5*	A
metropolitan (metropolis)	6*	A
underdeveloped (underdevelop)	SC	A

20b.5. Barren

b bleak	5	A
b barren	6	A
b desolate	6*	A
treeless (tree)	6*	A

20c Valleys/Craters

Minicluster	Grade Level	Part of Speech
20c.1. Valley		
b cave	3	N
b valley	3	N
b canyon	4	N
cavern (cave)	4*	N
b ravine	6	N
b gully	6	N
b gulch	6*	N
20c.2. Hole		
b hole	2	N
b shaft	4	N
b ditch	5	N
b pit	6	N
b trench	6	N
cavity (cave)	6*	N
20c.3. Groove		
b crack	3	N, V
b notch	4	N, V
b crease	5	N, V
b gap	5	N
b cleft	6	N
b rift	6	N
b rut	6	N
b groove	6	N
b fissure	6*	N
20c.4. Crater		
b crater	6	N
b chasm	6	N
b crevice	6*	N
crevasse (crevice)	6*	N

20d Mountains/Hills

Minicluster	Grade Level	Part of Speech
20d.1. Mountain		
b hill	1	N
b mountain	2	N
b cliff	3	N
b dune	4	N
b hump	4	N
b peak	4	N
b range	4	N
b foothill	5*	N
20d.1.1 _____		
b lowland	4*	N
b highland	4*	N
20d.2. Ridge		
b hillside	4	N
b slope	4	N
b ridge	4	N
b mountaintop	4*	N
b crest	5	N
b mountainside	5	N
b bluff	5	N
b crag	5	N
b hilltop	6	N
b jag	6	N
embankment (bank)	6	N
b precipice	6	N

20e Forests/Woodlands

Minicluster	Grade Level	Part of Speech
20e.1. Forest		
b forest	2	N
b jungle	3	N
b grassland	3*	N
b meadow	4	N
b mesa	4	N
b grove	4	N
thicket (thick)	4	N
wilderness (wild)	4	N
b glen	5	N
b dale	5	N
b woodland	5*	N
b tropics	5*	N

20f Fields/Pastures

Minicluster	Grade Level	Part of Speech
20f.1. Field		
b orchard	2	N
b field	2	N
b cornfield	2	N
b pasture	3	N
b vineyard	5*	N
b farmland	5*	N
b paddy	5*	N
b battleground	5*	N
b battlefield	5*	N

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PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

20g Yards/Parks

Minicluster	Grade Level	Part of Speech
20g.1. **Yard**		
b yard	2	N
b garden	2	N
b park	2	N
b backyard	3	N
b barnyard	3	N
b patio	4*	N
b courtyard	4*	N
b schoolyard	4*	N
b plaza	5	N
b terrace	6	N
b playground	6	N

20h Bodies in Space

Minicluster	Grade Level	Part of Speech
20h.1. **Earth**		
b world	2	N
b earth	2	N
b globe	2	N
20h.1.1 _____		
global	SS	A
20h.2. **Sky**		
b sky	3	N
b space	3	N
b universe	5	N
b galaxy	SC	N
20h.3. **Sun/Moon**		
b sun	1	N, V
b moon	3	N
b planet	3	N
b Mercury	SC	N
b Earth	SC	N
b Mars	SC	N
b Venus	SC	N
b Saturn	SC	N
b Jupiter	SC	N
b Uranus	SC	N
b Pluto	SC	N
b Neptune	SC	N
20h.3.1 _____		
b solar	6	A
b lunar	SC	A

Minicluster	Grade Level	Part of Speech
20h.4. **Star**		
b star	2	N
b constellation	4*	N
b nova	5*	N
20h.5. **Meteor**		
b meteor	4*	N
b comet	4*	N
b satellite	4*	N
20h.6. **Eclipse**		
b eclipse	5*	N, V

Supercluster 21
Dwellings/Shelters

21a Man Made Structures

Minicluster	Grade Level	Part of Speech
21a.1. **Building**		
b tower	2	N, V
b skyscraper	3	N
building (build)	4	N
b structure	4	N, V
b shelter	4	N, V
construction (construct)	6	N
21a.2. **Establishment**		
establishment (establish)	SS	N
installation (install)	SS	N

21b Places to Live

Minicluster	Grade Level	Part of Speech
21b.1. House		
b house	K	N, V
b home	K	N
b apartment	2	N
b cottage	3	N
b cabin	3	N
b farmhouse	3*	N
b homestead	5	N
b hogan	5	N
b pueblo	5*	N
b haven	5*	N
dwelling (dwell)	6	N
habitat (habit)	6*	N
21b.2. Mansion		
b mansion	5*	N
b estate	6	N
b manor	SS	N
21b.3. Tent		
b tent	2	N
b tepee	3*	N
b igloo	6	N
b wigwam	6	N
21b.4. Motel		
b inn	3	N
b motel	3*	N
b lodge	4	N, V
b bunkhouse	5	N

21c Places of Protection/Incarceration

Minicluster	Grade Level	Part of Speech
21c.1. Fort		
b fort	4	N
b retreat	4	N, V
b refuge	5	N
b stronghold	SS	N
fortification (fort)	SS	N
fortress (fort)	SS	N
b outpost	SS	N

21c.2. Jail		
b cage	1	N, V
b cell	3	N
b jail	3	N, V
b prison	4	N, V
stockade (stock)	4	N
b dungeon	6	N
reformatory (reform)	6	N

21d Places Where Goods Are Bought and Sold

Minicluster	Grade Level	Part of Speech
21d.1. Drugstore		
b drugstore	4	N
b barbershop	5	N
b bookstore	5*	N
21d.2. Market		
b store	1	N, V
b market	3	N
grocery (grocer)	3	N
b supermarket	5	N
bakery (bake)	5	N
21d.3. Cafe		
b restaurant	5	N
b cafe	5*	N
cafeteria (cafe)	5*	N
b tavern	6	N

21e Mills/Factories

Minicluster	Grade Level	Part of Speech
21e.1. Shop		
b shop	2	N, V
b office	3	N
b headquarters	4	N
b booth	4	N
b workshop	5*	N
studio (study)	6	N
21e.2. Factory		
b mill	3	N, V
b factory	4	N
b sawmill	4	N
tannery (tan)	SS	N
refinery (refine)	SS	N

21e.3. Windmill

	Grade Level	Part of Speech
b windmill	4*	N

21f Places for Learning/ Experimentation

Minicluster	Grade Level	Part of Speech
21f.1. School		
b school	1	N, V
b classroom	2*	N
b schoolhouse	3*	N
b schoolroom	4	N
b kindergarten	4*	N
academy (academic)	6	N
b college	6	N
b university	6	N
21f.2. Library		
b library	2	N
b museum	3	N
b gallery	6	N
b archive	6*	N
21f.3. Lab		
b laboratory	4	N
planetarium (planet)	4*	N
lab (laboratory)	5*	N
observatory (observe)	5*	N
reactor (act)	SC	N

21g Places for Sports

Minicluster	Grade Level	Part of Speech
21g.1. Stadium		
b stadium	4*	N
b arena	6	N
b auditorium	6*	N
21g.2. Gym		
b court	4	N
b gym	4	N
b rink	5	N

21h Medical Facilities

Minicluster	Grade Level	Part of Speech
21h.1. Hospital		
b hospital	3	N
b ward	4	N
b clinic	6*	N
infirmary (infirm)	6*	N
21h.2. Cemetery		
b cemetery	6	N
b morgue	6	N
b mortuary	6	N

21i Places for Worship

Minicluster	Grade Level	Part of Speech
21i.1. Church		
b church	3	N
b mission	5	N
b chapel	5*	N
b monastery	5*	N
b temple	6	N
b cathedral	6	N
b shrine	6*	N
b pantheon	SS	N
b convent	SS	N
b seminary	SS	N

21j Places Related to Transportation

Minicluster	Grade Level	Part of Speech
21j.1. Airport		
b station	2	N
b airport	4	N
b terminal	4*	N
b depot	6*	N

21k Places Used for Storage

Minicluster	Grade Level	Part of Speech
21k.I. Shed		
b barn	1	N
b shed	2	N, V
b hut	3	N
b storehouse	4*	N
b boathouse	4*	N
b warehouse	5	N
b shack	5	N
b storeroom	5*	N
21k.I.1 _____		
b greenhouse	6*	N
b hothouse	SS	N

21L Farms/Ranches

Minicluster	Grade Level	Part of Speech
21L.I. Farm		
b farm	1	N, V
b ranch	2	N, V
b dairy	2*	N
plantation (plant)	5	N
21L.I.1 _____		
fishery (fish)	SS	N

21m Monuments

Minicluster	Grade Level	Part of Speech
21m.I. Landmark		
b monument	5	N
b landmark	5*	N
' totem	5*	N
memorial (memory)	6	N

Supercluster 22
Materials

22a Containers

Minicluster	Grade Level	Part of Speech
22a.I. Container		
packet (pack)	4	N
b carton	4	N
folder (fold)	4*	N
holder (hold)	4*	N
. container (contain)	4*	N
22a.2. Capsule		
b capsule	5	N
b compartment	5	N
b cartridge	6	N

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PRO	Pronoun
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RM	Relationship marker

22a.3. Box

b box	1	N, V
b case	3	N, V
b crate	4*	N, V
b tinderbox	6	N

22a.4. Test tube

b test tube	SC	N
dropper (drop)	SC	N

22a.5. Package

package (pack)	3	N, V
b freight	4	N
b cargo	5	N
b parcel	6	N

22a.5.1 _____

shipment (ship)	SS	N
b shipload	SS	N

22a.6. Barrel

b barrel	4	N
b cask	5	N
b keg	5	N
b bin	6	N
b hopper	SS	N

22a.7. Bag

b bag	1	N, V
b basket	2	N
b sack	3	N
b breadbasket	SS	N

22a.8. Bottle

b bottle	2	N, V
b jar	2	N, V
b pail	2	N
b pitcher	3	N
b jug	4	N
b bucket	4	N

22a.9. Tub

o tank	4	N
b bathtub	5	N
b tub	5	N
b vat	5*	N
b trough	5*	N
b basin	5*	N
b bath	6	N

22a.10. Luggage

b luggage	4*	N
b suitcase	4*	N
baggage (bag)	5	N
b knapsack	6*	N

22b Materials/Objects Used to Cover Things

Minicluster	Grade Level	Part of Speech
22b.1. Lid		
b cover	2	N, V
b lid	4	N
b cork	4	N, V
b plug	5	N, V
wrapper (wrap)	5*	N
stopper (stop)	SC	N
22b.2. Canvas		
b canvas	5	N
b tarpaulin	6	N
22b.3. Cardboard		
b cardboard	4	N
b cellophane	5	N
b foil	SC	N

22c Wooden Building Material

Minicluster	Grade Level	Part of Speech
22c.1. Lumber		
b wood	2	N
b lumber	4	N
b timber	4	N
b plywood	5*	N
b teakwood	SS	N
22c.2. Board		
b stick	2	N
b board	3	N
b log	3	N
b plank	5	N
b panel	6	N, V
b slat	6	N
b shingle	6	N, V

22d Nonwooden Building Material

Minicluster	Grade Level	Part of Speech
22d.1. Tin		
b brick	3	N, V
b tin	3	N
b cement	4	N, V
b concrete	4	N
b tile	5*	N, V
b adobe	5*	N
b asbestos	5*	N
pavement (pave)	6	N
b porcelain	6	N
b ceramic	SC	N
22d.1.1 _____		
b cornerstone	6*	N
22d.1.2 _____		
b pave	4*	V
22d.2. Pipe		
b pipe	3	N
b wire	3	N, V
b tube	3	N
b pipeline	3	N
22d.3. Pole		
b bar	2	N
b pole	3	N
b rod	4	N
b post	4	N
b flagpole	5	N
b staff	5	N
b brace	5	N, V
b bracket	6*	N, V
22d.4. Hoop		
b hoop	4	N
b stilt	5*	N

22e General Names for Objects

Minicluster	Grade Level	Part of Speech
22e.1. Object		
b thing	1	N
b material	4	N
b object	4	N
b substance	6	N

22f Building Actions

Minicluster	Grade Level	Part of Speech
22f.1. Construction		
construction (construct)	6	N
22f.2. Accomplishment		
b accomplishment (accomplish)	6	N
22f.2.1 _____		
b accomplish	6	V
22f.3. Make		
b make	K	V
b build	1	V
b manufacture	5	V
b establish	5	V
b produce	5	V
b construct	5	V
b forge	5	V
b generate	5*	V
22f.4. Shape		
b shape	2	N, V
b form	3	N, V
b pare	3	V
b develop	4	V
b mold	4	N, V
b install	5	V
22f.4.1 _____		
development (develop)	5*	N

160

22f.5. Repair

	Grade Level	Part of Speech
b fix	2	V
b repair	3	N, V
replace (place)	4	V
b adjust	4	V
rebuild (build)	5*	V
rearrange (arrange)	5*	V
strengthen (strong)	5*	V
b preserve	5	V
b restore	6	V
b adapt	6	V
b maintain	6	V
b modify	6*	V
modernize (modern)	SS	V

22f.5.1 _____

maintenance (maintain)	6*	N

22g Wrapping/Packing Actions

Minicluster	Grade Level	Part of Speech
22g.1. Wrap		
b glue	2	N, V
b tape	2	N, V
b wrap	3	N, V
b pack	3	V
b bind	4*	V
22g.2. Unwrap		
untie (tie)	3	V
unlock (lock)	3	V
uncover (cover)	3*	V
unload (load)	4	V
unroll (roll)	4*	V
unpack (pack)	5*	V
unravel (ravel)	6	V

Supercluster 23
The Human Body

23a The Body (General)

Minicluster	Grade Level	Part of Speech
23a.1. Body		
b trunk	2	N
b body	3	N
b carcass	6	N
b torso	SC	N
23a.1.1 _____		
b physical	5	A, AV (+ly)
23a.2. Chest		
b chest	3	N
b shoulders	3	N
b hips	3	N
b lap	4	N
b limb(s)	5	N
b belly	5*	N

23b Body Coverings

Minicluster	Grade Level	Part of Speech
23b.1. Skin		
b skin	3	N, V
b flesh	5	N
b scalp	5	N, V
b tissue	5*	N
b blubber	6	N
b membrane	SC	N
23b.2. Complexion		
b complexion	6	N
23b.3. Beard		
b hair	1	N
b beard	3	N
b mustache	4	N
b pigtail	4*	N
b tuft	6	N
b wig	6	N
b toupee	6*	N
b hairline	6*	N
23b.3.1 _____		
bearded (beard)	3	A

23b.4. Scar

	Grade Level	Part of Speech
b bump	2	N, V
b lump	3	N, V
b scar	4	N, V
b freckle	4	N
b bruise	4	N, V
b wart	6	N
b tumor	6	N
b birthmark	6	N

23c The Head

Minicluster	Grade Level	Part of Speech
23c.1. Brain		
b head	1	N
b mind	2	N, V
b brain	4	N
b skull	5*	N
23c.2. Face		
b face	2	N, V
b cheek	3	N
b chin	3	N
forehead (head)	4	N
23c.3. Cerebellum		
b auricle	SC	N
b cerebellum	SC	N
b cerebrum	SC	N
b medula	SC	N

23d Mouth/Throat

Minicluster	Grade Level	Part of Speech
23d.1. Mouth		
b mouth	2	N
teeth (tooth)	2*	N
b tooth	2*	N
b tongue	3	N
b lip	4	N
b gums	5	N
b fang	6	N
23d.1.1 _____		
b oral	5	A, AV (+ly)

23d.2. Throat

	Grade Level	Part of Speech
b voice	2	N, V
b throat	4	N
b windpipe	SC	N

23e Eyes/Ears/Nose

Minicluster	Grade Level	Part of Speech
23e.1. Ear		
b ear	2	N
b eardrum	3*	N
b earlobe	5	N

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23c.2. Eye

Minicluster	Grade Level	Part of Speech
b eye	2	N, V
b eyebrow	4	N
b eyelid	6	N
b brow	6	N
b eyelash	6	N
b retina	SC	N

23c.3. Nose

Minicluster	Grade Level	Part of Speech
b nose	2	N
nostril (nose)	5	N

23f Limbs

Minicluster	Grade Level	Part of Speech
23f.1. Arm		
b arm	2	N
b wrist	5	N
b elbow	5	N
b bicep	SC	N
23f.2. Hand		
b hand	1	N, V
b thumb	2	N, V
b finger	2	N, V
b nail(s)	3	N
b fist	4	N
b palm	4	N, V
b knuckle	6*	N
b fingernail	SC	N

23g Legs/Feet

Minicluster	Grade Level	Part of Speech
23g.1. Foot		
b foot	2	N
b toe	3	N
b heel	3	N
b ankle	4	N
b arch	4	N, V
23g.2. Leg		
b leg	1	N
b knee	3	N, V
calves (calf)	5	N
b thigh	5*	N
b haunch	6	N

23h Internal Organs

Minicluster	Grade Level	Part of Speech
23h.1. Stomach		
b stomach	3	N
b heart	3*	N
b liver	4*	N
b lung	5	N
b diaphragm	SC	N
b ovary	SC	N
b kidney	SC	N
b intestine	SC	N

23i Internal Bodily Fluids

Minicluster	Grade Level	Part of Speech
23i.1. Blood		
b tear	3	N
b blood	4	N
b sweat	5	N, V
perspiration (perspire)	6	N
b saliva	SC	N
b mucus	SC	N
b hemoglobin	SC	N
23i.2. Vein		
b vein	4	N
b vessel	5	N
b artery	5*	N
b ventricle	SC	N
b capillary	SC	N
23i.3. Bleed		
bleed (blood)	5	V
b digest	5*	V
circulate (circle)	SC	V

23j Bones/Muscles/Nerves

Minicluster	Grade Level	Part of Speech
23j.1. **Bone**		
b bone	3	N
b spine	4	N
b rib	5	N
b backbone	5*	N
b vertebrae	SC	N
23j.1.1 _____		
spinal (spine)	SC	A, AV (+ly)
23j.2. **Muscle**		
b muscle	4	N, V
b sinew	5*	N
b ligament	SC	N
b cartilage	SC	N
b tendon	SC	N
23j.3. **Nerve**		
b gland	5*	N
b nerve	6	N
b marrow	6*	N
b neuron	SC	N

23k Bodily Systems

Minicluster	Grade Level	Part of Speech
23k.1. **Respiratory**		
reproductive (produce)	5*	A
salivary (saliva)	SC	A
respiratory (respire)	SC	A
	SC	A
sensory (sense)	SC	A
skeletal (skeleton)	SC	A
digestive (digest)	SC	A
circulatory (circle)	SC	A
23k.1.1 _____		
digestion (digest)	SC	N
circulation (circle)	SC	N

Supercluster 24
Vegetation

24a Vegetation (General)

Minicluster	Grade Level	Part of Speech
24a.1. **Tree**		
b tree	K	N, V
b bush	3	N
b plant	6	N, V
b shrub	6	N
24a.2. **Vegetation**		
growth (grow)	4*	N
b vegetation	6	N
b undergrowth	6	N
b underbrush	6*	N
b humus	SC	N
b flora	SC	N
greenery (green)	SC	N

24b Types of Trees

Minicluster	Grade Level	Part of Speech
24b.1. **Oak**		
b oak	2	N
b pine	3	N
b birch	4	N
b cottonwood	4	N
b mulberry	4*	N
b locust	4*	N
b evergreen	4*	N
b fir	5	N
b aspen	5	N
b maple	5	N
b elm	5	N
b redwood	5*	N
b sequoia	5*	N
b mahogany	5*	N
b hickory	5*	N
b citrus	5*	N
b spruce	6	N
b hemlock	6	N
b beech	6	N
b poplar	6	N
b cedar	6	N
b teak	SS	N
b balsa	SS	N

24c Parts of Trees

Minicluster	Grade Level	Part of Speech
24c.1. Bark		
b bark	1	N
b branch	2	N, V
b twig	3	N
b leaf	4	N, V
b stump	4	N
b treetop	4*	N
b limb	5*	N
b bough	5	N
24c.2. Sap		
b rubber	3	N
b balsam	4*	N
b pith	5*	N
b sap	6	N
b chlorophyll	SC	N
b resin	SS	N

24d Flowers

Minicluster	Grade Level	Part of Speech
24d.1. Blossom		
b flower	2	N, V
b blossom	3	N, V
b bud	3	N
b pod	3*	N
b petal	5	N
24d.2. Seed		
b seed	2	N, V
b bulb	4	N
b sprout	5	N, V
b spore	SC	N
b stamen	SC	N
b pistil	SC	N
b pollen	SC	N

24d.3. Rose

	Grade Level	Part of Speech
b rose	3	N
b tulip	3*	N
b flax	3*	N
b gardenia	4	N
b marigold	4*	N
b lavender	4*	N
b sunflower	4*	N
b daffodil	4*	N
b dandelion	4*	N
b aster	4*	N
b lily	5	N
b daisy	5	N
b lilac	5*	N
b geranium	5*	N
b anemone	5*	N
b poppy	6	N
b petunia	6*	N
b chrysanthemum	6*	N
b carnation	6*	N

24d.4. Holly

	Grade Level	Part of Speech
b holly	4	N
b huckleberry	5	N
b brier	5	N

24d.5. Hemp

	Grade Level	Part of Speech
b hemp	6*	N
b jute	SS	N
b sisal	SS	N

24e Other Vegetation

Minicluster	Grade Level	Part of Speech
24e.1. Moss		
b algae	3*	N
b moss	4	N
b seaweed	4*	N
b mushroon..	5	N
b lichen	6	N
b kelp	SC	N
b fungus	SC	N
24e.2. Vine		
b stalk	4	N
b vine	4	N
b root	4	N
b beanstalk	4*	N
b cob	5*	N
b grapevine	6	N

24c.3. Pollinate		
pollinate (pollen)	SC	V
24c.3.1 _____		
pollination (pollen)	SC	N
24c.4. Grass		
b grass	1	N
b hay	3	N
b straw	3	N
b bamboo	4	N
b reed	4	N
b clover	5	N
b alfalfa	5*	N
b thatch	6	N

Supercluster 25
Groups

25a General Names for Groups of Things

Minicluster	Grade Level	Part of Speech
25a.1. Group		
b group	3	N, V
b list	3	N. V
b file	4	N, V
collection (collect)	4	N
arrangement (arrange)	4*	N
b series	5	N
b system	5	N
b assortment	5*	N
classification (classify)	5*	N
b directory (direct)	5*	N
25a.1.1 _____		
collector (collect)	4*	N
25a.1.2 _____		
collective (collect)	6*	A, AV (+ly)

25a.2. Mixture		
mixture (mix)	4	N
b compound	4	N, V
combination (combine)	5	N
composite (compose)	MA	N
25a.3. Grid		
b web	4	N, V
b grid	6*	N
b network	6*	N, V

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A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

166

25a.4. Bundle

b pile	2	N, V
b bundle	3	N, V
b stack	4	N, V
b heap	4	N, V
b clump	4	N, V
b bunch	4	N, V
b bale	5	N, V
b cluster	5	N, V
b wad	6	N, V
b horde	6	N, V

25a.5. Gather

b gather	3	V
b arra·ge	4	V
b collect	4	V
b organize	5	V
classify (class)	6	V
b assemble	6	V
summarize (sum)	EN	V

25b Groups of People/Animals

Minicluster	Grade Level	Part of Speech
25b.1. Crowd		
b crowd	3	N, V
b gang	4	N
b mass	4	N
b throng	6	N
b mob	6	N, V
25b.2. Band		
b band	3	N, V
b chorus	5	N
b trio	6	N
b quartet	6	N
25b.3. Herd		
b herd	3	N, V
b pod	3*	N
b flock	4	N, V
b brood	5	N
b gaggle	6*	N
25b.4. Class		
b class	2	N
b club	3	N
b sorority	6*	N
fraternity (fraternal)	6*	N
brotherhood (brother)	6*	N

25b.5. Team

b team	3	N, V
b crew	4	N, V
b huddle	4	N, V

25c Political/Social Groups

Minicluster	Grade Level	Part of Speech
25c.1. Republic		
b republic	4*	N
b democracy	5	N
b commonwealth	SS	N
confederacy (confederate)	SS	N
federation (federate)	SS	N
protectorate (protect)	SS	N
25c.2. Country		
b country	2	N
b nation	4	N
25c.2.1 _____		
national (nation)	4	A, AV (+ly)
international (nation)	5	A, AV (+ly)
25c.3. Government		
government (govern)	4	N
legislature (legislate)	5	N
b parliament	5*	N
b congress	6	N
25c.4. Political		
political (politics)	6	A, AV (+ly)
federal (federate)	6	A, AV (+ly)
legislative (legislate)	SS	A, AV (+ly)
25c.5. Society		
b society	4	N
b culture	5	N
community (commune)	5	N
civilization (civil)	6	N
b caste	SS	N

25c.6. Family

Minicluster	Grade Level	Part of Speech
b family	2	N
b tribe .	3	N
b cult	6*	N

25c.6.1 _____

tribal (tribe)	5*	A

25d Military Groups

Minicluster	Grade Level	Part of Speech
25d.1. Army		
army (arms)	3	N
b police	3	N
b marines	5	N
b navy	5	N
b air force	6	N
25d.1.1 _____		
naval (navy)	6	A
25d.2. Troop		
b troop	4	N, V
b detail	5	N
b corps	5*	N
b patrol	5	N, V
b squadron	6	N
b regiment	6*	N
b platoon	6*	N
b legion	6*	N
b brigade	6*	N

25e Social/Business Group

Minicluster	Grade Level	Part of Speech
25e.1. Organization		
b council	4	N
b committee	4	N
b institute	5	N
b league	5	N
organization (organize)	5	N
association (associate)	6	N
	6	N
foundation (found)	6	N
b commission	6	N

25e.2. Conference

	Grade Level	Part of Speech
conference (confer)	6	N, V
b session	6	N
b convention	SS	N

25e.3. Gathering

	Grade Level	Part of Speech
b gathering	4	N
b audience	4	N
attendance (attend)	4*	N
assembly (assemble)	6	N
congregation (congregate)	6	N

25e.4. Membership

	Grade Level	Part of Speech
membership (member)	6*	N
partnership (partner)	6*	N

Supercluster 26
Value/Correctness

26a Right/Wrong

Minicluster	Grade Level	Part of Speech
26a.1. Truth		
truth (true)	3	N
justice (just)	4	N
b virtue	6	N
reality (real)	6*	N
26a.1.1 _____		
b just	1	A
realistic (real)	6*	A, AV (+ly)
26a.2. Mistake		
b mistake	3	N, V
error (err)	5	N, V
b blunder	5	N, V
b flaw	5	N, V
b crime	6	N

168

26a.3. Right

	Grade Level	Part of Speech
b right	1	A, AV (+ly)
b true	2	A, AV (+iy)
b correct	4	A, AV (+ly)
b legal	5	A, AV (+ly)
rightful (right)	6	A, AV (+ly)

26a.4. Proper

	Grade Level	Part of Speech
b proper	3	A, AV (+ly)
b appropriate	5	A, AV (+ly)
satisfactory (satisfy)	5*	A, AV (+ly)
suitable (suit)	5*	A, AV (+ly)
acceptable (accept)	E*'	A, AV (+ly)

26a.5. Wrong

	Grade Level	Part of Speech
b wrong	2	A, AV (+ly)
incorrect (correct)	4*	A, AV (+ly)
b false	5	A, AV (+ly)
guilty (guilt)	6	A

26a.6. Honesty

	Grade Level	Part of Speech
honesty (ho, st)	4	N
innocence (innocent)	6*	N
fairness (fair)	6*	N

26a.6.1 _____

	Grade Level	Part of Speech
b honest	4	A, AV (+ly)
b innocent	4	A, AV (+ly)

26b Success

Minicluster	Grade Level	Part of Speech
26b.1. Success		
success (succeed)	4	N
failure (fail)	6	N
26b.1.1 _____		
b succeed	4	V
b fail	4	V

26c Importance/Value

Minicluster	Grade Level	Part of Speech
26c.1. Essential		
b important	3	A, AV (+ly)
elementary (element)	3*	A
b primary	3*	A, AV (+ly)
b necessary	4	A, AV (+ly)
basic (base)	5	A, AV (+ly)
b essential	6	A, AV (+ly)
critical (critic)	6	A, AV (+ly)
underlying (underlie)	SC	A
26c.2. Supreme		
b best	2	A
b perfect	2	A, AV (+ly)
favorite (favor)	3	A
b main	3	A, AV (+ly)
b super	5	A
b supreme	5*	∴, AV (+ly)
superb (super)	6	A, AV (+ly)
b major	6	A
b superior	6	A
b foremost	6	A

26c.3. **Desirable**

beloved (love)	4	A
desirable (desire)	5*	A, AV (+ly)
memorable (memory)	5*	A, AV (+ly)
b noteworthy	6	A

26c.4. **Good**

b good	K	A
b better	1	A
b fine	2	A
b dandy	5	A
delightful (delight)	5*	A, AV (+ly)
b worthwhile	6*	A
impressive (impress)	6*	A, AV (+ly)

26c.5. **Terrific**

wonderful (wonder)	2	A, AV (+ly)
remarkable (remark)	4	A, AV (+ly)
excellent (excel)	4	A, AV (+ly)
b magnificent	4	A, AV (+ly)
fantastic (fantasy)	5	A, AV (+ly)
b terrific	5	A, AV (+ly)
b fabulous	6	A, AV (+ly)
marvelous (marvel)	6	A, AV (+ly)
b outstanding	6	A, AV (+ly)
spectacular (spectacle)	6	A, AV (+ly)
b extraordinary	6	A, AV (+ly)
incredible (credible)	6	A, AV (+ly)
exceptional (except)	6*	A, AV (+ly)
b tremendous	6*	A, AV (+ly)
invaluable (value)	6*	A, AV (+ly)

26c.6. **Precious**

b dear	2	A, AV (+ly)
b precious	3	A, AV (+ly)
valuable (value)	4	N, A

26c.6.1 _____

greatness (great)	5*	N

26c.7. **Usable**

useful (use)	3	A, AV (+ly)
b usable (use)	6	A

26c.7.1 _____

usefulness (use)	5	N

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A	Adjective
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AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

26d Lack of Value

Minicluster	Grade Level	Part of Speech
26d.1. Useless		
b spare	3	A
useless (use)	4	A, AV (+ly)
worthless (worth)	5	A, AV (+ly)
insignificant (signify)	6	A, AV
pitiful (pity)	6	A, AV (+ly)
unimportant (important)	6	A, AV (+ly)
nonessential (essential)	6*	A
26d.2. Bad		
b bad	2	A, AV (+ly)
terrible (terror)	3	A, AV (+ly)
b faulty (fault)	3	A
b awful	3	A, AV (+ly)
b dreadful (dread)	4	A, AV (+ly)
b horrible (horror)	5	A, AV (+ly)
b evil	5	A, AV (+ly)
negative (negate)	6*	A, AV (+ly)
ghostly (ghost)	6*	A
26d.3. Unfavorable		
unbearable (bear)	5*	A, AV (+ly)
unfavorable (favor)	6*	A, AV (+ly)
unfit (fit)	6	A
26d.4. Foul		
b foul	5	N, V, A
b grim	5	AV (+ly)
b tragic	6	A, AV (+ly)
unfortunate (fortune)	6	A, AV (+ly)

Minicluster	Grade Level	Part of Speech
26d.5. Foolish		
foolish (fool)	3	A, AV (+ly)
ridiculous (ridicule)	5	A, AV (+ly)
b absurd	6	A, AV (+ly)

Supercluster 27
Similarity/Dissimilarity

27a Likeness

Minicluster	Grade Level	Part of Speech
27a.1. Likeness		
likeness (like)	4*	N
equality (equal)	5*	N
resemblance (resemble)	6	N
similarity (similar)	6*	N
27a.2. Concord		
b concord	3	N
agreement (agree)	4*	N
b harmony		N
27a.3. Same		
b like	2	A, PREP
b same	2	A
twin (two)	2	A
b exact	3	A, AV (+ly)
b alike (like)	4*	A
related (relate)	4*	A
b equal	4*	A, AV (+ly)
b parallel	5	V, A
b identical	6	A, AV (+ly)
comparative (compare)	6	A, AV (+ly)
equivalent (equal)	6*	A, AV (+ly)
b literal	6*	A, AV (+ly)
b similar	6*	A, AV (+ly)

27a.4. Resemble

		Grade Level	Part of Speech
b	match	3	N, V
	approximate (proximate)	5*	V
b	resemble	6	V

27a.5. Imitation

b	substitute	6	N, V
	replacement (place)	6*	N
	imitation (imitate)	6*	V

27a.6. Copy

	replace (place)	3	V
b	imitate	4	V
b	copy	4	N, V
	mimic (mime)	4*	V
b	duplicate	6*	N, V

27b Addition (Relationship Markers)

Minicluster	Grade Level	Part of Speech
27b.1. Coordinates		
b with	K	RM
b and	K	RM
b as well as	–	RM
27b.2. Similarity		
b too	K	RM
b also	2	RM
besides (side)	2	RM
equally (equal)	4	RM
further (far)	4	RM
b moreover	5*	RM
b furthermore	6	RM
b likewise	6*	RM
b as well	–	RM
b in addition	–	RM
b for example	–	RM
27b.3. Restatement		
b indeed	3	RM
actually (actual)	4	RM
namely (name)	6	RM
b that is	–	RM

27c Difference

Minicluster	Grade Level	Part of Speech
27c.1. Difference		
difference (differ)	3	N
comparison (compare)	6	N
variation (vary)	6	N
inequality (equal)	MA	N
27c.2. Unlike		
different (differ)	2	A, AV (+ly)
b separate	4	A, AV, V, (+ly)
unlike (like)	4	A, AV (+ly)
b opposite (oppose)	4	A, AV (+ly)
b unequal (equal)	6*	A, AV (+ly)
27c.2.1 _____		
b differ	6	V
27c.3. Change		
b change	2	N, V
b develop	4	V
b undergo	5	V
transform (form)	5*	V
reform (form)	6	N, V
b vary	6	V

27d Contrast (Relationship Markers)

Minicluster	Grade Level	Part of Speech
27d.1. Antithesis		
b not	K	RM
b but	K	RM
b yet	2	RM
b without	2	RM

163

27d.2. Comparison			
b than	1	RM
b else	2	RM
b otherwise	5	RM
alternately (alternate)	6	RM
alternatively (alternate)	6*	RM
b whereas	6*	RM
contrariwise (contrary)	6*	RM
contrastingly (contrast)	6*	RM
conversely (converse)	6*	RM
oppositely (oppose)	6*	RM
b or rather	–	Ri
b on the contrary	–	RM
b in comparison	–	RM
b on the other hand	–	RM
b by comparison	–	P.M
b by way of contrast	–	RM

27d.3. Alternative			
b or	K	RM
b either...or	–	RM
neither...nor (either...or)	–	RM

27d.4. Concession			
b still	1	RM
besides (side)	2	RM
b only	2	RM
although (though)	3	RM
b though	3	RM
b anyway	3	RM
b however	4	RM
b nevertheless	5*	RM
despite (spite)	6	RM
b anyhow	6*	RM
b in any case	–	RM
b in any event	–	RM
b at any rate	–	RM
b except for	–	RM
b regardless of	–	RM

Supercluster 28
Money/Finance

28a Money/Goods You Receive

Minicluster	Grade Level	Part of Speech
28a.1. Savings		
savings (save)	2	N
account (count)	4	N, V
28a.2. Fortune		
b fortune	3	N
b treasure	3	N
b worth	3	N
b wealth	4	N
28a.3. Salary		
b salary	5	N
allowance (allow)	5*	N
b wage	6	N
b income	6*	N
28a.4. Gift		
b gift	3	N
contribution (contribute)	5	N
payment (pay)	5*	N
b tribute	6	N
28a.5. Scholarship		
b grant	3	N, V
b reward	3	N, V
scholarship (scholar)	6	N
b fund	6	N, V
inheritance (inherit)	6*	N
28a.6. Profit		
b gain	5	N, V
b profit	5	N, V
b credit	5	N, V
dividend (divide)	MA	N
28a.7. Trophy		
b prize	1	N, V
b medal	4	N
b trophy	6	N
b award	6	N, V
28a.8. Insurance		
insurance (insure)	6	N

28b Money/Goods Paid Out

Minicluster	Grade Level	Part of Speech
28b.1. Fee		
b tax	5	N, V
b fee	5	N, V
b fare	5	N
b toll	5*	N, V
b tariff	5*	N
taxation (tax)	5*	N
b bail	6	N, V
28b.2. Price		
b cost	3	N, V
loss (lost)	4	N
b price	5	N
b due(s)	5	N
b expense	5	N
b debt	6	N
28b.3. Poverty		
poverty (poor)	6	N
b blight	6	N

28c Types of Money

Minicluster	Grade Level	Part of Speech
28c.1. Money		
b money	1	N
economics (economy)	5	N
b capital	5	N
b cash	5	N, V
b commerce	5*	N
b economy	5*	N
b finance	6*	N, V
b revenue	6*	N
28c.2. Penny		
b penny	1	N
b cent	3	N
b dollar	3	N
b dime	3	N
b nickel	3	N
b quarter	3	N
b coin	4	N, V
b rand	4*	N
b guinea	5	N
b shilling	5	N
b token	6*	N

Minicluster	Grade Level	Part of Speech
28c.3. Ticket		
b ticket	3	N
b check	3	N
receipt (receive)	6	N
28c.4. Postage		
b postage	4*	N

28d Money Related Actions

Minicluster	Grade Level	Part of Speech
28d.1. Earn		
b earn	2	V
b pay	2	N, V
b spend	3	V
b afford	4	V
b owe	4	V
b bet	4	N, V
b invest	5*	V
repay (pay)	5*	V

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PREP	Preposition
INT	Interjection
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AX	Auxiliary verb
RM	Relationship marker

28d.2. Sell

Minicluster	Grade Level	Part of Speech
b sell	2	V
b buy	2	V
b purchase	5	N, V

28d.3. Sale

Minicluster	Grade Level	Part of Speech
b sale	3	N
b bargain	4	N
b auction	6*	N

28e Money Related Characteristics

Minicluster	Grade Level	Part of Speech
28e.1. Expensive		
b free	3	A, AV (+ly)
costly (cost)	3	A
expensive (expense)	4	A, AV (+ly)
b cheap	4	A, AV (+ly)
inexpensive (expense)	6*	A, AV (+ly)
28e.2. Poor		
b poor	2	A, AV (+ly)
b broke	3	A
b rich	3	A, AV (+ly)

28f Places Where Money Is Kept

Minicluster	Grade Level	Part of Speech
28f.1. Bank		
b bank	2	N, V
b safe	2	N
b purse	4	N
b vault	5	N
b wallet	5*	N
b mint	6*	N

Supercluster 29
Soil/Metal/Rock

29a Metals

Minicluster	Grade Level	Part of Speech
29a.1. Iron		
b iron	2	N
b gold	2	N
b silver	2	N
b lead	3	N
b copper	3	N
b steel	4	N
b brass ·	4	N
b aluminum	4*	N
b bronze	5*	N
29a.2. Metal		
b metal	3	N
b alloy	5*	N
29a.3. Beryl		
b beryl	SC	N
b carbon	SC	N
b flint	SC	N
b zinc	SC	N
b uranium	SC	N
b sulfur	SC	N
b mercury	SC	N
b tungsten	SC	N
b cobalt	SC	N
b silicon	SC	N
b phosphorus	SC	N
b asphalt	SC	N
29a.4. Graphite		
b beryllium	SC	N
b manganese	SC	N
b potassium	SC	N
b radium	SC	N
b thorium	SC	N
b barium	SC	N
b graphite	SC	N
b feldspar	SC	N
b bauxite	SC	N
b hornblende	SC	N
b mica	SC	N
b calcium	SC	N
b pitchblende	SC	N

29a.5. Obsidian

b obsidian	SC	N
b pumice	SC	N
b coke	SC	N
b gneiss	SC	N
b shale	SC	N
b magma	SC	N
b anthracite	SC	N
b carbonate	SC	N

29b Jewels/Rock

Minicluster	Grade Level	Part of Speech
29b.1. Diamond		
b diamond	3	N
b coral	3	N
b jewel	4	N
b crystal	4	N
b gem	4*	N
b jade	5	N
b emerald	5*	N
b quartz	5*	N
b ruby	6	N
b turquoise	6*	N
b amethyst	SC	N
29b.2. Stone		
b rock	2	N
b stone	2	N, V
b marble	4	N
b granite	5	N
b coal	5	N
b charcoal	5	N
b slate	5*	N
b limestone	5*	N
b cobblestone	6	N
b lava	6	N
b gravel	6	N

29c Characteristics of Rocks

Minicluster	Grade Level	Part of Speech
29c.1. Sedimentary		
b crude	6	A
sedimentary (sediment)	SC	A
b bituminous	SC	A

29d Actions of Metals

Minicluster	Grade Level	Part of Speech
29d.1. Rust		
b rust	4	N, V
b tarnish	6	V

29e Soil Types

Minicluster	Grade Level	Part of Speech
29e.1. Dirt		
b ground	2	N
b dirt	3	N
b soil	4	N, V
b clay	4	N
b sod	5	N
b peat	5*	N
b turf	6	N
b clod	6	N
b ore	6	N
29e.2. Sand		
b sand	2	N
b dust	3	N, V
b pebble	4	N
b sawdust	5*	N
b powder	6	N

29f Actions Done to Soil/Crops

Minicluster	Grade Level	Part of Speech
29f.1. Plow		
b till	3	V
b plow	3	N, V
b sew	3*	V
b harvest	4	N, V
b tend	4	V
b irrigate	4*	V
b grub	5	V
b plant	5	N, V
b thresh	5*	V
b cultivate	6	V
b fertilize	6*	V
29f.1.1 _____		
irrigation (irrigate)	4*	N
cultivation (cultivate)	SS	N

176

Supercluster 30
Rooms/Furnishings/
Parts of Dwellings

30a Rooms

Minicluster	Grade Level	Part of Speech
30a.1. Bedroom		
b room	2	N
b kitchen	2	N
b garage	2	N
b cellar	2	N
b bedroom	3	N
b balcony	3	N
b bathroom	3*	N
b attic	3*	N
b porch	4	N
b closet	4	N
nursery (nurse)	4*	N
b den	5	N
b loft	5	N
b chamber	5*	N
b parlor	6	N
30a.2. Hall		
b hall	2	N
b doorway	3	N
entrance (enter)	4	N
b aisle	5	N
b corridor	5	N
b hallway	6	N

30b Parts of a Home

Minicluster	Grade Level	Part of Speech
30b.1. Chimney		
b chimney	3	N
b smokestack	4*	N
b flue	5*	N
b fireplace	6	N
b hearth	6	N
30b.2. Wall		
b wall	2	N
b floor	2	N
b ceiling	3	N

	Grade Level	Part of Speech
30b.3. Roof		
b roof	4*	N, V
b spire	5*	N
b steeple	5*	N
b belfry	6	N
b dome	6	N
30b.4. Window		
b window	1	N
b pane	2*	N
b sill	3	N
shutter (shut)	4*	N
b vent	5	N
b lattice	MA	N
30b.5. Stairs		
b stair(s)	3	N
railing (rail)	3	N
b stairway	4*	N
b banister	6*	N

30c Fences/Ledges

Minicluster	Grade Level	Part of Speech
30c.1. Ledge		
b ledge	4	N
b gutter	5	N
b curb	6	N, V
b sewer	SS	N
30c.2. Fence		
b fence	2	N, V
b gate	2	N
b screen	3	N, V
b mailbox	3*	N
b hedge	5*	N, V
b barbed wire	SS	N

30d Furniture

Minicluster	Grade Level	Part of Speech
30d.1. Furniture		
furniture (furnish)	4	N
furnishing (furnish)	5*	N

30d.2. Table

b table	1	N
b desk	3	N
b counter	6	N
b tabletop	6*	N

30d.3. Chair

b chair	2	N
b seat	2	N, V
b bench	3	N, V
b stool	3	N
b couch	6	N
b sofa	6	N
rocker (rock)	6*	N

30d.4. Cupboard

b drawer	3	N
b shelf	3*	N, V
b rack	4	N, V
b cupboard	4	N
b hutch	4	N
b bookcase	4*	N
b bureau	5	N
b bunker	5	N
b cabinet	5*	N

30d.5. Bed

b bed	1	N
b crib	4	N
b mattress	4	N
b cot	4	N
b mat	5	N
b cradle	5	N, V
b hammock	6	N

30e Decorations

Minicluster	Grade Level	Part of Speech
30e.1. Decoration		
decoration (decor)	4	N
b accessory	5	N
30e.1.1 _____		
decorate (decor)	4	V

30e.2. Carpet

b curtain	3	N
b rug	3	N
b carpet	4	N
b canopy	6	N

30e.3. Ornament

b flag	3	N, V
b ornament	4	N
b emblem	6	N

30e.4. Vase

b vase	6	N
pottery (pot)	6	N
b tapestry	6*	N

30e.5. Domestic

b homemade	4*	A
b domestic	6*	A, AV (+ly)
b homespun	SS	A

Key

Basic words
Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels
K-6 The grade level at which a word is introduced.
* Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
- Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:
SS   Social Studies
EN   English
MA   Math
SC   Science

Part of Speech
N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix ·ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

30f Linens

Minicluster	Grade Level	Part of Speech
30f.1. Blanket		
b cover	2	N, V
b pillow	3	N
b sheet	3	N
b blanket	3	N
b napkin	4*	N
b quilt	4*	N, V
b tablecloth	4*	N
b towel	5	N
b bedspread	5*	N
b cushion	· 6	N

Supercluster 31
Attitudinals

31a Attitudinals (Truth)

Minicluster	Grade Level	Part of Speech
31a.1. Truly		
surely (sure)	2	AV
flatly (flat)	2	AV
clearly (clear)	2	AV
really (real)	2	AV
seriously (serious)	3	AV
truly (true)	3	AV
certainly (certain)	3	AV
plainly (plain)	3	AV
simply (simple)	4	AV
frankly (frank)	4	AV
honestly (honest)	4	AV
actually (actual)	4	AV
strictly (strict)	5	AV
obviously (obvious)	5	AV
definitely (define)	6	AV
essentially (essential)	6	AV
bluntly (blunt)	6	AV
evidently (evident)	6	AV
apparently (apparent)	6	AV
literally (literal)	6*	AV
undoubtedly (doubt)	6*	AV
truthfully (true)	6*	AV
admittedly (admit)	6*	AV
undeniably (deny)	6*	AV
unquestionably (question)	6*	AV
basically (base)	6*	AV
fundamentally (fundamental)	6*	AV
candidly (candid)	6*	AV

31b Attitudinals (Lack of Truth/ Doubt)

Minicluster	Grade Level	Part of Speech
31b.1. Maybe/Doubtless		
b maybe	1	AV
b perhaps	3	AV
probably (probable)	3	AV
possibly (possible)	4	AV
ideally (idea)	5	AV
technically (technical)	6	AV
arguably (argue)	6*	AV
allegedly (allege)	6*	AV
conceivably (conceive)	6	AV
doubtless (doubt)	6*	AV
presumably (presume)	6*	AV
reportedly (report)	6*	AV
supposedly (suppose)	6*	AV
seemingly (seem)	6*	AV
superficially (superficial)	6*	AV
theoretically (theory)	6*	AV

31c Attitudinals (Expected or Unexpected)

Minicluster	Grade Level	Part of Speech
31c.1. Oddly/ Appropriately		
strangely (strange)	2	AV
curiously (curious)	3	AV
unexpectedly (expect)	4	AV
appropriately (appropriate)	5	AV
remarkably (remark)	6*	AV
amazingly (amaze)	6*	AV
astonishingly (astonish)	6*	AV
incredibly (credible\	6*	AV
ironically (ironic)	6*	AV
oddly (odd)	6*	AV
inevitably (evitable)	6*	AV
naturally (nature)	6*	AV
predictably (predict)	6*	AV
typically (type)	6*	AV
understandably (understand)	6*	AV
b not unnaturally	–	AV

31d Attitudinals (Fortunate/ Unfortunate)

Minicluster	Grade Level	Part of Speech
31d.1. Luckily		
happily (happy)	1	AV
sadly (sad)	2	AV
unhappily (happy)	2	AV
luckily (luck)	2	AV
thankfully (thank)	3	AV
fortunately (fortune)	4	AV
unfortunately (fortune)	6	AV
unluckily (luck)	6*	AV
tragically (tragic)	6*	AV

31e Attitudinals (Satisfaction/ Dissatisfaction)

Minicluster	Grade Level	Part of Speech
31e.1. Delightfully/ Regretably		
delightfully (delight)	5*	AV
annoyingly (annoy)	6*	AV
disappointingly (disappoint)	6*	AV
disturbingly (disturb)	6*	AV
refreshingly (refresh)	6*	AV
regrettably (regret)	6*	AV

31f Attitudinals (Correctness/ Incorrectness)

Minicluster	Grade Level	Part of Speech
31f.1. Rightly/Wrongly		
rightly (right)	1	AV
wrongly (wrong)	2	AV
correctly (correct)	4	AV
incorrectly (correct)	4*	AV
unjustly (just)	6*	AV
justly (just)	6*	AV

180

31g Attitutinals (Wisdom/Lack of Wisdom)

Minicluster	Grade Level	Part of Speech
31g.1. Wisely/Unwisely		
cleverly (clever)	2	AV
wisely (wise)	2	AV
foolishly (fool)	3	AV
shrewdly (shrewd)	5	AV
prudently (prude)	6*	AV
rea__nably (reason)	6*	AV
unreasonably (reason)	6*	AV
artfully (art)	6*	AV
sensibly (sense)	6*	AV
unwisely (wise)	6*	AV
cunningly (cunning)	6	AV

31h Other Attitudinals

Minicluster	Grade Level	Part of Speech
31h.1. Please		
b please	1	AV
hopefully (hope)	4	AV
preferably (prefer)	6*	AV

Supercluster 32
Shap˙ ˙imensions

32a Shapes (General Names)

Minicluster	Grade Level	Part of Speech
32a.1. Shape		
b shape	2	N, V
b form	3	N, V
b figure	3	N
b pattern	4	N, V
b silhouette	6	N
b outline	6*	N, V
32a.1.1 _____		
formation (form)	6	ʔ
32a.2. Skyline		
b skyline	5*	N
32a.3. Frame		
b frame	3	N, V
b framework	4	N

32b Circular or Curved Shapes

Minicluster	Grade Level	Part of Speech
32b.1. Circle		˙
b circle	3	N, V
b cone	3	N
b sphere	4*	N
b disk	6	N
b cylinder	6	N
b oval	6*	N
32b.2. Curve		
b bend	3	N, V
b curl	3	N, V
b twist	4	N, V
b cur˙˙	4	N, V
b loop	4	N, V
spiral (spire)	4*	N, A
arc (arch)	5	N, A
circuit (circle)	6	N
curvature (curve)	SC	N

32b.3. Round

Minicluster	Grade Level	Part of Speech
b round	2	A
circular (circle)	6	A
spherical (sphere)	SC	A, AV (+ly)
b convex	SC	A
b concave	SC	A

32c Rectangular or Square Shapes

Minicluster	Grade Level	Part of Speech
32c.1. Square		
b square	3	N, A
rectangle (angle)	3*	N
triangle (angle)	5	N
b pentagon	5*	N
b hexagon	MA	N
b trapezoid	MA	N
b octagon	MA	N
b parallelogram	MA	N
b polygon	MA	N
32c.1.1 _____		
rectangular (angle)	4*	A, AV (+ly)
triangular (angle)	5*	A, AV (+ly)
quadrilateral (lateral)	MA	A
equilateral (lateral)	MA	A
32c.2. Cube		
b block	2	N
b cube	3*	N
b prism	4*	N
b pyramid	4*	N
32c.2.1 _____		
cubic (cube)	6	A

32d Straightness/Crookedness

Minicluster	Grade Level	Part of Speech
32d.1. Strip		
b line	2	N, V
b cross	2	N, V
b strip	3	N
b stripe	4	N, V
b zigzag	5	N
b crisscross	6	N, V
32d.2. Straight		
b straight	2	A
bent (bend)	3	A
crooked (crook)	4	A, AV (+ly)
linear (line)	MA	A, AV (+ly)

32e Sharpness/Bluntness

Minicluster	Grade Level	Part of Speech
32e.1. Sharp/Blunt		
b sharp	3	A
b dull	4	A
b blunt	6	A
32e.2. Sharpen		
flatten (flat)	4*	V
sharpen (sharp)	5*	V
b taper	6*	V

32f Dimension

Minicluster	Grade Level	Part of Speech
32f.1. Length		
b long	1	A
b wide	2	A
b tall	2	A
b short	2	A
32f.1.1 _____		
length (long)	3	N
height (high)	4	N
b volume	5	N
width (wide)	6	N
32f.2. Thick		
b deep	2	A, AV (+ly)
b thick	3	A
b thin	3	A, V, AV (+ly)
b narrow	3	A, V, AV (+ly)
b shallow	4	A, AV (+ly)
b dens:	5	A, AV (+ly)
32f.2.1 _____		
thickness (thick)	3	N
depth (deep)	5	N
density (dense)	6	N

32f.3. Widen

	Grade Level	Part of Speech
straighten (straight)	3	V
widen (wide)	4*	V
thicken (thick)	5*	V
deepen (deep)	5*	V
lengthen (long)	5*	V

32g Fullness/Emptiness

Minicluster	Grade Level	Part of Speech
32g.1. Full/Empty		
b full	2	A
b empty	2	A, V
b hollow	4	A, AV (+ly)
b vacant	4	A
swollen (swell)	5	A
32g.1.1 _____		
b fill	2	V

32h Inclination

Minicluster	Grade Level	Part of Speech
32h.1. Flat		
b flat	2	A, AV (+ly)
b steep	3	A
b level	4	A
b incline	5	A
b erect	6	A
32h.1.1 _____		
b lean	3	V, A

Supercluster 33
Destructive and Helpful Actions

33a Destructive Actions (General)

Minicluster	Grade Level	Part of Speech
33a.1. Accident		
b accident	3	N
b crash	3	N, V
collision (collide)	6*	N
mishap (happen)	6*	N
33a.1.1 _____		
accidental (accident)	5*	A, AV (+ly)
33a.2. Dent		
b dent	3	N, V
b mar	5	N, V
b nick	6	N, V
33a.3. Break		
b break	2	N, V
b destroy	4	V
b ruin	4	N, V
b shatter	5	V
b damage	6	V
b crush	6	V
33a.4. Wreck		
b wreck	4	N, V
b smash	5	V
b clash	5*	N, V
b collide	6	V
33a.4.1 _____		
wreckage (wreck)	5*	N

33b Actions Destructive to Humans

Minicluster	Grade Level	Part of Speech
33b.1. Hurt		
b hurt	2	N, V
b injure	5	V
b abuse	6	V
33b.2. Kill		
b kill	2	V
b shoot	3	V
b harm	3	N, V
b attack	3	N, V
b slay	5	V
b murder	5*	N, V
b slaughter	5*	N, V
b massacre	6	N, V
33b.2.1 _____		
attacker	5*	N
33b.3. Strain		
b strain	4	N, V
b stun	5	V
b afflict	6*	V
33b.4. Dead		
deadly (die)	3	A, AV (+ly)
fatal (fate)	5	A, AV (+ly)
poisonous (poison)	5	A
33b.5. Punish		
b punish	3	V
b badger	3*	V
b torment	6	N, V
b torture	6*	N, V

33c Fighting

Minicluster	Grade Level	Part of Speech
33c.1. Fight		
b fight	1	N, V
scuffle (scuff)	5	N, V
b rumble	5	N, V
b fray	5	N
disturbance (disturb)	6	N
b combat	6	N
b conflict	6*	N, V

Left column

33c.2. War			
b	war	3	N, V
	revolution	4	N
	(revolt)		
b	battle	4	N, V
	destruction	6	N
	(destroy)		
b	riot	6	N, V
b	warfare	6*	N
b	bloodshed	SS	N
33c.3. Invasion			
	invasion (invade)	6	N
b	siege	6	N
33c.4. Peace			
b	peace	4	N

33d Actions Helpful to Humans

Minicluster		Grade Level	Part of Speech
33d.1. Help			
b	help	K	N. V
b	assist	5*	V
b	benefit	6	N, V
b	contribute	6	V
33d.2. Relieve			
	relieve (relief)	5	V
b	refresh	6*	V
33d.3. Nourish			
b	foster	5	V
b	promote	5*	V
b	nourish	6	V
	enable (able)	6	V
33d.4. Improve			
b	improve	4	V
	enrich (rich)	5*	V
33d.5. Guide			
b	guide	4	N, V
b	escort	6	N, V
33d.6. Heal			
b	heal	4	V
b	aid	4	N, V
b	cure	4	N, V
b	recover	4	V
b	revive	6	V

Right column

33d.7. Protect			
b	save	2	N, V
b	protect	3	V
b	rescue	4	N, V
b	defend	4	V
33d.8. Miracle			
b	miracle	5	N

Supercluster 34
Sports/Recreation

34a Sports/Recreation

Minicluster		Grade Level	Part of Speech
34a.1. Sport			
b	hobby	4	N
b	sport	4	N
	recreation	5*	N
	(recreate)		
34a.2. Game			
b	game	1	N
b	contest	3	N
b	match	3	N
	championship	4	N
	(champion)		
b	derby	6	N
b	tournament	6	N
	competition	6	N
	(compete)		
b	bout	6*	N
34a.2.1 _____			
b	compete	6	V

34b Specific Sports

Minicluster		Grade Level	Part of Speech
34b.1. Football			
b	football	3	N
b	baseball	3	N
b	basketball	3*	N
b	hockey	4*	N
b	polo	5*	N
b	soccer	5*	N
b	softball	5*	N

34b.2. Tennis

b	golf	4*	N, V
b	tennis	5	N
b	croquet	6	N

34b.3. Racing

	racing (race)	1	N
	skating (skate)	2	N
	bicycling (bicycle)	3	N
	swimming (swim)	3	N
b	skiing (ski)	5	N

34b.3.1 _____

b	race	1	N, V
b	swim	2	V
b	skate	2	V
b	bicycle	3	N, V
b	ski	5	N, V

34b.4. Boxing

	boxing (box)	1	N
	fencing (fence)	2	N
	wrestling (wrestle)	5	N
	jousting (joust)	SS	N

34b.4.1 _____

b	box	1	V
b	fence	2	V
b	joust	SS	V

34c Equipment Used in Sports

Minicluster	Grade Level	Part of Speech

34c.1. Base

b	net	3	N
b	base	4	N
b	bound(s)	5	N
b	hurdle	6	N, V
b	target	6	N

34c.2. Ball

b	ball	K	N
b	bat	4	N, V
b	putter	4	N
b	racket	4	N
b	javelin	6*	N

34c.3. Swing

b	swing	3	N, V
b	trapeze	3*	N

34c.4. Touchdown

	out	3	N
b	touchdown	3	N
b	inning	4	N
b	goal	5	N
b	tackle	5	N, V
	homer (home)	6	N
b	bunt	6	N, V

34c.5. Offense

	defense (defend)	5	N
	offense (offend)	6	N
b	teamwork	6*	N

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AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

34d Exercising

Minicluster	Grade Level	Part of Speech
34d.1. Jogging		
b exercise	4	N, V
jogging (jog)	5	N
sprinting (sprint)	6	N
34d.1.1 _____		
b sprint	6	N, V
b jog	6	N, V
34d.2. Somersault		
b somersault	5	N, V
b cartwheel	5*	N, V
34d.3. Play		
b play	K	N, V

34e Magic

Minicluster	Grade Level	Part of Speech
34e.1. Stunt		
b magic	2	N
b trick	2	N, V
b stunt	5	N
b gimmick	6*	N
34e.1.1 _____		
magical (magic)	6	A, AV (+ly)

34f Board Games

Minicluster	Grade Level	Part of Speech
34f.1. Checkers		
b cards	2	N
b checkers	5*	N
b chess	6	N

Supercluster 35
Language

35a Language and Language Conventions

Minicluster	Grade Level	Part of Speech
35a.1. Grammar		
b language	3	N
b grammar	5*	N
35a.2. Diction		
pronunciation (pronounce)	4	N
b accent	5	N, V
b emphasis	5*	N
b dialect	6	N
punctuation (punctuate)	6	N
b diction	6*	N
35a.3. Parenthesis		
b comma	3*	N
b period	4	N
b parenthesis	4*	N
b colon	5*	N
b apostrophe	EN	N
capitalization (capital)	EN	N

35b Words/Sentence

Minicluster	Grade Level	Part of Speech
35b.1. Paragraphs		
b word	K	N, V
b sentence	4	N
b paragraph	4	N
b chapter	6	N
b phrase	6	N, V
35b.2. Consonant		
b vowel	4	N
b prefix	4	N
b consonant	4*	N
b suffix	4*	N
b syllable	5	N
abbreviation (abbreviate)	5*	N
b affix	EN	N

35b.3. Interrogative

interrogative (interrogate)	EN	A
exclamatory (claim)	EN	A
b superlative	EN	A

35b.4. Noun

b noun	4*	N
b verb	4*	N
pronoun (noun)	5*	N
b synonym	5*	N
b adjective	5*	N
modifier (modify)	EN	N
b conjunction	EN	N
b antonym	EN	N
b preposition	EN	N
b predicate	EN	N, V

35c Letters/Alphabet

Minicluster	Grade Level	Part of Speech
35c.1. Letter		
b letter	I	N, V
b alphabet	4	N
b alpha	⁀*	N
b beta	5*	N
b italics	6	N
b cuneiform	SS	N
35c.1.1 _____		
alphabetically (alphabet)	4*	AV
35c.1.2 _____		
alphabetic (alphabet)	EN	A
35c.2. Code		
b code	4	N, V
b symbol	4	N
notation (note)	MA	N

Supercluster 36
Ownership/Possession

36a Losing/Giving Up

Minicluster	Grade Level	Part of Speech
36a.1. Lose		
b lose	3	V
b abandon	5	V
misplace (place)	6	V
36a.2. Discard		
displace (place)	4*	V
b dismiss	5	V
b dispose	6	V
b discard	6	V
36a.3. Trade		
b trade	3	N, V
b share	3	N, V
b borrow	3	V
exchange (change)	4	N, V
lend (loan)	5	V
b loan	5	N, V
b swap	5*	V

36b Freedom/Lack of Freedom

Minicluster	Grade Level	Part of Speech
36b.1. Free		
b free	3	A, V, AV (+ly)
b escape	·3	V
b flee	3	V
b release	5	N, V
b liberate	6	V
36b.2. Surrender		
b surrender	6	V
b sacrifice	6	V
b concede	6*	V
36b.3. Freedom		
freedom (free)	4	N
independence (depend)	5	N

36c Possession/Ownership

Minicluster	Grade Level	Part of Speech
36c.1. Possession		
possession (possess)	4	N
ownership (own)	5*	N
36c.2. Have		
b have	K	V
b own	1	V, A
b possess	6	V
b occupy	6	V
36c.3. Belong		
b belong	2	A

36d Winning/Losing

Minicluster	Grade Level	Part of Speech
36d.1. Win		
b win	2	N, V
b lose	3	V
b conquer	5	V
b defeat	5	N, V
b outnumber	5*	V
36d.2. Prevail		
b prevail	6	V
b overcome	6	V
b overtake	6*	V
b overthrow	SS	V
b overrun	SS	V
36d.2.1 _____		
b repel	SC	V
36d.3. Triumph		
b triumph	5	N, V
conquest (conquer)	6*	N
36d.3.1 _____		
triumphant (triumph)	5	A, AV (+ly)
36d.4. Loss		
loss (lose)	4	N
failure (fail)	6	N

36d.5. Winner

	Grade Level	Part of Speech
winner (win)	4*	N
loser (lose)	6*	N

36e Taking/Receiving Actions

Minicluster	Grade Level	Part of Speech
36e.1. Obtain		
b get	K	V
b receive	4	V
b acquire	6	V
b obtain	6	V
b achieve	6	V
b extract	6	V
b inherit	6*	V
regain (gain)	SS	V
36e.2. Attract		
b attract	5	V
36e.3. Arrest		
b arrest	4	N, V
b capture	4	V
b invade	6	V
36e.4. Seize		
b seize	3	V
b steal	3	V
b rob	3	V

36f Finding/Keeping

Minicluster	Grade Level	Part of Speech
36f.1. Locate		
b find	1	N, V
b locate	4	V
36f.2. Keep		
b hide	2	V
b keep	2	V
b tuck	4	N, V
b retain	6*	V

Supercluster 37
Disease/Health

37a Disease

Minicluster	Grade Level	Part of Speech
37a.1. Illness		
b disease	4	N
sickness (sick)	5	N
ailment (ail)	6	N
illness (ill)	6	N
injury (injure)	6	N
b handicap	6	N
37a.1.1 _____		
b ill	3	A
b sick	3	A
stricken (strike)	5	A
37a.2. Epidemic		
b epidemic	6	N
b famine	6	N
b plague	6*	N
starvation (starve)	6*	N
37a.3. Well		
b well	2	A
healthful (health)	5*	A
b hale	5*	A
37a.3.1 _____		
b health	4	N

37b Specific Diseases/Ailments

Minicluster	Grade Level	Part of Speech
37b.1. Cancer		
b cancer	5*	N
b polio	6	N
b diphtheria	6	N
b tuberculosis	6*	N
b malaria	6*	N
b scurvy	SC	N
b rickets	SC	N
b beriberi	SC	N
37b.2. Infection		
b cold	1	N
b mumps	3	N
b fever	5	N
infection (infect)	6	N
b influenza	6*	N
b virus	SC	N
37b.3. Blind		
b blind	4	N, A
b lame	4	N, A
b deaf	4	N, A
37b.3.1 _____		
blindness (blind)	5*	N

190

37c Symptoms of Diseases

Minicluster	Grade Level	Part of Speech
37c.1. Pain		
b ache	4	N, V
b pain	4	N, V
b pang	6	N
b headache	6	N
exhaustion (exhaust)	6	N
weariness (weary)	6	N
b fatigue	6	N
37c.1.1 _____		
painful (pain)	4	A, AV (+ly)
exhausted (exhaust)	5	A
37c.2. Sore		
b dizzy	4	A
b sore	4	A
allergic (allergy)	6*	A

37d Specific Types of Germs/Genes

Minicluster	Grade Level	Part of Speech
37d.1. Germ		
b germ	3*	N
b bacteria	5*	N
b microbe	6*	N
b organism	6*	N
b enzyme	SC	N
b gene	SC	N
37d.1.1 _____		
genetic (gene)	SC	A, AV (+ly)

37e Actions Related to Injury/Disease

Minicluster	Grade Level	Part of Speech
37e.1. Wound		
b burn	2	N, V
b wound	3	N, V
b sunburn	3*	N, V
b gash	6	N, V
37e.2. Cripple		
b cripple	6	N, V
paralyze (paralysis)	6	V

37f Medicine

Minicluster	Grade Level	Part of Speech
37f.1. Treatment		
treatment (treat)	5	N
operation (operate)	5	N
b remedy	6	N, V
b transfusion	6	N
b surgery	6*	N
vaccination (vaccine)	SC	N
37f.1.1 _____		
b operate	4*	V
transplant (plant)	5*	N, V
37f.2. Medicine		
b medicine	2	N
b drug	3	N, V
b poison	4	N, V
b iodine	5*	N
b pill	6	N
b dose	6	N
b vitamin	6*	N
b pencillin	6*	N
b antibiotics	SC	N
b vaccine	SC	N
tranquilizer (tranquil)	SC	N
b aspirin	SC	N
prescription (prescribe)	SC	N
b limewater	SC	N

37f.3. Bandage

	Grade Level	Part of Speech
b bandage	4	N, V
b sling	4	N
b cast	4	N
b splint	6*	N, V
b Band-Aid	SC	N

Supercluster 38
Light

38a Light/Lightness

Minicluster	Grade Level	Part of Speech
38a.1. Daylight		
b lamplight	3*	N
b sunshine	4	N
b daylight	4	N
b sunlight	4	N
b moonlight	4*	N
b starlight	5*	N
b candlelight	6	N
38a.2. Gleam		
b gleam	5	N, V
b glimmer	6	N
b glint	6	N
38a.3. Light		
b light	1	N
lightness (light)	5*	N
brightness (bright)	5*	N
38a.4. Brightness		
b bright	2	A, AV (+ly)
b clear	2	A
shiny (shine)	3	A
b vivid	5	A, AV (+ly)
radiant (ray)	5	A, AV (+ly)
b brilliant	5	A, AV (+ly)
b luminous	6	A, AV (+ly)

38b Actions of Light

Minicluster	Grade Level	Part of Speech
38b.1. Shine		
b shine	3	V
sparkle (spark)	3	N, V
b flash	3	N, V
b glow	4	N, V
b glitter	4	N, V
b glisten	4	N, V
b twinkle	4	N, V
b shimmer	5	N, V
dazzle (daze)	5	V
radiate (ray)	5*	V
38b.2. Illuminate		
brighten (bright)	6	V
lighten (light)	6	V
illuminate (illumine)	6	V
b reflect	6	V

38c Darkness

Minicluster	Grade Level	Part of Speech
38c.1. Darkness		
darkness (dark)	3	N
b shade	3	N, V
b shadow	3	N
b gloom	4	N
38c.1.1 _____		
b dark	1	N, A
shady (shade)	4*	A
38c.2. Darken		
b blot	4*	N, V
b blur	5	N, V
darken (dark)	5*	V
blacken (black)	6	V

38d Producers of Light

Minicluster	Grade Level	Part of Speech
38d.1. Torch		
b flare	4	N, V
b torch	4	N, V

192

38d.2. Candle

Minicluster	Grade Level	Part of Speech
b candle	2	N
b wick	5*	N

38d.3. Lamp

b light	1	N, V
b lamp	3	N
b lantern	4	N

38d.4. Bulb

b bulb	4	N
b lightbulb	6*	N
b filament	SC	N

38d.5. Beam

b beam	3	N, V
b ray	5	N
b laser	5*	N

38e Clarity

Minicluster	Grade Level	Part of Speech
38e.1. Clarity		
b focus	6	N, V
clarity (clear)	6*	N
38e.2. Dim		
b dim	3	V, A, AV (+ly)
b pale	3	V, A, AV (+ly)
b dull	4	V, A, AV (+ly)
b faint	4	A, AV (+ly)
fuzzy (fuzz)	5	A
murky (murk)	5*	A
b vague	6	A, AV (+ly)
b transparent	6	A
b opaque	6*	A

Supercluster 39
Causality

39a Causality

Minicluster	Grade Level	Part of Speech
39a.1. Result		
b result	4	N
b effect	4	N, V
conclusion (conclude)	5	N
b outcome	5*	N
b impact	6	N
b consequence	6	N
39a.2. Cause		
b cause	3	N, V
b reason	3	N
b purpose	4	N
intent (intend)	5	N
b motive	6	N
b impetus	6*	N
b stimulus	SC	N
39a.3. Stimulate		
stimulate (stimulus)	5*	V
b spearhead	6*	V
b initiate	6*	V
39a.4. Affect		
b change	3	N, V
b affect	5	N
b influence	5	N, V

39b Causality (Relationship Markers)

Minicluster	Grade Level	Part of Speech
39b.1. Reason		
b to	K	RM
b for	K	RM
b so	K	RM
b from	K	RM
b by	1	RM
because (cause)	2	RM
b since	3	RM
b because of	–	RM
b on account of	–	RM
b in that	–	RM
b so that	–	RM
b for the fact that	–	RM
39b.2. Result		
b therefore	4	RM
b thus	4	RM
accordingly (according)	4	RM
b hence	6*	RM
consequently (consequence)	6*	RM
b whereupon	6*	RM
b now that	–	RM
b as a consequence	–	RM
b for all that	–	RM
b as a result	–	RM
b too *(adj.)* to	–	RM
39b.3. Inference		
b then	K	RM
b else	2	RM
b in that case	–	RM
39b.4. Condition		
b if	1	RM
b now that	–	RM
b if only	–	RM
b where...there	–	RM
b when...then	–	RM
b if...then	–	RM
b until...then	–	RM

Supercluster 40
Weather

40a Weather/Nature (General)

Minicluster	Grade Level	Part of Speech
40a.1. Weather		
b weather	3	N
b climate	5	N
40a.2. Nature		
b nature	4	N
environment (environ)	6	N
40a.3. Atmosphere		
b air	2	N
b atmosphere	5	N
atmospheric (atmosphere)	SC	A. AV (+ly)

Key

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AV   Adverb
AV (+ly)   Adverb when suffix -ly is added
PRO   Pronoun
PREP   Preposition
INT   Interjection
DET   Determiner
AX   Auxiliary verb
RM   Relationship marker

40b Storms

Minicluster	Grade Level	Part of Speech
40b.1. Storm		
b blizzard	3	N
b storm	3	N, V
b snowstorm	3	N
40b.2. Rainstorm		
b scud	4*	N
b downpour	4*	N
b torrent	6	N
b rainstorm	6	N
b monsoon	SS	N
40b.3. Tornado		
b wind	2	N
b breeze	4	N, V
b gust	5	N, V
b gale	5	N
b hurricane	5*	N
twister (twist)	5*	N
b cyclone	5*	N
b chinook	5*	N
b tornado	6	N
40b.4. Thunder		
b thunder	3	N, V
lightning (light)	3	N
b thunderstorm	4*	N
b thunderbolt	6	N
b thunderhead	SC	N

40c Clouds

Minicluster	Grade Level	Part of Speech
40c.1. Cirrus		
b cloud	3	N, V
b cirrus	SC	N
b cirrostratus	SC	N
b cirrocumulus	SC	N
b cumulus	SC	N
b cumulonimbus	SC	N

40d Natural Catastrophes

Minicluster	Grade Level	Part of Speech
40d.1. Flood		
b drought	3*	N
b flood	4	N, V
b earthquake	4	N
b landslide	5*	N
b avalanche	6	N
40d.2. Disaster		
b disaster	5	N
tragedy (tragic)	5	N
b emergency	5	N
b doom	5	N, V
b downfall	5	N
b crisis	6	N
b ordeal	6	N
40d.2.1 _____		
disastrous (disaster)	6*	N

40e Characteristics of Weather

Minicluster	Grade Level	Part of Speech
40e.1. Foggy		
foggy (fog)	3	A
icy (ice)	4	A
sunny (sun)	4	A
b sultry	6	A
wintry (winter)	6*	A
b muggy	SC	A

Supercluster 41
Cleanliness/Uncleanliness

41a Filth/Uncleanliness

Minicluster	Grade Level	Part of Speech
41a.1. Trash		
b trash	4	N
b garbage	4	N
b litter	4	N.V
pollution (pollute)	4*	N
sewage (sewer)	4*	N
b grit	5	N
b junk	5	N,V
b grime	5*	N
b rubbish	5*	N
b filth	6	N
b clutter	6	N,V
impurity (pure)	SC	N
41a.1.1 _____		
b pollute	5*	V
b infect	5*	V
b contaminate	6*	V
41a.2. Smear		
b smear	4	N,V
b streak	4	N,V
b stain	5	N,V
darken (dark)	5*	V
b smudge	6	N,V
blacken (black)	6*	V
41a.3. Dirty		
dirty (dirt)	2	A
b dreary	5	A, AV (+ly)
b bleak	5*	A, AV (+ly)
filthy (filth)	6	A
b dingy	6	A
b dismal	6	A, AV (+ly)
muddy (mud)	6	A

41b Cleanliness

Minicluster	Grade Level	Part of Speech
41b.1 Wash		
b wash	2	N, V
b clean	2	V, A
b wipe	3	N, V
b sweep	3	V
b scrub	3	V
bathe (bath)	4	V
b scour	4	V
b polish	4	N, V
b wax	4	N, V
b whitewash	5*	N, V
41b.2 Cleanliness		
sanitation (sanitary)	6	N
cleanliness (clean)	6	N
b hygiene	6	N
41b.3. Purify		
purify (pure)	5*	V
b pasteurize	5*	V
sterilize (sterile)	SC	V

41c Tools for Cleaning

Minicluster	Grade Level	Part of Speech
41c.1. Broom		
cleaner (clean)	3*	N
b oroom	3	N
b brush	3	N, V
b mop	4	N, V
b vacuum	5	N, V
41c.2. Soap		
b soap	4	N, V
b lather	5	N, V
b lotion	SC	N
41c.3. Toothpaste		
b toothbrush	6	N
b toothpaste	6	N
b toothpick	6*	N
b floss	6*	N, V

196

Supercluster 42
Popularity/Knownness

42a Popularity/Familiarity

Minicluster	Grade Level	Part of Speech
42a.1. Familiar		
b familiar	3	A
b usual	3	A, AV (+ly)
famous (fame)	3	A
b public	5	A, AV (+ly)
b popular	5	A, AV (+ly)
b prominent	6	A. AV (+ly)
accustomed (accustom)	6	A
legendary (legend)	6*	A, AV (+ly)
universal (universe)	6*	A, AV (+ly)
42a.2. Common		
b common	3	A, AV (+ly)
b ordinary	4	A, AV (+ly)
b regular	4	A, AV (+ly)
b obvious	5	A, AV (+ly)
b normal	5	A, AV (+ly)
typical (type)	5	A, AV (+ly)
b widespread	5*	A
traditional (tradition)	5*	A, AV (+ly)
b standard	6	A
customary (custom)	6	A, AV (+ly)
b evident	6	A, AV (+ly)
congruent (congruous)	MA	A, AV (+ly)

Minicluster	Grade Level	Part of Speech
42a.3. Fame		
b appeal	4	N, V
b fame	4	N
attraction (attract)	5*	N

42b Lack of Popularity/Familiarity

Minicluster	Grade Level	Part of Speech
42b.1. Secrecy		
secrecy (secret)	6	N
privacy (private)	6	N
solitude (sole)	6*	N
loneliness (lone)	6*	N
42b.2. Unknown		
b secret	3	N, A, AV (+ly)
unknown (know)	4	A
b private	4	A, AV (+ly)
unfamiliar (familiar)	4*	A, AV (+ly)
undiscovered (discover)	SC	A

42c Likelihood

Minicluster	Grade Level	Part of Speech
42c.1. Likely		
b likely	2	A
b sure	2	A, AV (+ly)
b certain	3	A, AV (+ly)
b accurate	5	A, AV (+ly)
b absolute	5	A, AV (+ly)
definite (define)	6	A, AV (+ly)
b probable	6	A, AV (+ly)

42c.2. Doubtful

Word	Grade Level	Part of Speech
doubtful (doubt)	4	A, AV (+ly)
unlikely (likely)	4	A
mysterious (mystery)	4	A, AV (+ly)
indefinite (define)	4*	A, AV (+ly)
uncertain (certain)	5*	A, AV (+ly)
b random	SC	A, AV (+ly)

42c.3. Chance

Word	Grade Level	Part of Speech
b chance	2	N, V
b venture	5	N, V

42c.4. Gamble

Word	Grade Level	Part of Speech
b bet	4	N, V
b bid	4	N, V
b gamble	6	N, V

Supercluster 43
Physical Traits of People

43a Physical Traits

Minicluster	Grade Level	Part of Speech
43a.1. Athletic		
b rugged	5	A, AV (+ly)
athletic (athlete)	5	A, AV (+ly)
muscular (muscle)	SC	A, AV (+ly)
43a.2. Strong		
b strong	2	A, AV (+ly)
powerful (power)	3*	A, AV (+ly)
b sturdy	4	A, AV (+ly)

43a.3. Strength

Word	Grade Level	Part of Speech
b might	2	N
b beauty	3	N
b health	4	N
strength (strong)	4	N
b vigor	4*	N
agility (agile)	6*	N

43a.4. Clumsy

Word	Grade Level	Part of Speech
b awkward	4	A, AV (+ly)
b clumsy	4	A, AV (+ly)
graceful (grace)	6	A, AV (+ly)

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PREP	Preposition
INT	Interjection
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AX	Auxiliary verb
RM	Relationship marker

198

43a.5. Weak

b	weak	3	A, AV (+ly)
b	gaunt	6	A
b	scrawny	6	A
b	puny	6	A
b	frail	6	A, AV (+ly)
b	feeble	6	A, AV (+ly)

43a.5.1 _____

weakness (weak)	6*	N

43b Neatness

Minicluster	Grade Level	Part of Speech
43b.1. Messy		
messy (mess)	5	A
sloppy (slop)	6	A, AV (+ly)
43b.2. Neat		
b neat	3	A
b tidy	5	A

43c Attractiveness

Minicluster	Grade Level	Part of Speech
43c.1. Lovely		
b pretty	2	A
b lovely	2	A
beautiful (beauty)	2	A, AV (+ly)
b cute	3	A, AV (+ly)
b handsome	3	A, AV (+ly)
attractive (attract)	5*	A, AV (+ly)

43c.2. Elegant

b	elegant	4	A, AV (+ly)
b	gorgeous	6	A, AV (+ly)
	majestic (majesty)	6	A, AV (+ly)
b	formal	5*	A, AV (+ly)
	classic (class)	6*	A, AV (+ly)
	adorable (adore)	6*	A, AV (+ly)

43c.3. Ugly

b	homely	K	A
b	ugly	2	A
	unattractive (attract)	6	A, AV (+ly)

43d Size as a Physical Trait

Minicluster	Grade Level	Part of Speech
43d.1. Slender		
b slender	4	A
b slim	4	A
b skinny	4	A
b slight	4	A
lanky (lank)	6	A
43d.1.1 _____		
b dainty	6	A, AV (+ly)
43d.2. Fat		
b fat	1	A
b husky	2	A
b plump	5	A
b stout	6	A

Supercluster 44
Touching/Grabbing Actions

44a Feeling/Striking Actions

Minicluster	Grade Level	Part of Speech
44a.1. Feel		
b feel	2	N, V
b stroke	4	N, V
b grope	5	V
44a.1.1 _____		
b contact	5	N, V
44a.1.2 _____		
b tickle	4	V
44a.2. Nudge		
b pat	2	N, V
b tap	3	N, V
b nudge	4	N, V
b butt	5	V
b jab	5	N, V
b rap	5	V
b dab	5*	N, V
b prod	6	V
44a.3. Strike		
b knock	2	N, V
b beat	3	V
b strike	3	V
b pound	3	V
b slap	3	N, V
b smack	4	N, V
b hit	4	N, V
b punch	4	N, V
b lash	4	V
b whack	4	N, V
b spank	4	N, V
b thrash	5	V
b wallop	6	N, V

44b Grabbing/Holding Actions

Minicluster	Grade Level	Part of Speech
44b.1. Grab		
b hold	1	N, V
b catch	1	N, V
b squeeze	3	N, V
b grab	3	N, V
b grip	4	N, V
b clutch	4	V
b clasp	5	N, V
b wring	5	V
b clench	6	V
44b.2. Pick		
b pick	1	V
b pinch	4	N, V
b pluck	6	V
b nip	6	N, V
44b.3. Hug		
b hug	3	N, V
b wrap	3	V
b cling	4	V
b nuzzle	4	V
b embrace	6	N, V
snuggle (snug)	6	V

44c Specific Actions Done with the Hands

Minicluster	Grade Level	Part of Speech
44c.1. Wave		
b point	2	N, V
b wave	2	N, V
b clap	3	V
b shrug	4	N, V
b salute	4	N, V

Supercluster 45
Pronouns

45a Pronouns

Minicluster	Grade Level	Part of Speech
45a.1. I		
b you	K	PRO
b I	K	PRO
b he	K	PRO
b it	K	PRO
b me	K	PRO
b we	K	PR O
b she	K	PRO
b they	K	PRO
b them	K	PRO

45b Possessive Pronouns

Minicluster	Grade Level	Part of Speech
45b.1. My		
b my	K	PRO
its (it)	K	PRO
your (you)	K	PRO
yours (you)	K	PRO
b her	1	PRO
hers (her)	1	PRO
b his	1	PRO
b our	1	PRO
ours (our)	1	PRO
their (they)	1	PRO
theirs (they)	1	PRO
b mine	1	PRO

45c Relative Pronouns

Minicluster	Grade Level	Part of Speech
45c.1. Who		
b who	K	PRO
b that	K	PRO
b which	1	PRO
whom (who)	4	PRO

45d Interrogative Pronouns

Minicluster	Grade Level	Part of Speech
45d.1. What		
b what	K	PRO
b where	1	PRO
b when	1	PRO
b why	1	PRO
b how	1	PRO
whose (who)	3	PRO
b whatever	4	PRO
b wherever	4	PRO
b whenever	4	PRO
b whichever	4*	PRO
b whomever	6*	PRO

45e Indefinite Pronouns

Minicluster	Grade Level	Part of Speech
45e.1. Someone		
b no one	K	PRO
b something	K	PRO
b some	K	PRO
b nothing	1	PRO
b everyone	2	PRO
b everything	2	PRO
b someone	2	PRO
b anyone	2	PRO
b anything	2	PRO
b enough	2	PRO
b each	2	PRO
b everybody	3	PRO
b somebody	3	PRO
b either	3	PRO
neither (either)	3	PRO
b anybody	4	PRO
b nobody	4	PRO

Supercluster 46
Contractions

46a Contractions (Not)

Minicluster	Grade Level	Part of Speech
46a.1. Can't		
can't (can not)	1	V
won't (will not)	1	V
don't (do not)	1	V
couldn't (could not)	2	V
cannot (can not)	2	V
wasn't (was not)	4	V
wouldn't (would not)	4	V
aren't (are not)	4	V
shouldn't (should not)	4	V
weren't (were not)	4	V
hasn't (has not)	4	V
hadn't (had not)	4	V
doesn't (does not)	4*	V
haven't (have not)	4	V
ain't (are not)	5	V
mustn't (must not)	6	V
isn't (is not)	6	V

46b Contractions (Have)

Minicluster	Grade Level	Part of Speech
46b.1. I've		
I've (I have)	2	V
you've (you have)	3	V
they've (they have)	4	V
we've (we have)	4	V

46c Contractions (Will)

Minicluster	Grade Level	Part of Speech
46c.1. I'll		
I'll (I will)	1	V
we'll (we will)	2	V
you'll (you will)	2	V
they'll (they will)	3	V
she'll (she will)	4	V
he'll (he will)	4	V

46d Contractions (Is)

Minicluster	Grade Level	Part of Speech
46d.1. It's		
how's (how is)	1	V
it's (it is)	2	V
that's (that is)	2	V
he's (he is)	4	V
she's (she is)	4	V
there's (there is)	4	V
what's (what is)	4	V
where's (where is)	4	V
here's (here is)	4	V
b tis	4	V

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Part of Speech
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  V   Verb
  A   Adjective
  AV   Adverb
  AV (+ly) Adverb when suffix -ly is added
  PRO   Pronoun
  PREP   Preposition
  INT   Interjection
  DET   Determiner
  AX   Auxiliary verb
  RM   Relationship marker

202

46e Contractions (Had)

Minicluster	Grade Level	Part of Speech
46e.1. I'd		
I'd (I had)	2	V
they'd (they had)	4	V
we'd (we had)	4	V
you'd (you had)	4	V
she'd (she had)	4	V
he'd (he had)	4	V

46f Contractions (Are)

Minicluster	Grade Level	Part of Speech
46f.1. You're		
I'm (I am)	2	V
you're (you are)	3	V
they're (they are)	4	V

Supercluster 47
Entertainment/The Arts

47a Plays/Movies

Minicluster	Grade Level	Part of Speech
47a.1. Performance		
b act	2	N, V
b program	4	N
performance (perform)	5	N
rehearsal (rehearse)	6	N
47a.1.1 _____		
b perform	5	V
47a.2. Show		
b show	K	N,V
b cartoon	3*	N
b movie	4	N
b scene	4	N
47a.3. Climax		
b plot	4	N, V
setting (set)	4	N
b climax	6	N, V

47a.4. Stage

b stage	4	N, V
scenery (scene)	4*	N
b theater	5	N

47b Music/Dance

Minicluster	Grade Level	Part of Speech
47b.1. Music		
b music	3	N
47b.1.1 _____		
musical (music)	5	N, A, AV (+ly)
47b.2. Concert		
b concert	4	N
b opera	5*	N
b symphony	6*	N
47b.3. Dance		
b dance	2	N, V
b ballet	2	N
47b.4. Solo		
b solo	4*	N
duet (duo)	6*	N
47b.5. Conduct		
b conduct	6	V
47b.5.1. _____		
conductor (conduct)	5	N

47c Instruments

Minicluster	Grade Level	Part of Speech
47c.1. Piano		
b piano	3	N
b drum	3	N, V
b fife	3*	N
b organ	4	N
b trumpet	5	N, V
b tom-tom	5	N
b recorder	5*	N
b clarinet	6	N
b accordion	6	N

47c.2. Violin

b harp	1*	N
b violin	4	N
b fiddle	5	N, V

47d Art

Minicluster	Grade Level	Part of Speech
47d.1. Art		
b art	4	N
47d.1.1 _____		
artistic (art)	6	A, AV (+ly)
47d.2. Painting		
painting (paint)	K	N
b picture	1	N, V
b statue	3	N
b photo	4	N
portrait (portray)	5*	N
sculpture (sculpt)	5*	N, V
b snapshot	5*	N
b photograph	6	N, V
b mosaic	6*	N
b mural	6*	N
47d.2.1 _____		
photography (photograph)	-	N

Supercluster 48
Actions Involving the Legs

48a Running/Walking Actions

Minicluster	Grade Level	Part of Speech
48a.1. Run		
b run	K	N, V
b dance	2	N, V
b trot	2	N, V
b skip	4	N, V
b lope	4	V
b jog	5	N, V
scamper (scamp)	5	V
b romp	5*	N, V
b prance	6	V
b ramble	6	V
48a.2. Walk		
b walk	1	N, V
b march	3	N, V
b tiptoe	3	V
b waddle	4	N, V
b strut	4	N, V
b swagger	4	N, V
b stride	4	N, V
b trudge	4	V
b plod	4	V
b stroll	5	N, V
b hike	5	N, V
b saunter	5	V
b tread	6	V
48a.3. Limp		
b limp	4	N, V
b shuffle	4	N, V
b stumble	4	V
b stagger	5	N, V
b hobble	6	V

48b Lurking/Creeping

Minicluster	Grade Level	Part of Speech
48b.1. Creep		
b crawl	2	N, V
b creep	4	V

204

48b.2. Prowl

b sneak	4	V
b prowl	4	V
b lurk	5	V
b slither	6	V

48c Kicking

Minicluster	Grade Level	Part of Speech
48c.1. Kick		
b stamp	2	V
b kick	3	N, V
b tramp	4	V
b stomp	5	N, V
trample (tramp)	6	V

48d Jumping

Minicluster	Grade Level	Part of Speech
48d.1. Jump		
b jump	K	N, V
b hop	1	N, V
b spring	2	N, V
b pounce	5	V
b leap	5	N, V

48e Standing/Stationary Actions

Minicluster	Grade Level	Part of Speech
48e.1. Stand		
b stand	2	N, V
b straddle	5	V
b curtsy	6	V

Supercluster 49
Mathematics

49a Branches of Mathematics

Minicluster	Grade Level	Part of Speech
49a.1. Arithmetic		
b arithmetic	3	N
b mathematics	5	N
b math	5*	N
b geometry	5*	N
b algebra	5*	N

49b Mathematical Quantities

Minicluster	Grade Level	Part of Speech
49b.1. Maximum		
b maximum	6*	N, A
b minimum	6*	N, A
49b.2. Total		
b total	4	N, V, A, AV (+ly)
b fractic..	4*	N
b sum	5	N, V
b average	5	N, V, A
b percent	5*	N
proportior. (portion)	6	N, V
percentage (percent)	6*	N
b mulitple	6*	N, A
b ratio	MA	N
b median	MA	N

49c Equations/Formulas

Minicluster	Grade Level	Part of Speech
49c.1. Equation		
equation (equal)	5*	N
b formula	5*	N

49c.2. Denominator

b denominator	MA	N
numerator (number)	MA	N
remainder (remain)	MA	N
b exponent	MA	N
b pi	MA	N
addend (add)	MA	N
divisor (divide)	MA	N
b quotient	MA	N

49d Mathematical Operation

Minicluster	Grade Level	Part of Speech
49d.1. Addition		
addition (add)	5	N
multiplication (multiple)	5*	N
division (divide)	6	N
subtraction (subtract)	6	N
49d.1.1 _____		
divisible (divide)	5*	A
49d.1.2 _____		
b add	2	V
b count	2	N, V
b divide	3	V
b plus	3*	V
b subtract	5	V
multiply (multiple)	6	V
b minus	6	V
b tally	6	V
49d.2. Per		
b per	6	PREP

Supercluster 50
Auxiliary/Helping Verbs

50a Auxiliary Verbs

Minicluster	Grade Level	Part of Speech
50a.1. Are		
b are	K	AX
b is	K	AX
b am	1	AX
b be	1	AX
b was	1	AX
b were	1	AX
been (be)	2	AX
being (be)	4	AX

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  PREP   Preposition
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  AX   Auxiliary verb
  RM   Relationship marker

50b Primary Auxiliaries

Minicluster	Grade Level	Part of Speech
50b.1. Do		
b do	K	AX
did (do)	K	AX
doing (do)	K	AX
does (do)	1	AX
done (do)	2	AX
50b.2. Have		
b have	K	AX
has (have)	K	AX
had (have)	K	AX

50c Modals

Minicluster	Grade Level	Part of Speech
50c.1. Should		
b will	K	AX
b can	K	AX
b may	K	AX
b should	1	AX
b could	1	AX
b would	1	AX
b must	1	AX
b might	1	AX
b shall	2	AX
b used to	–	AX
b ought to	–	AX

50d Semiauxiliaries

Minicluster	Grade Level	Part of Speech
50d.1. Have to		
b is about to	–	AX
b is apt to	–	AX
b is bound to	–	AX
b is going to	–	AX
b is liable to	–	AX
b is sure to	–	AX
b had better	–	AX
b had best	–	AX
b have to	–	AX
b get to	–	AX
b is certain to	–	AX
b seems to	–	AX

50e Linking Verbs

Minicluster	Grade Level	Part of Speech
50e.1. Appear		
b stay	1	V
b seem	2	V
b appear	3	V
b become	3	V
b remain	4	V

Supercluster 51
Events

51a Dates/Events (General)

Minicluster	Grade Level	Part of Speech
51a.1. Event		
b event	4	N
happening (happen)	4	N
b affair	4	N
b process	5	N
b incident	5	N
b occasion	5	N
b experience	5	N, V
development (develop)	5*	N
b instance	6	N
occurrence (occur)	6	N
51a.2. Endeavor		
b project	5	N
b feat	6	N
b endeavor	6*	N
51a.3. Situation		
b situation	4	N
b circumstance	6	N
b context	6	N
environment (environ)	6	N

51b Festive/Recreational Events

Minicluster	Grade Level	Part of Speech
51b.1. Vacation		
b vacation	3	N, V
b holiday	4	N
b pastime	5	N
b leisure	6*	N
51b.2. Celebration		
b party	1	N
b birthday	1	N
festival	4	N
(festive)		
celebration	5	N
(celebrate)		
graduation	6	N
(graduate)		
b prom	6	N
b ceremony	6	N
b bazaar	6	N
inauguration	SS	N
(inaugurate)		
51b.3. Parade		
b parade	2	N, V
b pageant	5	N
b caravan	6	N
procession	6	N
(proceed)		
51b.4. Fair		
b fair	2	N
b circus	2	N
b rodeo	4	N
b carnival	6	N
51b.5. Amusement		
amusement	4*	N
(amuse)		
entertainment	6	N
(entertain)		

51c Political Events

Minicluster	Grade Level	Part of Speech
51c.1. Election		
election (elect)	5*	N
b campaign	6	N, V

51c.2. Vote		
b vote	5	N, V
b elect	5	V
reelect (elect)	SS	V
51c.2.1 _____		
voter (vote)	5*	V

Supercluster 52
Temperature/Fire

52a Temperature

Minicluster	Grade Level	Part of Speech
52a.1. Temperature		
b temperature	4	N
b Fahrenheit	SC	N
b centigrade	SC	N
52a.2. Coldness		
b cold	1	N, A, AV (+ly)
b cool	3	V, A, AV (+ly)
b arctic	5	A
b frigid	6	A, AV (+ly)
52a.2.1 _____		
b chill	3	N, V
52a.3. Heat		
b warm	2	V, A, AV (+ly)
b hot	2	A, AV (+ly)
b temperate	5*	A, AV (+ly)
b lukewarm	6	A
b tepid	6	A
52a.3.1 _____ __		
b heat	2	N, V
warmth (warm)	4	N

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52a.4. Parch

	Grade Level	Part of Speech
b parch	6	V
b swelter	6*	V

52b Insulation

Minicluster	Grade Level	Part of Speech
52b.1. Insulation		
insulator (insulate)	SC	N
insulation (insulate)	SC	N
52b.1.1 _____		
b insulate	6	N
52b.1.2 _____		
b fireproof	SS	V, A

52c Fire

Minicluster	Grade Level	Part of Speech
52c.1. Fire		
b fire	1	N
b campfire	3*	N
b blaze	4	N, V
b combustion	SC	N
inferno (infernal)	SC	N
52c.2. Flame		
b flame	3	N
b spark	3	N
52c.3. Burn		
b burn	2	N, V
b singe	3	V
b scorch	5	V
b spark	5	N, V
b sizzle	6	V
52c.4. Flicker		
flicker (flick)	4	N, V
b smolder	6	V

52d Products of Fire

Minicluster	Grade Level	Part of Speech
52d.1. Ash		
b ash	4	N
b cinder	4	N
b ember	6	N
52d.2. Smoke		
b smoke	2	N, V
b soot	4*	N
52d.2.1 _____		
smoky (smoke)	6	A

52e Fire Producers

Minicluster	Grade Level	Part of Speech
52e.1. Burner		
burner (burn)	SC	N
extinguisher (extinguish)	SC	N
52e.2. Firewood		
b firewood	4*	N

Supercluster 53
Images/Perceptions

53a Visual Images/Perception

Minicluster	Grade Level	Part of Speech
53a.1. Image		
b image	5	N
reflection (reflect)	6	N
representation (represent)	6*	N
portrayal (portray)	6*	N

53a.2. Scene

	sight (see)	2	N, V
b	view	4	N, V
b	scene	4	N
b	vision	5	N

53a.2.1 _____

	visual (vision)	6*	A. AV
			(+ly)

53a.3. Recognition

	recognition	5*	N
	(recognize)		

53a.4. Blindfold

b	blindfold	5*	N, V

53a.5. Observer

	observer (observe)	6*	N

53a.6. Portray

b	represent	4	V
b	display	5	N, V
b	portray	6	V

53b Looking/Perceiving Actions

Minicluster	Grade Level	Part of Speech

53b.1. Look

b	look	K	N, V
b	see	K	V
b	spot	2	N, V
b	watch	2	V
	behold (hold)	3	V

53b.2. Appear

b	appear	3	V
	reappear (appear)	4*	V

53b.3. Glance

b	wink	3	N, V
b	blink	3	N, V
b	peek	3	N, V
b	glance	4	N, V
b	glimpse	4	N, V
b	squint	4	V

53b.4. Gaze

b	stare	2	N, V
b	gaze	3	N, V
b	peer	3	V
b	glare	4	N, V
b	gape	4	V
b	glower	6	V

53b.5. Observe/Ignore

b	notice	3	N, V
b	recognize	3	V
b	observe	4	V
b	attend	4	V
b	ignore	5	V
b	distract	6	V
	review (view)	6	V
b	perceive	6	V

53b.6. Aim

b	aim	3	N, V

53b.7. Spy

b	spy	3	N, V

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> DET   Determiner
> AX   Auxiliary verb
> RM   Relationship marker

Supercluster 54
Life/Survival

54a Life, Birth, Death

Minicluster	Grade Level	Part of Speech
54a.1. Existence		
b life	2	N
b birth	3*	N
death (dead)	4	N
reproduction (produce)	5*	N
existence (exist)	6	N
54a.2. Live		
live (life)	1	V
b exist	4*	V
b inhabit	5	V
b dwell	6*	V
54a.2.1 _____		
alive (life)	3	A
54a.3. Die		
b die	3	V
b perish	5*	V
54a.3.1 _____		
b dead	3	A
nonliving (life)	SC	A
54a.4. Funeral		
b wake	3	N
b funeral	6*	N
b burial	6*	N
b cremation	6*	N
54a.5. Reproduce		
b hatch	3	V
b bare	3	V
b breed	5	V
reproduce (produce)	SC	V
germinate (germ)	SC	V
b spawn	SC	V

54b Survival/Growth

Minicluster	Grade Level	Part of Speech
54b.1. Endurance		
endurance (endure)	5	N
survival (survive)	6*	N
tolerance (tolerate)	6*	N
54b.2. Survive		
b survive	5	V
b endure	6	V
b tolerate	6*	V
54b.3. Flourish		
b thrive	5	V
b flourish	6	V
b prosper	6	V
54b.4. Grow		
b grow	2	V
b bloom	4	V
b mature	5*	V
b evolve	6*	V

Supercluster 55
Conformity/Complexity

55a Conformity to a Norm

Minicluster	Grade Level	Part of Speech
55a.1. Special		
b special	3	A, AV (+ly)
original (origin)	4	A, AV (+ly)
b scarce	4	A, AV (+ly)
distinctive (distinct)	5*	A, AV (+ly)
b unique	6	A, AV (+ly)
b distinct	6	A, AV (+ly)
uncommon (common)	6*	A, AV (+ly)
b rare	6*	A, AV (+ly)
55a.2. Strange		
b strange	2	A, AV (+ly)
b queer	2	A, AV (+ly)
b peculiar	4	A, AV (+ly)
b odd	4	A, AV (+ly)
b severe	5	A, AV (+ly)
b weird	5	A, AV (+ly)

55b Complexity/Order

Minicluster	Grade Level	Part of Speech
55b.1. Complex		
b fancy	3	A
b complex	4*	A, AV (+ly)
b elaborate	6	A, AV (+ly)
55b.2. Order		
b order	3	N, V
disorder (order)	4*	N
disarray (array)	6*	N
55b.3. Steady		
b steady	3	A, AV (+ly)
b balance(d)	4	A
b uniform	4	A, AV (+ly)
unbroken (break)	4*	A
b neutral	5*	A, AV (+ly)
unchanged (change)	5*	A
55b.4. Bare		
b bare	3	A
b blank	6	A
55b.5. Incomplete		
unfinished (finish)	4*	A
incomplete (complete)	5*	A, AV (+ly)
55b.6. Pure		
b pure	3	A, AV (+ly)
b plain	3	A, AV (+ly)
b simple	4	A, AV (+ly)

Supercluster 56
Difficulty/Danger

56a Difficulty/Ease

Minicluster	Grade Level	Part of Speech
56a.1. Ease		
difficulty (difficult)	3	N
b ease	4	N, V
convenience (convenient)	6	N
56a1.1 _____		
simplify (simple)	5*	V

56a.2. Comfortable

easy (ease)	2	A, AV (+ly)
comfortable (comfort)	3	A, AV (+ly)
b convenient	4	A, AV (+ly)

56a.3. Difficult

b difficult	3	A, AV (+ly)
impossible (possible)	3	A, AV (+ly)
tiresome (tire)	4*	A
troublesome	5*	A
uneasy (ease)	5*	A, AV (+ly)

56b Danger/Safety

Minicluster	Grade Level	Part of Speech
56b.1. Safety		
safety (safe)	3	N
prevention (prevent)	6	N
56b.2. Danger		
b trouble	2	N, V
b danger	3	N
b risk	5	N, V
b peril	6*	N
56b.2.1 _____		
endanger (danger)	6*	V
56b.3. Harmful		
dangerous (danger)	3	A, AV (+ly)
harmful (harm)	4*	A, AV (+ly)
hazardous (hazard)	5*	A, AV (+ly)
unsafe (safe)	5*	A, AV (+ly)
b grave	6	A, AV (+ly)
treacherous (treachery)	6	A, AV (+ly)
perilous (peril)	6	A, AV (+ly)

56b.4. Harmless

b safe	2	A, AV (+ly)
harmless (harm)	4*	A, AV (+ly)

Supercluster 57
Texture/Durability

57a Texture

Minicluster	Grade Level	Part of Speech
57a.1. Texture		
b texture	SC	N
57a.2. Hard/Soft		
b hard	1	A
b soft	2	A, AV (+ly)
b smooth	3	A, AV (+ly)
b stiff	3	A, AV (+ly)
b solid	4	A, AV (+ly)
b tough	4	A
b brittle	5	A, AV (+ly)
b rigid	5	A, AV (+ly)
57a.3. Rough		
b crisp	3	A, AV (+ly)
b rough	4	A, AV (+ly)
stony (stone)	4*	A
prickly (prick)	5	A
b coarse	6	A
porous (pore)	SC	A
57a.4. Choppy		
bumpy (bump)	2	A
choppy (chop)	6	A
57a.5. Furry		
furry (fur)	4	A
shaggy (shag)	6	A
spongy (sponge)	6*	A

57a.6. Harden

harden (hard)	4	V
soften (soft)	5*	V
stiffen (stiff)	6	V

57b Durability

Minicluster	Grade Level	Part of Speech
57b.1. **Durability**		
durability (durable)	6*	N
57b.2. **Strong**		
b strong	2	A, AV (+ly)
b formidable	6	A, AV (+ly)
57b.3. **Weak**		
b weak	3	A, AV (+ly)
b flimsy	5	A, AV (+ly)
b shabby	6	A, AV (+ly)
57b.4. **Delicate**		
b delicate	5	A, AV (+ly)
b fragile	6	A, AV (+ly)
b frail	6	A, AV (+ly)

Supercluster 58
Color

58a Color

Minicluster	Grade Level	Part of Speech
58a.1. **Red**		
b green	K	N, A
b red	K	N, A
b blue	K	N, A
b yellow	K	N, A

b white	1	N, A
b black	1	N, A
b brown	1	N, A
b pink	2	N, A
b gray	2	N, A
b silver	2	N, A
b gold	2	N, A
b purple	3	N. A
b orange	3	N, A
golden (gold)	3	N, A
b tan	4	N, A
b indigo	6	N, A
b crimson	6	N, A
b amber	6	N, A

214

Left column

58a.2. Blonde		
b blonde	5*	N, A
b brunette	5*	N, A

58a.3. Color		
b color	1	N, V
b hue	4*	N
b tint	6	N, V

58a.3.1 _____		
b colorful (color)	4*	A, AV (+ly)
b colorless (color)	5*	A, AV (+ly)

58b Paint

Minicluster	Grade Level	Part of Speech
58b.1. Paint		
b paint	K	N, V
b dye	5	N, V
b lacquer	6*	N
b enamel	6*	N

Supercluster 59
Chemicals

59a Chemicals

Minicluster	Grade Level	Part of Speech
59a.1. Chemical		
b compound	4	N, V
chemical (chemistry)	4*	N
59a.2. Oxygen		
b helium	SC	N
b oxygen	SC	N
b dioxide	SC	N
b nitrogen	SC	N
b hydrogen	SC	N
b neon	SC	N
b cellulose	SC	N
b nitrate	SC	N
b phosphate	SC	N

Right column

59a.3. Boron		
b sodium	SC	N
b oxide	SC	N
b chlorine	SC	N
b krypton	SC	N
b boron	SC	N
b ammonia	SC	N
b bromine	SC	N
b sulfate	SC	N
b carbohydrate	SC	N

59a.3.1 _____		
chlorinate (chlorine)	SC	V

59b Acids

Minicluster	Grade Level	Part of Speech
59a.1. Acid		
b acid	5*	N
58a.1.1 _____		
sulfuric (sulfur)	SC	A
hydrochloric (chlorine)	SC	A

Supercluster 60
Facial Expressions/Actions

60a Facial Expression

Minicluster	Grade Level	Part of Speech
60a.1. Smile		
b smile	2	N, V
b grin	3	N, V
b frown	3	N, V
b scowl	4	N, V
b sneer	4	N, V
60a.2. Nod		
b nod	3	N, V

60b Actions Associated with the Nose

Minicluster	Grade Level	Part of Speech
60b.1. Smell		
b smell	2	N, V
b sniff	3	N, V
b sneeze	3	N, V
b snort	4	N, V
b snore	6	N, V

60c Actions Associated with the Mouth

Minicluster	Grade Level	Part of Speech
60c.1. Lick		
b lick	2	N, V
b kiss	3	N, V
b suck	4	V
b choke	4	V
b spit	5	V

60d Breathing

Minicluster	Grade Level	Part of Speech
60d.1. Puff		
b blow	2	V
b puff	3	N, V
breathe (breath)	4	V
b exhale	SC	V
b inhale	SC	V
60d.1.1 _____		
b breath	3	N

Supercluster 61
Electricity/Particles of Matter

61a Electricity

Minicluster	Grade Level	Part of Speech
61a.1. Electricity		
electricity (electric)	3	N
61a.i.1 _____		
b electric	3	A
electrical (electric)	4*	A, AV (+ly)
b electronic	5*	A, AV (+ly)
hydroelectric (electric)	SC	A, AV (+ly)
electromagnetic (magnet)	SC	A, AV (+ly)
61a.2. Radiation		
radiation (ray)	6*	N
61a.2.1 _____		
b radioactive	6*	A

61b Molecules/Atoms

Minicluster	Grade Level	Part of Speech
61b.1. Molecule		
b molecule	6*	N
61b.1.1 _____		
molecular (molecule)	SC	A, AV (+ly)
61b.2. Atom		
b ion	5*	N
b atom	6	N
b electron	6*	N
b neutron	SC	N
b proton	SC	N
b nucleus	SC	N
nuclei (nucleus)	SC	N
b isotope	SC	N
b photon	SC	N
61b.2.1 _____		
atomic (atom)	6*	A, AV (+ly)

Appendix B
Alphabetized Words

A

a	3i.1	ache	37c.1	advice	10g.1
abacus	3c.1	achieve	36c.1	advice	12g.1
abandon	36a.1	acid	59b.1	advise	10c.3
abbot	1w.1	acknowledge	10d.4	adviser	1i.2
abbreviation	35b.2	acorn	6j.4	aerial	11d.1.1
ability	5r.1	acquaintance	9e.1	affair	51a.1
a bit	3j.6	acquire	36c.1	affect	39a.4
able	12k.4	acre	20a.1	affection	5o.2
aboard	14i.1.2	acreage	20a.1	affectionate	13a.6
abolish	2f.2	acrobat	1d.4	affix	35b.2
abound	3g.7	act	47a.1	afflict	33b.3
about	2x.6	action	2a.1	afford	28d.1
above	14i.2	active	13b.6	afloat	16h.1
abreast	14k.2.1	activity	2a.1	afraid	5b.3
abroad	14k.1.2	actor	1h.1	Africa	18b.3
abrupt	7j.5	actress	1h.1	after	7g.5
absence	14L.1	actual	26a.3	afternoon	7c.1
absent	14L.1.1	actually	27b.3	after that	7h.2
absolute	42c.1	actually	31a.1	afterwards	7h.2
absolute(ly)	3k.1	ad	15f.2	again	7k.4
absorb	16b.7	adapt	22f.5	age	7d.1
abundance	3g.5	add	49d.1.2	agility	43a.3
abundant	3g.4	addend	49e.2	ago	7g.1
absurd	26d.5	addition	49d.1	agony	5b.1
abuse	33b.1	additional	3g.6	a great deal	3k.2
abusive	5f.1.1	address	3d.1	agree	10g.4
academy	21f.1	adept	12k.4	agreement	27a.2
accent	35a.2	adjective	35b.4	agriculture	1L.1
accept	5o.3	adjoin	2v.2	ah	10k.1
acceptable	26a.4	adjust	22f.5	aha	10k.1
accessory	30c.1	administrator	1b.3	ahead	14f.2.1
accident	33a.1	admiration	5o.2	ahead of	14f.2.2
accidental	33a.1.1	admire	5o.1	aid	8e.1
accompany	2v.6	admit	10h.2	aid	33d.6
accomplish	22f.2.1	admittedly	31a.1	ailment	37a.1
accomplishment	22f.2	adobe	22d.1	aim	53b.6
accordingly	39b.2	adolescence	7f.3	aimless	13c.2
accordion	47c.1	adorable	43c.2	ain't	46a.1
account	28a.1	adore	5o.1	air	40a.3
accountant	1s.1	advance	2g.8	aircraft	11d.1
accurate	42c.1	adventure	2g.3	airfield	11h.10
accuse	10b.8	adventurous	13b.6	air force	25d.1
accustomed	42a.1	advertisement	15f.2	airline	11d.1

airliner	11d.1	altogether	3k.1
airplane	11d.1	aluminum	29a.1
airport	11h.10	always	7k.5.1
airport	21j.i	am	50a.1
airship	11d.1	amateur	9L.1
aisle	30a.2	amaze	5j.2
ajar	2n.2	amazement	5j.1
Alabama	18c.1	amazingly	31c.1
alarm	5b.1	ambassador	1c.1
alarm	19b.2	amber	58a.1
alas	10k.1	ambition	13b.2
Alaska	18c.1	ambitious	13b.7
albatross	4j.7	ambulance	11a.3
alcohol	6h.2	amendment	15h.2
ale	6h.2	America	18b.4
alert	12k.2	amethyst	29b.1
alfalfa	24c.4	ammonia	59a.3
algae	24c.1	ammunition	8n.4
algebra	49a.1	amount	3g.1
alike	27a.3	amphibian	4a.2
a little	3j.6	amuse	5k.3
alive	54a.2.1	amusement	51b.5
all	3g.3	an	3i.1
allegedly	31b.1	anaconda	4c.1
allegiance	13n.1	analyze	12g.3
allergic	37c.2	ancestor	9n.2
alley	11h.4	ancestry	7f.5.1
alligator	4c.3	anchor	11f.3
allow	10g.3	ancient	7f.4
allowance	28a.3	and	27b.1
alloy	29a.2	anemone	24d.3
ally	9c.1	angel	9f.3
almanac	15c.4	anger	5c.1
almond	6j.4	angle	3d.2
almost	3j.7	angry	5c.5
alone	3j.2	animal	4a.1
alone	5i.4	ankle	23g.1
along	14k.2.1	announce	10c.4
alongside	14k.2.1	announcement	15f.2
alpha	35c.1	announcer	1c.1
alphabet	35c.1	annoyingly	31c.1
alphabetic	35c.1.2	annual	7k.1
alphabetically	35c.1.1	another	3g.6
already	7g.1	answer	10f.1
also	27b.2	ant	4k.2
alter	17i.2	Antarctica	18b.3
alternately	27d.2	anteater	4c.6
alternatively	27d.2	antelope	4e.1
although	27d.4	antenna	4L.6
altitude	14a.1	anthem	15d.2

anthology	15c.1	appear	53b.2
anthracite	29a.5	appearance	5r.2
antibiotics	37f.2	appetite	6n.1
antique	7f.4	applaud	19c.1
antler	4L.6	applause	19c.1
antonym	35b.4	apple	6i.1
anvil	8c.4	apply	1dd.2.1
anxiety	5d.2	appoint	12j.3
anxious	5d.3	appreciate	5o.1
anybody	45c.1	appreciation	5o.2
anyhow	27d.4	apprentice	1b.1
anymore	7k.6	approach	2g.8
anyone	45c.1	appropriate	26a.4
anything	45c.1	appropriately	31c.1
anyway	27d.4	approval	5o.3.1
anywhere	14d.1	approve	5o.3
apartment	21b.1	approximate	27a.4
ape	4g.1	approximate	3j.1
apologize	10h.2	apricot	6i.1
apology	10d.1	April	7c.1
apostrophe	35a.3	apron	17c.3
apparatus	8a.2	apt	12k.4
apparel	17a.1		
apparently	31a.1		
appeal	10c.2		
appeal	42a.3		
appear	2g.5.1		
appear	50c.1		

aquarium	4m.1	Asia	18b.3	at the same time	7i.4
aquarium	16i.4	aside	14k.2.1	at this point	7i.1
aqueduct	11h.9.1	ask	10f.2	attic	30a.1
arc	32b.2	asleep	12e.2	attitude	5r.2
arch	23g.1	aspect	5r.3	attorney	1y.1
archeologist	1k.1	aspen	24b.1	attract	36e.2
archeology	1L.2	asphalt	29a.3	attraction	42a.3
architect	1g.1	aspirin	37f.2	attractive	43c.1
architecture	1L.2	assemble	25a.5	attribute	5r.1
archive	21f.2	assembly	25e.3	auction	28d.3
arctic	52a.2	assign	2v.4	audience	25e.3
are	50a.1	assignment	12c.3	auditorium	21g.1
area	20a.2	assist	33d.1	August	7e.1
arena	21g.1	assistant	1b.1	aunt	9n.9
aren't	46a.1	association	25e.1	auricle	23c.3
arguably	31b.1	assortment	25a.1	Australia	18b.3
argue	,0b.1	assume	12d.4	author	1e.2
argument	10b.5	assure	10d.2	authority	10g.6
arise	2o.2	aster	24d.3	auto	11a.1
arithmetic	49a.1	astern	14f.1.1	autobiography	15c.2
Arizona	18c.1	astonish	5j.2	autograph	15a.2
Arkansas	13c.1	astonishingly	31c.1	automatic	7j.5
arm	23f.1	astonishment	5j.1	automatically	7j.5.1
armor	17h.1	astronaut	1k.1	automobile	11a.1
arms	8n.1	astronomer	1k.1	autumn	7d.2
army	25d.1	astronomy	1L.2	available	14L.2
around	2x.6	astound	5j.2	avalanche	40d.1
arouse	5e.4	as well	27b.2	avenue	11h.1
arrange	25a.5	as well as	27b.1	average	49b.2
arrangement	25a.1	as yet	7h.2	avoid	2f.3
arrest	36e.3	at	7i.2	aw	10k.1
arrival	2g.1	at	14g.1	await	2b.3
arrive	2g.7	at any rate	27d.4	awake	12e.1
arrow	8n.5	at first	7g.2	awaken	12e.5
arrowhead	8f.3	athlete	1d.2	award	28a.2
art	47d.1	athletic	43a.1	aware	12k.2
artery	23i.2	atlas	15c.4	away	14k.1.1
artfully	31g.1	at least	3j.3	awe	5j.1
article	15c.5	atmosphere	40a.3	awful	26d.2
artist	1g.1	atmospheric	40a.3	awhile	7k.6
artistic	47d.1.1	atom	61b.2	awkward	43a.4
as	7i.3	atomic	67b.2.1	awl	8e.5
as a consequence	39b.2	atop	14i.1.1	axe	8f.1
as a result	39b.2	attack	33b.2	axis	14a.2
asbestos	22d.1	attacker	33b.2.1	axle	11f.1
ascend	2o.2	attend	53b.5	ay	10k.1
ascent	2o.2.1	attendance	25e.3	aye	10k.2
as good as	3j.7	attendant	1b.1		
ash	52d.1	attention	12f.1		
ashore	16h.1	attentive	13a.6		

B

babe	9d.1
baboon	4g.1
baby	9d.1
babysitter	1cc.1
bachelor	9c.2
back	14f.1
backbone	23j.1
background	14f.1
backward	14f.1.1
backwards	14f.1.1
backyard	20g.1
bacon	6e.1
bacteria	37d.1
bad	26d.2
badge	17g.3
badger	33b.5
badly	3k.2
baffle	12g.5
bag	22a.7
baggage	22a.10
bail	28b.1
bait	10e.1
bake	6k.1
baker	1n.2
bakery	21d.2
balanced	55b.3
balcony	30a.1
bale	25a.4
ball	34c.2
ballad	15d.2
ballet	47b.3
balloon	11d.2
balsa	24b.1
balsam	24c.2
bamboo	24e.4
ban	2f.2
banana	6i.5
band	25b.2
bandage	37f.3
Band-Aid	37f.3
bandit	9g.5
banister	30b.5
bank	28f.1
banker	1s.1
banquet	6a.2
bar	22d.3
barb	8f.3
barbecue	6k.1
barbed wire	30c.2

barbershop	21d.1
bare	54a.5
bare	55b.4
bareback	4o.5
barefoot	17j.3
barely	3j.6
bargain	28d.3
barge	11e.5
barium	29a.4
bark	19d.1
bark	24c.1
barker	1h.2
barley	6j.3
barn	21k.1
barnacle	4i.3
barnyard	20g.1
baron	1c.3
barrel	22a.6
barren	20b.5
barrow	11b.2
base	34c.1
baseball	34b.1
baseman	1d.3
basic	26c.1
basically	31a.1
basin	22a.9
bask	2b.5
basket	22a.7
basketball	34b.1
bass	4h.2
bat	34c.2
bath	22a.9
bathe	41b.1
bathroom	30a.1
bathtub	22a.9
baton	8j.5
batter	1d.3
batter	6g.1
battle	33c.2
battlefield	20f.1
battleground	20f.1
battleship	11e.3
bauxite	29a.4
bawl	19c.5
bay	16f.3
bazaar	51b.2
be	50a.1
beach	16g.2
bead	17g.5
beagle	4b.3

beak	4L.4
beam	38d.5
bean	6j.1
beanstalk	24e.2
bear	2i.1
bear	4e.7
beard	23b.3
bearded	23b.3.1
bearing	5r.2
beast	4a.1
beat	44a.3
beater	8m.7
beautiful	43c.1
beauty	43a.3
beaver	4f.3
becalm	5L.3
because	39b.1
because of	39b.1
beckon	10f.2
become	50e.1
bed	30d.5
bedroom	30a.1
bedspread	30f.1
bedtime	7a.1
bee	4k.1
beech	24b.1
beef	6e.1
beehive	4m.2
been	50a.1
beer	6h.2
beet	6j.1
beetle	4k.2
before	7h.3
beforehand	7g.2
before now	7g.2
before that	7g.2
beggar	9h.2
begin	2c.1
beginnner	2c.1.2
beginning	2c.1.1
behavior	5r.2
behind	14f.1.2
behold	53b.1
being	9a.1
being	50a.1
belch	19c.2
belfry	30b.3
belief	5n.1
belief	12L.1
believe	5o.3

bell	19b.2	birth	54a.1	blue	58a.1
bellow	19c.3	birthday	51b.2	blueberry	6i.3
belly	23a.2	birthmark	23b.4	bluebird	4j.1
belong	36c.3	birthplace	18a.1	blueprint	15e.1
beloved	26c.3	biscuit	6d.3	bluff	20d.2
below	14j.1	bishop	1w.1	blunder	26a.2
belt	17g.1	bison	4e.3	blunt	32e.1
bench	30d.3	bit	3f.1	bluntly	31a.1
bend	32b.2	bite	6m.1	blur	38c.2
beneath	14j.1	bitter	6L.2	blurt	19c.3
benefit	33d.1	bitterness	5e.2	board	22c.2
bent	32d.2	bitterness	6L.2.1	boast	10c.4
beriberi	37b.1	bituminous	29c.1	boat	11e.1
beryl	29a.3	black	58a.1	boathouse	21k.1
beryllium	29a.4	blackboard	15g.3	boatload	3e.5
beside	14k.2.1	blacken	41a.2	body	23a.1
besides	27d.4	blacken	38c.2	bog	16f.1
besides	27b.2	blacksmith	1n.1	boil	6k.1
best	26c.2	blade	8f.3	boil	16b.5
bestow	2i.7	blame	10b.8	boiler	8d.2
bet	28d.1	blank	55b.4	bold	13n.3
bet	42c.4	blanket	30f.1	bolt	8h.5
beta	35c.1	blare	19c.3	bomb	8n.2
betray	10b.3	blast	2s.4	bond	2v.1
better	26c.4	blast off	2o.2	bone	23j.1
between	14k.4	blaze	52c.1	bonnet	17d.1
beware	10b.6	bleak	20b.5	bonny	5k.2
bewilder	12g.5	bleak	41a.3	book	15c.1
beyond	14k.1.3	bleat	19d.1	bookcase	30d.4
Bible	15c.4	bleed	23i.3	booklet	15c.1
bicep	23f.1	blend	6k.2	bookstore	21d.1
bicycle	11a.4	blessing	10d.6.1	boomerang	8n.5
bicycle	34b.3.1	blight	28b.3	boost	2o.1
bicycling	34b.3	blimp	11d.2	boot	17e.1
bid	10f.2	blind	37b.3	booth	21e.1
bid	42c.4	blindfold	53a.4	border	14b.1
big	3a.3	blindness	37b.3.1	boron	59a.3
bike	11a.4	blink	53b.3	borrow	36a.3
bill	4L.4	bliss	10d.6	boss	1b.2
billboard	15f.2	blizzard	40b.1	botanist	1k.1
billion	3h.3	block	32c.2	both	3g.9
billow	2s.3	blonde	58a.2	bother	5i.1
bin	22a.6	blood	23i.1	bottle	22a.8
bind	22g.1	bloodshed	33c.2	bottom	14i.3.1
binoculars	8k.1	bloom	54b.4	bough	24c.1
biography	15c.2	blossom	24d.1	boulevard	11h.1
biologist	1k.1	blot	38c.2	bounce	2n.1
biology	1L.2	blouse	17c.1	boundary	14b.1
birch	24b.1	blow	60d.1	bounds	34c.1
bird	4j.1	blubber	23b.1	bout	34a.2

cabinet	30d.4	capitalize	15i.4	catalogue	15c.1		
cable	8h.4	capitol	18a.3	catch	2j.2		
caboose	11a.5	capsule	22a.2	catch	44b.1		
cackle	19d.1	caption	15a.2	catcher	1d.3		
cafe	21d.3	captive	1t.1	category	3f.6		
cafeteria	21d.3	capture	36e.3	caterpillar	4k.2		
cage	21c.2	car	11a.1	catfish	4h.2		
cake	6c.2	caravan	51b.3	cathedral	21i.1		
calcium	29a.4	caravel	11e.6	catsup	6g.2		
calculate	12d.3	carbohydrate	59a.3	cattle	4e.3		
calculation	12d.3.1	carbon	29a.3	cause	39a.2		
calendar	7b.1	carbonate	29a.5	caution	13p.1.1		
calf	4d.1	carcass	23a.1	cautious	5b.3		
calico	17k.3	cardboard	22b.3	cautious	13p.1		
California	18c.1	cardinal	1w.1	cave	20c.1		
call	10f.2	cards	34f.1	cavern	20c.1		
calm	5L.3	care	5o.1	cavity	20c.2		
calves	23g.2	career	1a.2	caw	19d.1		
camel	4e.7	careful	13p.1	cease	2f.1		
camera	8k.2	careless	13o.1	cedar	24b.1		
camp	18a.4	cargo	22a.5	ceiling	30b.2		
campaign	51c.1	caribou	4e.1	celebration	51b.2		
camper	1f.1	carol	15d.2	celebrity	9k.1		
campfire	52c.1	carpenter	1x.1	celery	6j.1		
can	50c.1	carpet	30e.2	cell	21c.2		
Canada	18b.4	carnation	24d.3	cellar	30a.1		
canal	16i.4	carnival	51b.4	cellophane	22b.3		
canary	4j.1	carnivorous	6n.3	cellulose	59a.2		
cancer	37b.1	carriage	11a.6	cement	22d.1		
candidate	1c.1	carrier	11e.3	cemetery	21h.2		
candidly	31a.1	carrot	6j.1	census	3d.3		
candle	38d.2	carry	2i.1	cent	28c.2		
candlelight	38a.1	cart	11a.6	centigrade	52a.1		
candy	6c.3	cartilage	23j.2	centennial	7d.3		
cane	17g.2	carton	22a.1	center	14f.3		
cannon	8n.3	cartoon	47a.2	centimeter	3e.1		
cannot	46a.1	cartridge	22a.2	central	14f.3.1		
canoe	11e.7	cartwheel	34d.2	century	7d.3		
canopy	30e.2	carve	8g.3	ceramic	22d.1		
can't	46a.1	cascade	16b.2	cereal	6d.2		
canter	4o.3	case	22a.3	cerebellum	23c.3		
canvas	22b.2	cash	28c.1	cerebrum	23c.3		
canyon	20c.1	cashew	6j.4	ceremony	51b.2		
cap	17d.1	cashier	1s.1	certain	13e.1		
capability	5r.1	cask	22a.6	certain	42c.1		
cape	17f.2	cast	2j.1	certainly	31a.1		
capillary	23i.2	cast	37f.3	chafe	8g.2		
capital	18a.3	caste	25c.5	chain	8h.4		
capital	28c.1	casual	13c.1	chair	30d.3		
capitalization	35a.3	cat	4b.1	chairman	1b.3		

chalk	15g.2	chill	52a.2.1	circus	51b.4		
chalkboard	15g.3	chime	19b.2	cirrocumulus	40c.1		
chamber	30a.1	chimney	30b.1	cirrostratus	40c.1		
champion	9k.1	chimpanzee	4g.1	cirrus	40c.1		
championship	34a.2	chin	23c.2	citizen	9i.3		
chance	42c.3	china	18b.4	citrus	24b.1		
change	27c.3	chinaware	8m.6	city	18a.3		
change	39a.4	chinook	40b.3	civic	9o.3.1		
channel	16i.4	chipmunk	4f.3	civil	13a.8		
chant	19c.3	chips	6d.4	civilization	25c.5		
chapel	21i.1	chirp	19d.1	civilize	5L.3		
chapter	35b.1	chisel	8e.7	clad	17j.3		
character	9a.1	chivalrous	13a.8	claim	10c.4		
characteristic	5r.3	chlorinate	59a.3.1	clam	4i.3		
charcoal	29b.2	chlorine	59a.3	clamber	2o.2		
charge	7j.3	chlorophyll	24c.2	clamp	8h.2		
chariot	11a.6	chocolate	6c.4	clang	19e.2		
charity	13a.1	choice	12j.1.1	clank	19c.1		
charm	10d.2	choke	60c.1	clap	44c.1		
chart	15c.1	choose	12j.1	clarinet	47c.1		
charter	15h.2	chop	8g.1	clarity	38e.1		
chase	2h.2	choppy	57a.4	clash	33a.4		
chasm	20c.4	chopsticks	8m.1	clasp	44b.1		
chat	10a.2	chore	1a.3	class	25b.4		
chatter	19c.6	chorus	25b.2	classic	43c.2		
cheap	28e.1	chow	6a.1	classification	25a.1		
check	28c.3	chrysanthemum	24d.3	classify	25a.5		
checkers	34f.1	chuckle	19c.4	classmate	9e.1		
cheek	23c.2	chug	19e.2	classroom	21f.1		
cheep	19d.1	chum	9e.1	clatter	19a.3		
cheer	19c.1	chunk	3f.5	claw	4L.5		
cheerful	5k.2	church	21i.1	clay	29e.1		
cheese	6f.1	churn	6k.2	clean	41b.1		
chef	1aa.1	chute	11h.7	cleaner	41c.1		
chemical	59a.1	cicada	4k.1	cleanliness	41b.2		
chemist	1k.1	cider	6h.1	clear	38a.4		
chemistry	1L.2	cigar	6o.1	clearing	20a.2		
cherish	5o.1	cigarette	6o.1	clearly	31a.1		
cherry	6i.3	Cincinnati	18d.1	clench	44b.1		
chess	34f.1	cinder	52d.1	cleft	20c.3		
chest	23a.2	cinnamon	6g.2	clerk	1y.1		
chestnut	6j.4	circle	32b.1	Cleveland	18d.1		
chew	6m.1	circuit	32b.2	clever	12k.4		
Cheyenne	18d.1	circular	32b.3	cleverly	31g.1		
Chicago	18d.1	circulate	23i.3	click	19e.1		
chick	4d.1	circulation	2x.1	cliff	20d.1		
chicken	4j.3	circulation	23k.1.1	climate	40a.1		
chief	1c.4	circulatory	23k.1	climax	47a.3		
child	9d.2	circumference	3d.2	cling	44b.3		
childhood	7f.3	circumstance	51a.3	clinic	21h.1		

clink	19e.2	coffee	6h.1	common	7k.1
clipper	8e.5	coin	28c.2	common	42a.2
cloak	17f.2	coke	29a.5	commonwealth	25c.1
clock	7b.1	cold	37b.2	commotion	19a.3
clockwise	2k.7	cold	52a.2	communicate	10a.2
clod	29e.1	collapse	2p.1	communist	9o.1
clog	2f.5	collar	4n.1	community	25c.5
clop	19e.1	collar	17b.3	compact	3a.2
close	2u.1	collect	25a.5	comparative	27a.3
close	14k.2.	collection	25a.1	comparison	27c.1
closeness	14k.2	collective	25a.1.2	compartment	22a.2
closet	30a.1	collector	25a.1.1	compass	3c.1
closure	2r.1	college	21f.1	compete	34a.2.1
cloth	17k.1	collide	33a.4	competition	34a.2
clothes	17a.1	collie	4b.3	complain	10b.2
clothespin	8h.2	collision	33a.1	complaint	10b.5
clothing	17a.1	cologne	17g.6	complete	2e.1
cloud	16d.3	colon	35a.3	complete(ly)	3k.1
cloud	40c.1	colonial	7f.5	completion	2e.1.1
clover	24e.4	colonist	9i.1	complex	55b.1
cloves	6g.2	colony	18a.3	complexion	23b.1
clown	1h.2	color	15i.3	compose	12d.1
club	25b.4	color	58a.3	composer	1g.2
cluck	19d.1	Colorado	18c.1	composite	25a.2
clue	12d.5	colorful	58a.3.1	composition	15b.1
clump	25a.4	colorless	58a.3.1	compound	25a.2
clumsy	43a.4	colossus	3a.3.1	compound	59a.1
cluster	25a.4	colt	4d.1	comprehend	12d.2
clutch	44b.1	Columbus	18d.1	compress	2r.2
clutter	41a.1	comb	17g.4	compression	2r.1
coach	1d.5	combat	33c.1	compressor	8b.2
coach	12g.2	combination	25a.2	compulsive	13b.7
coal	29b.2	combine	2v.2	compute	12d.1
coarse	57a.3	combustion	52c.1	computer	8L.2
coast	16g.2	come	2g.7	comrade	9e.1
coastal	20b.3	comedy	15b.2	concave	32b.3
coat	17f.1	comfort	5L.1	concede	36b.2
coax	10e.2	comfortable	5L.5	conceit	13b.2
cob	24e.2	comfortable	56a.2	conceivably	31b.1
cobalt	29a.3	comet	20h.5	concentration	12f.1
cobbler	1n.1	comic	1h.2	concern	5d.2
cobblestone	29b.2	comma	35a.3	concert	47b.2
cock	4j.3	command	10g.2	conclude	12d.2
cockpit	11f.4	commandment	15h.1	conclusion	39a.1
cockroach	4k.2	comment	10a.1	concord	27a.2
cocoa	6c.4	commerce	28c.1	concrete	22d.1
coconut	6i.5	commercial	15f.2	concurrently	7i.4
cocoon	4m.2	commission	25e.1	condemn	10b.8
cod	4h.2	commit	2d.1	condensation	16d.2
code	35c.2	committee	25e.1	condense	2r.2

conduct	47b.5	contemplation	12a.1	cornerstone	22d.1.1
conductor	1g.2	contemporaneously	7i.4	cornfield	20f.1
conductor	47b.5.1	content	5L.5	corps	25d.2
cone	32b.1	contentment	5L.1	corral	4m.1
confederacy	25c.1	contest	34a.2	correct	10b.6
confederate	9o.1	contestant	1d.2	correct	26a.3
conference	25e.2	context	51a.3	correctly	31f.1
confess	10h.1	continent	18b.2	correspond	10a.2
confide	10h.1	continental	18b.2.1	correspondence	15f.1
confidence	13e.1.1	continual	7k.1	corridor	30a.2
confident	13e.1	continue	7k.7	cosmetics	17g.7
conflict	33c.1	continuous	7k.1	cost	28b.2
confront	10b.6	contract	15h.2	costly	28e.1
confuse	12g.5	contraction	2r.1	costume	17a.1
confusion	5n.3	contractor	1p.1	cot	30d.5
congregation	25e.3	contraption	8a.2	cottage	21b.1
congress	25c.3	contrariwise	27d.2	cotton	17k.3
congressman	1c.1	contrastingly	27d.2	cottonwood	24b.1
congresswoman	1c.1	contribute	33d.1	couch	30d.3
congratulate	10d.4	contribution	28a.4	cougar	4b.1
congratulations	10d.3	control	10g.5	cough	19c.2
congruent	42a.2	convenience	56a.1	could	50c.1
conjunction	35b.4	convenient	56a.2	couldn't	46a.1
connect	2v.2	convent	21i.1	council	25e.1
Connecticut	18c.1	convention	25e.2	councilor	1c.1
connection	2v.1	conversation	10a.3	counselor	1i.2
conquer	36d.1	converse	10a.2	counselor	1y.1
conquest	36d.3	conversely	27d.2	count	49d.1.2
conscience	12a.1	convert	10c.1	countdown	3d.3
conscious	12c.1	convex	32b.3	counter	30d.2
consent	10g.4	convey	10c.2	counterclockwise	2x.7
consequence	39a.1	conveyor	11b.3	countless	3g.4
consequently	39b.2	convince	10e.1	country	18b.1
consider	12a.3	cook	6k.1	country	25c.2
consideration	13a.2	cookbook	15c.3	countryman	9i.4
console	5L.4	cookie	6c.2	couple	3g.9
consonant	35b.2	cool	52a.2	courage	13n.2
constant	7k.1	coop	4m.1	courageous	13n.4
constellation	20h.4	cooperate	10g.4	course	11h.8
constitution	15h.2	copilot	1v.1	court	21g.2
constitutional	15h.2.1	copper	29a.1	courteous	13a.8
construct	22f.3	copra	6i.5	courtesy	13a.2
construction	21a.1	copy	15i.2	courtyard	20g.1
construction	22f.1	copy	27a.6	cousin	9n.9
consul	1c.1	coral	29b.1	cove	16f.3
consult	10f.2	cord	8h.4	cover	22b.1
consume	6m.2	cork	22b.1	cover	30f.1
contact	44a.1.1	corkscrew	8m.4	cow	4c.3
container	22a.1	corn	6j.3	cowboy	1f.3
contaminate	41a.1.1	corner	14b.1	cower	5c.1

cowgirl	1f.3	critical	26c.1	curiosity	12f.1
cowhand	1f.3	criticism	10b.5	curiously	31c.1
coyote	4b.2	criticize	12j.2	curl	32b.2
cozy	5L.5	critter	4a.1	current	7g.4
crab	4i.2	croak	19d.1	current	16f.4
crack	20c.3	crocodile	4c.3	curry	6g.2
cracker	6d.4	crooked	32d.2	curse	10b.4
crackle	19e.2	crop	6b.2	curtain	30e.2
cradle	30d.5	croquet	34b.2	curtsy	48e.1
craft	1a.2	cross	32d.1	curvature	32b.2
craftsman	1a.1	crossroad	11h.2	curve	32b.2
crag	20d.2	crouch	2q.1	cushion	30f.1
cram	2r.3	crow	4j.1	custard	6c.3
cramp	2r.3	crowbar	8e.3	custodian	1r.1
cranberry	6i.3	crowd	25b.1	custom	12L.1
crane	4j.4	crown	17d.1	customary	7k.1
crank	8j.2	crude	29c.1	customary	42a.2
crash	33a.1	cruel	5f.1.1	customer	1m.1
crate	22a.3	cruelty	5f.1	cut	8g.4
crater	20c.4	cruise	11g.1	cute	43c.1
crave	5q.1	crumb	3f.5	cutter	1f.5
crawl	48b.1	crumble	2r.4	cycle	7d.1
crayfish	4i.2	crumple	2r.4	cyclone	40b.3
crayon	15g.2	crunch	19e.1	cylinder	32b.1
crazy	13o.1	crush	33a.3	czar	1c.3
creak	19e.1	crystal	29b.1		
cream	6f.1	cry	19c.5		
crease	20c.3	cub	4d.1		
create	12d.1	cube	32c.2	**D**	
creative	12k.5	cubic	32c.2.1	dab	44a.2
creature	4a.1	cuckoo	4j.2	dad	9n.3
credit	28a.6	cucumber	6j.1	daddy	9n.3
creek	16f.1	cuff	17b.3	daffodil	24d.3
creep	48b.1	culminate	2e.1	dagger	8f.2
cremation	54a.4	cult	25c.6	daily	7k.5
crest	20d.2	cultivate	29f.1	dainty	43d.1.1
crevasse	20c.4	cultivation	29f.1.1	dairy	21L.1
crevice	20c.4	culture	25c.5	daisy	2ᵈd.3
crew	25b.5	cumulonimbus	40c.1	dale	20c.1
crib	30d.5	cumulus	40c.1	Dallas	18d.1
cricket	4k.2	cuneiform	35c.1	dam	16i.4
crime	26a.2	cunning	12k.1.1	damage	33a.3
criminal	9g.5	cunningly	31g.1	dame	9b.1
crimson	58a.1	cup	8m.5	damp	16b.8
crinkle	2r.4	cupboard	30d.4	dance	47b.3
cripple	37c.2	cupcake	6c.2	dance	48a.1
crisis	40d.2	cupful	3c.5	dancer	1h.1
crisp	57a.3	curb	30c.1	dandelion	24d.3
crisscross	32d.1	cure	33d.6	dandy	26c.4
critic	1c.2	curious	13p.1	danger	56b.2

dangerous	56b.3	deerskin	4L.1	derrick	11b.3
dangle	2b.2	defeat	36d.1	descend	2p.1
dare	10b.10	defend	33d.7	descendant	9n.2
dark	38c.1.1	defendant	1y.1	descent	2p.1.1
darken	38c.2	defense	34c.5	describe	10c.1
darken	41a.2	defensive	5m.2	deserve	5q.1
darkness	38c.1	define	12i.2	design	12d.1
darling	9e.2	definite	42c.1	design	17i.1
darn	17i.2	definitely	31a.1	designer	1g.1
dart	8n.5	definition	12i.1	desirable	26c.3
dash	7j.3	degree	3c.4	desire	5q.1
data	3h.2	Delaware	18c.1	desk	30d.2
date	7a.1.1	delay	2b.4	Des Moines	18d.1
daughter	9n.6	delegate	1c.1	desolate	20b.5
dawn	7c.1	deliberate	12a.3	despair	5h.1
day	7c.1	delicacy	6b.1	desperate	5b.3
daydream	12e.3	delicate	57b.4	desperation	5b.1
daylight	38a.1	delicious	6L.2	despise	5c.3
daytime	7a.1	delight	5k.1	despite	27d.4
daze	12e.3	delightful	26c.4	dessert	6a.3
dazzle	38b.1	delightfully	31e.1	destination	2g.1.1
deacon	1w.1	deliver	2i.7	destroy	33a.3
dead	54a.3.1	delta	16f.2	destroyer	11c.3
deadly	33b.4	demand	10g.2	destruction	33c.2
deaf	37b.3	democracy	25c.1	destructive	5f.2
deafening	19a.5	democratic	9o.3	detail	25d.2
dear	26c.6	demon	9f.4	detect	12g.3
death	54a.1	demonstrate	10c.1	detective	1j.1
debate	10b.5	demonstration	10a.1	determination	13b.2
debt	28b.2	den	30a.1	determine	12d.2
decade	7d.3	denominator	49c.2	detour	11h.1
decay	6k.3	denounce	10b.8	Detroit	18d.1
deceive	10b.3	dense	32f.2	develop	22f.4
December	7e.1	density	32f.2.1	develop	27c.3
decide	12j.1	dent	33a.2	developed	20b.4
decimal	3h.2	dentist	1u.1	development	22f.4.1
decimeter	3e.1	Denver	18d.1	development	51a.1
decision	12j.1.1	deny	10g.7	device	8e.1
deck	11f.3	depart	2g.4	devil	9f.4
declaration	10a.1	department	3f.6	devote	5o.3
declare	10c.4	departure	2g.1	devotion	13n.1
decline	10g.7	dependability	13b.1	devour	6m.2
decorate	30e.1.1	dependable	13b.5	dew	16d.1
decoration	30e.1	dependent	13d.2	dewdrop	16d.1
decrease	3g.7	deposit	2i.7	diagonal	14c.1
dedicate	10d.6	depot	21j.1	diagram	15e.1
deep	32f.2	depress	5i.1	dial	8i.1
deepen	32f.3	depth	32f.2.1	dialect	35a.2
deeply	3k.2	derby	34a.2	dialogue	10a.3
deer	4e.1	derive	12d.1	diameter	3d.2

diamond	29b.1	disagreeable	5g.1	disturb	5i.1
diaphragm	23h.1	disappear	2g.5	disturbance	33c.1
diary	15f.1	disappoint	10b.3	disturbingly	31c.1
dictation	1c.4	disappointingly	31c.1	ditch	20c.2
dictator	1c.4	disappointment	5h.1	dive	16b.6
diction	35a.2	disarray	55b.2	diver	1d.4
dictionary	15c.4	disaster	40d.2	divide	49d.1.2
did	50b.1	disastrous	40d.2.1	dividend	28a.6
die	54a.3	disbelief	5j.1	divine	13j.1
diesel	8b.3	discard	36a.2	divisible	49d.1.1
diet	6b.4	discontent	5d.3	division	49d.1
differ	27c.2.1	discharge	2s.4	divisor	49c.2
difference	27c.1	disconnect	2w.1	dizzy	37c.2
different	27c.2	discount	10b.1	do	2d.1
difficult	56a.3	discourage	10e.1	do	50b.1
difficulty	56a.1	discover	12g.3	dock	16i.3
diffusion	2s.1	discoverer	1k.2	doctor	1u.1
dig	8g.5	discovery	12d.5	document	15g.1
digest	23i.3	discuss	10a.2	doe	4e.1
digestion	23k.1.1	discussion	10a.3	does	50b.1
digestive	23k.1	disdain	5e.1	doesn't	46a.1
digger	1f.2	disease	37a.1	dog	4b.3
digit	3h.2	disgrace	10b.9	doggie	4b.3
dignify	5o.3	disguise	10b.3	doghouse	4m.1
dignitary	1c.1	disgust	5e.1	dogsled	11c.1
dike	16i.4	dish	8m.6	doing	50b.1
diligent	13b.7	dishonest	13m.1	dollar	28c.2
dilute	16b.7	dishwasher	1aa.1	dolphin	4h.1
dim	38c.2	disk	32b.1	dolt	9g.2
dime	28c.2	dislike	5e.1	dome	30b.3
diminish	2r.2	disloyalty	13n.1.1	domestic	30e.5
dine	6m.2	dismal	41a.3	dominate	10g.5
dingo	4b.2	dismay	5h.1	dominant	13c.1
dingy	41a.3	dismiss	36a.2	dominion	18a.6
dinner	6a.1	disobey	10b.1	don	17i.1
dinnertime	7a.1	disorder	55b.2	done	50b.1
dinosaur	4c.2	dispatch	2i.4	donkey	4e.2
dioxide	59a.2	displace	36a.2	don't	46a.1
dip	2p.3	display	53a.6	doodle	15i.1
diphtheria	37b.1	displease	5e.4	doom	40d.2
dipper	8m.3	dispose	36a.2	doorbell	19b.2
direct	10g.5	dissatisfied	5d.3	doorknob	8i.1
direction	10g.1	dissolve	16b.5	doorway	30a.2
direction	12g.1	distance	14a.1	dose	37f.2
direction	14a.1	distant	14k.1	dot	3f.1
director	1b.2	distinct	55a.1	double	3g.9
directory	25a.1	distinctive	55a.1	doubt	5n.3
dirigible	11d.2	distract	53b.5	doubtful	42c.2
dirt	29c.1	distress	5h.1	doubtless	31b.1
dirty	41a.3	distribute	2i.7	dough	6g.1
disagree	10b.1	district	20a.3	doughnut	6c.2

dove	4j.2	dues	28b.2	ebb	16b.3
down	14j.2	duet	47b.4	eclipse	20h.6
downfall	40d.2	duke	1c.3	economics	28c.1
downhill	14j.2	dull	32e.1	economy	28c.1
downpour	40b.2	dull	38e.2	ecstasy	5j.1
downstairs	14j.2	Duluth	18d.1	edge	14b.1
downstream	16h.1	dumb	12k.1.2	edition	15c.6
downtown	14j.2	dump	2p.2	editor	1q.1
downward	14j.2	dune	20d.1	educate	12g.2
doze	12c.4	dungeon	21c.2	education	1L.1
dozen	3g.5	duplicate	27a.6	eel	4i.1
draft	15i.3	durability	57b.1	eerie	5b.3
drag	2k.1	duration	7k.3	effect	39a.1
dragon	4c.2	dusk	7c.2	effective	39b.4
dragonfly	4k.1	dust	29c.2	efficient	13b.4
drain	16b.3	duty	13b.3	egg	6f.1
drake	4j.7	dwarf	9j.1	eight	3h.3
draw	15i.3	dwell	54a.2	eighteen	3h.3
drawbridge	11h.5	dweller	9i.2	eighteenth	3h.1
drawer	30d.4	dwelling	21b.1	eighth	3h.1
drawing	15c.1	dwindle	2r.2	eightieth	3h.1
dreadful	26d.2	dye	58b.1	eighty	3h.3
dream	12e.3	dynamite	8n.4	either	45c.1
dreary	41a.3			either	3i.1
dredge	11b.1			either...or	27d.3
drench	16b.7			elaborate	55b.1
dress	17c.3	**E**		elbow	23f.1
drift	16b.6	each	3i.1	elder	9d.3
drill	8e.2	each	45c.1	elect	51c.2
drink	6m.3	eager	13b.6	election	51c.1
drip	16b.1	eagerness	13b.1	electric	61a.1.1
drive	11g.1	eagle	4j.5	electrical	61a.1.1
driver	11g.2	ear	23c.1	electricity	61a.1
driveway	11h.4	eardrum	23e.1	electromagnetic	61a.1.1
drone	4k.1	earl	1c.3	electron	61b.2
droop	2p.3	earlier	7g.1.1	electronic	61a.1.1
drop	2p.2	earlobe	23c.1	electroscope	8k.1
droplet	16d.1	early	7g.1	elegant	43c.2
dropper	22a.4	earn	28d.1	element	3f.3
drought	40d.1	earnest	13b.7	elementary	26c.1
drown	16b.6	earphone	19b.1	elevate	2o.1
drowsy	12c.2	earth	20h.1	elevator	11b.3
drug	37f.2	Earth	20h.3	eleven	3h.3
drugstore	21d.1	earthquake	40d.1	eleventh	3h.1
drum	47c.1	earthworm	4k.2	elf	9f.1
drummer	1g.2	ease	56a.1	elk	4c.1
dry	16b.8	east	14c.1	elm	24b.1
duchess	1c.3	eastern	14c.1.1	else	27d.2
duck	4j.7	eastward	14c.1.1	else	39b.3
duckbill	4L.4	easy	56a.2	elsewhere	14d.1
duckling	4d.1	eat	6m.2	elves	9f.1

embankment	20d.2	enlarge	2s.2	eternal	7k.1
embarrass	10b.9	enlighten	12g.2	eternity	7f.2
embarrassment	5d.1	enlist	10e.1	euphemism	15a.1
ember	52d.1	enliven	5j.3	evaporate	16b.5
emblem	30e.3	enormous	3a.3	evaporation	16d.2
embrace	44b.3	enough	3j.4	eve	7e.2
embroider	17i.3	enough	45e.1	evening	7e.2
embroidery	17i.3.1	enrage	5e.4	event	51a.1
embryo	9d.1	enrich	32d.4	eventual	7h.2.1
emerald	29b.1	enter	14h.4	eventually	7h.1
emergency	40d.2	entertain	5k.3	evergreen	24b.1
emotion	5a.1	entertainer	1h.3	every	3i.1
empathize	5L.4	entertainment	51b.5	everybody	45e.1
empathy	5L.2	enthrall	5j.3	everyday	7f.1
emperor	1e.4	enthusiasm	13b.2	everyone	45e.1
emphasis	35a.2	enthusiastic	13b.6	everything	45e.1
emphasize	10e.5	entire	3g.3	everywhere	14d.1
empire	18a.6	entire(ly)	3k.1	evidence	12d.5
employ	1dd.2	entitle	15a.1.1	evident	42a.2
employee	1a.1	entrance	30a.2	evidently	31a.1
employer	1b.2	entrust	5o.3	evil	26d.2
employment	1a.2	envelope	15f.1	evolve	54b.4
empress	1e.4	environment	40h.2	exact	27a.3
empty	32g.1	environment	51a.3	exactly	3j.2
enable	33d.3	envy	5m.1	exaggerate	10b.3
enamel	58b.1	enzyme	37d.1	exaggeration	10b.11
enchant	5j.3	epidemic	37a.2	examination	10f.3
encircle	2x.5	equal	27a.3	examination	12e.1
enclose	2x.5	equality	27a.1	examine	12e.2
encompass	2x.5	equally	27b.2	exasperate	5i.1
encounter	2v.6	equation	49e.1	excavate	8g.5
encourage	10d.2	equilateral	32e.1.1	exceedingly	3k.1
encyclopedia	15e.4	equip	8a.1.1	excellent	26e.5
end	2e.1	equipment	8a.1	except for	27d.4
end	14f.1	equivalent	27a.3	exceptional	26e.5
endanger	56b.2.1	eraser	15g.2	exceptionally	3k.1
endeavor	51a.2	erect	32h.1	exchange	36a.3
endless	7k.1	error	26a.2	excite	5j.3
endpoint	14f.1	erupt	2s.4	excitement	5j.1
endurance	54b.1	escalator	11b.3	exclaim	10c.4
endure	54b.2	escape	36b.1	exclamation	10a.1
enemy	9g.3	escort	33d.5	exclamatory	35b.3
energetic	13b.6	especially	3j.3	exclusively	3j.2
enforce	10g.5.1	essential	26a.1	excrete	16b.1
engine	8b.1	essentially	31a.1	excursion	2g.2
engineer	1k.1	establish	22f.3	excuse	10g.3
engrave	15i.3	establishment	21a.2	exercize	34d.1
enjoy	5o.1	estate	21b.2	exhale	60d.1
enjoyable	5k.2	estimate	12d.4	exhausted	37c.1.1
enjoyment	5k.1	etch	15i.3	exhaustion	37c.1

fifteenth	3h.1	flake	16a.3	fly	4o.1		
fifth	3h.1	flame	52c.2	fly	11g.1		
fiftieth	3h.1	flannel	17k.3	foam	16e.2		
fifty	3h.3	flap	2L.2	focus	38e.1		
fig	6i.2	flare	38d.1	foe	9g.3		
fight	33c.1	flash	38b.1	foggy	40e.1		
fighter	1d.4	flat	32h.1	foil	22b.3		
figure	32a.1	flatboat	11e.7	fold	17i.1		
filament	38d.4	flatly	31a.1	folder	22a.1		
filbert	6j.4	flatten	32e.2	folk	9a.1.1		
file	25a.1	flavor	6c.4	follow	2h.2		
fill	32g.1.1	flaw	26a.2	food	6b.1		
film	8k.2	flax	24d.3	fool	9g.2		
filter	2f.5	flea	4k.1	foolish	26d.5		
filth	41a.1	fleck	3f.1	foolishly	31g.1		
filthy	41a.3	flee	36b.1	foolishness	10b.11		
fin	4L.5	fleece	4L.1	foot	3e.1		
finance	28c.1	fleet	7j.4	foot	23g.1		
finch	4j.2	flesh	23b.1	football	34b.1		
find	36f.1	flick	2j.1	foothill	20d.1		
fine	26c.4	flicker	52c.4	for	39b.1		
finger	23f.2	flier	1v.1	for all that	39b.2		
fingernail	23f.2	flight	2g.2	forbid	10g.7		
finish	2e.1	flimsy	57b.3	force	2t.1		
finite	3g.13	flinch	5c.1	force	10g.5.1		
fir	24b.1	fling	2j.1	forecast	12d.3		
fire	52c.1	flint	29a.3	forehead	23c.2		
firearms	8n.1	flip	2j.1	foreign	9i.3.1		
firecracker	8n.4	flipper	4L.5	foreigner	9i.3		
firefly	4k.1	float	16b.6	foreman	1b.2		
fireman	1j.1	flock	25b.3	foremost	26c.2		
fireplace	30b.1	floe	16a.4	foresee	12d.3		
fireproof	52b.1.2	flood	40d.1	forest	20e.1		
firewood	52e.2	floor	30b.2	forester	1f.5		
first	3h.1	flop	2q.2	forever	7k.5.1		
fish	4h.2	flora	24a.2	for example	27b.2		
fisher	1f.1	Florida	18c.1	forge	22f.3		
fisherman	1f.1	florist	1n.3	forget	12a.4		
fishery	21L.1.1	floss	41c.3	forgive	5o.3		
fishhook	8h.1	flounder	4h.2	forgiveness	13a.1		
fission	2r.1	flour	6g.1	fork	8m.1		
fissure	20c.3	flourish	54b.3	forlorn	5h.2		
fist	23f.2	flow	16b.3	form	22f.4		
fit	17i.1	flower	24d.1	form	32a.1		
five	3h.3	flue	30b.1	formal	43c.2		
fix	22f.5	fluff	2s.3	formation	32a.1.1		
fizz	19e.2	fluid	16a.1	former	7g.3		
fjord	16f.2	flurry	7j.2	formidable	57b.2		
flag	30e.3	flush	16b.3	formula	49c.1		
flagpole	22d.3	flutter	2L.2	fort	21c.1		
flagship	11e.3	fly	4k.1	for the fact that	39b.1		

fortification	21c.1	frightful	5b.3	galaxy	20h.2		
fortress	21c.1	frighten	5b.2	gale	40b.3		
fortunate	13g.1	frigid	52a.2	gallant	13n.4		
fortunately	31d.1	frolic	5k.4	galleon	11e.6		
fortune	28a.2	from	14g.1	gallery	21f.2		
forty	3h.3	from	39b.1	galley	11f.3		
fossil	4a.2.1	front	14f.2	gallon	3e.5		
foster	33d.3	frontier	20a.3	gallop	4o.3		
foul	26d.4	frost	16a.4	galvanometer	3c.1		
foundation	25e.1	froth	16e.2	gamble	42c.4		
founder	1b.4	frown	60a.1	game	34a.2		
fountain	16c.1	fruit	6b.3	gamesman	1f.1		
four	3h.3	frustrate	5i.1	gander	4j.7		
fourteen	3h.3	fry	6k.1	gang	25b.1		
fourteenth	3h.1	fuel	8c.1	gangplank	11f.3		
fourth	3h.1	fulfill	2e.1	gannet	4j.7		
fowl	4j.3	full	32g.1	gantry	8j.4		
fox	4e.8	fully	3k.1	gap	20c.3		
fraction	49b.2	fumble	2p.2	gape	53b.4		
fractional	3g.13	fume	17L.2	garage	30a.1		
fragile	57b.4	fun	5k.1	garbage	41a.1		
fragment	3f.3	fun	13i.1.1	garbageman	1r.1		
fragrance	17L.1	fund	28a.5	garden	20g.1		
frail	43a.5	fundamentally	31a.1	gardener	1f.4		
frail	57b.4	funeral	54a.4	gardenia	24d.3		
frame	32a.3	fungus	24e.1	gargle	6m.3		
framework	32a.3	funnel	16c.2	garlic	6g.2		
France	18b.4	funny	13i.1	garment	17a.1		
frankfurter	6d.5	fur	4L.2	gas	8c.1		
frankly	31a.1	furious	5e.5	gash	37e.1		
frantic	5b.3	furnace	8d.2	gasoline	8c.1		
frantic	13o.1	furnishing	30d.1	gasp	19c.2		
fraternity	25b.4	furniture	30d.1	gate	30c.2		
fray	33c.1	furrow	8g.5	gather	25a.5		
freckle	23b.4	furry	57a.5	gathering	25e.3		
free	28e.1	further	27b.2	gauge	3c.1		
free	13d.1	furthermore	27b.2	gaunt	43a.5		
free	36b.1	fury	5e.2	gay	5k.2		
freedom	36h.3	fuse	2v.2	gaze	53b.4		
freeway	11h.1	fuselage	11f.4	gazelle	4e.1		
freeze	16b.5	fusion	2v.2.1	gear	8b.2		
freezer	8d.3	fuss	7j.2	gee	10k.1		
freight	22a.5	future	7f.2	gelatin	6g.1		
freighter	11e.2	fuzzy	38e.2	gem	29b.1		
frenzy	7j.2			gene	37d.1		
frequent	7k.1			general	7k.1		
fresh	7g.4			general	3j.1		
Friday	7e.2	**G**		generate	22f.3		
friend	9e.1	gadget	8a.2	generation	7d.1		
friendship	13n.1	gaggle	25b.3	generator	8b.2		
fright	5b.1	gain	28a.6	generous	13a.7		

genetic	37d.1.1	glimmer	38a.2	grade	3e.4
genius	9L.1	glimpse	53b.3	graduation	51b.2
gentle	13a.3	glint	38a.2	grain	6j.3
gentleman	9c.2	glisten	38b.1	gram	3e.3
gentlemen	9c.2	glitter	38b.1	grammar	35a.1
geographer	1k.1	gloat	5e.3	grand	3a.3
geographic	20b.1	global	20h.1.1	grandchildren	9n.8
geographical	20b.1	globe	20h.1	grandfather	9n.8
geography	1L.2	gloom	38c.1	grandma	9n.8
geological	1L.2.1	glorious	13j.1	grandmother	9n.8
geologist	1k.1	glory	13n.6	grandpa	9n.8
geology	1L.2	gloves	17c.2	grandparent	9n.8
geometry	49a.1	glow	38b.1	grandson	9n.8
Georgia	18c.1	glower	53b.4	granite	29b.2
geranium	24d.3	glue	22g.1	granny	9n.8
germ	37d.1	gnat	4k.1	grant	28a.5
Germany	18b.4	gnaw	6m.1	grape	6i.2
germinate	54a.5	gneiss	29a.5	grapefruit	6i.4
get	2i.3	go	2g.8	grapevine	24e.2
get	36e.1	goal	34c.4	graph	15e.1
get to	50d.1	goat	4e.4	graphite	29a.4
geyser	16f.1	goatskin	4L.1	grass	24e.4
ghost	9f.2	gobble	19d.1	grasshopper	4k.1
ghostly	26d.2	goblin	9f.4	grassland	20e.1
giant	3a.3	god	9f.3	grate	8g.3
giant	9j.1	goggles	17d.2	grateful	13a.4
giddy	5k.2	gold	29a.1	gratitude	5o.2
gift	28a.4	gold	58a.1	grave	56b.3
giggle	19c.4	golden	58a.1	gravel	29b.2
gill	4L.7	goldfish	4h.3	gray	58a.1
gimmick	34e.1	goldsmith	1n.1	graze	4o.2
gin	6h.2	golf	34b.2	grease	8c.1
ginger	6g.2	gondola	11e.7	greasy	6L.4
gingerbread	6c.2	gong	19b.2	great	3a.3
giraffe	4e.7	good	26c.4	greatly	3k.2
girl	9b.2	goodby	10k.3	greatness	26c.6.1
girlfriend	9e.2	good-bye	10k.3	greed	5m.1
give	2i.6	goodness	13a.1	greedy	5q.2
glacier	16a.4	goose	4j.7	green	58a.1
glad	5k.2	gorge	6m.2	greenery	24a.2
glance	53b.3	gorgeous	43c.2	greenhouse	21k.1.1
gland	23j.3	gorilla	4g.1	Greenland	18b.3
glare	53b.4	gossip	9g.1	greet	10d.5
glass	8m.5	govern	10g.5	greeting	10d.1
glasses	17d.2	government	25c.3	greyhound	4b.3
gleam	38a.2	governor	1c.1	grid	25a.3
glee	5k.1	gown	17c.3	griddle	8d.1
gleeful	5k.2	grab	44b.1	grieve	5h.3
glen	20e.1	grace	13b.2	grill	6k.1
glide	11g.1	graceful	43a.4	grim	26d.4
glider	11d.2	gracious	13a.8	grime	41a.1

grin	60a.1	guy	9c.2	hardly	3j.6
grind	8g.3	gym	21g.2	hardware	8a.2
grip	8i.1	gymnast	1d.4	hare	4f.1
grip	44b.1	gypsy	9h.2	hark	19a.4
grit	41a.1			harm	33b.2
groan	19c.5			harmful	56b.3
grocer	1n.2			harmless	56b.4
grocery	21d.2	**H**		harmony	27a.2
groom	9n.7	ha	10k.1	harness	4n.1
groove	20c.3	habit	12L.2	harp	47c.2
grope	44a.1	habitat	21b.1	harpoon	8f.2
grouch	9g.4	habitual	7k.1	Harrisburg	18d.1
ground	29e.1	hack	8g.1	harrow	11b.1
group	25a.1	had	50b.2	harsh	19a.5
grove	20e.1	had best	50d.1	Hartford	18d.1
grow	54b.4	had better	50d.1	harvest	29f.1
grower	1f.4	hadn't	46a.1	has	50b.2
growl	19d.1	hail	16a.2	hasn't	46a.1
grown-up	9d.3	hair	23b.3	haste	7j.2
growth	24a.2	hairline	23b.3	hasten	7j.3
grub	29f.1	hale	37a.3	hastily	7j.5.1
grudge	5e.2	half	3g.9	hasty	7j.5
gruff	5g.1	halibut	4h.2	hat	17d.1
grumble	19c.5	hall	30a.2	hatch	54a.5
grumpy	5g.1	hallow	32g.1	hatchet	8f.1
grunt	19d.1	hallucinat.	12e.6	hate	5e.3
guard	1t.2	hallucination	12e.3	hatred	5e.1
guardian	9n.4	hallway	30a.2	haul	2k.1
guess	12d.4	halt	2f.1	haunch	23g.2
guest	9h.1	ham	6e.1	haunt	5b.2
guide	33d.5	hamburger	6d.5	have	36c.2
guilt	5d.1	hammer	8e.4	have	50b.2
guilty	5d.1.1	hammock	30d.5	haven	21b.1
guilty	26a.5	hamster	4f.2	haven't	46a.1
Guinea	28c.2	hand	23f.2	have to	50d.1
gulch	20c.1	handful	3e.5	Hawaii	18c.1
gulf	16f.3	handicap	37a.1	hawk	4j.5
gull	4j.7	handkerchief	17g.1	hay	24e.4
gully	20c.1	handle	8i.1	hazardous	56b.3
gulp	19c.2	handsome	43c.1	haze	16d.3
gum	6c.3	handwriting	15i.6	he	45a.1
gums	23d.1	handwritten	15i.6.1	head	23c.1
gun	8n.3	hang	2b.2	headache	37c.1
gunpowder	8n.4	happen	2d.2	headdress	17d.1
gunwale	11f.3	happening	51a.1	heading	15a.2
guppy	4h.3	happily	31d.1	headlight	11f.2
gurgle	19e.1	happiness	5k.1	headline	15c.5
gush	16b.2	happy	5k.2	headlong	7j.5.2
gusher	16f.1	harbor	16i.1	headquarters	21e.1
gust	40b.3	hard	57a.2	headwaters	16f.2
gutter	30c.1	harden	57a.6	heal	33d.6

health	43a.3	hidalgo	1c.2	homestead	21b.1
health	37a.3.1	hide	4L.1	homeward	14k.3
healthful	37a.3	hide	36f.2	homework	12c.3
heap	25a.4	high	14i.4	hominy	6j.1
hear	19a.4	highland	20d.1.1	honest	13n.7
heart	23h.1	highly	3k.2	honest	26a.6.1
hearth	30b.1	highness	1c.2	honestly	31a.1
heat	52a.3.1	highway	11h.1	honesty	26a.6
heater	8d.2	hike	48a.2	honey	6c.1
heave	2j.1	hill	20d.1	honk	19d.1
heaven	18a.2	hillside	20d.2	honor	13n.6
he'd	46e.1	hilltop	20d.2	honorable	13n.5
hedge	30c.2	hind	14f.1	hood	17d.1
heel	23g.1	hinge	8h.1	hoof	4L.5
height	32f.1.1	hint	10e.3	hook	8h.1
heir	9n.2	hips	23a.2	hoop	22d.4
Helena	18d.1	hire	1dd.2	hoot	19d.1
helicopter	11d.1	hiss	19d.1	hop	48d.1
helium	59a.2	historian	1e.2	hope	5n.1
he'll	46c.1	historic	7f.5	hopeful	5n.2
hello	10k.3	historical	7f.5	hopefully	31h.1
helm	11f.3	history	7f.5.1	hopeless	5n.2
helmet	17d.1	hit	44a.3	hopper	22a.6
help	33d.1	hitch	2v.7	horde	25a.4
helpless	13L.1	hitherto	7h.2	horizon	20a.3
helter skelter	7j.5.2	hive	4m.2	horizontal	14c.1
hem	17b.2	ho	10k.1	horn	19b.2
hemlock	24b.1	hoarse	19a.5	horneblende	29a.4
hemoglobin	23i.1	hobble	48a.3	hornet	4k.1
hemp	24d.5	hobby	34a.1	horrible	26d.2
hen	4j.3	hockey	34b.1	horrify	5b.2
hence	39b.2	hoe	8e.6	horror	5b.1
her	45b.1	hog	4e.5	horse	4e.2
herald	10c.4	hogan	21b.1	horseback	4o.5
herd	25b.3	hoist	2o.1	horseless	4o.5
herdsman	1f.3	hold	44b.1	horseman	1d.4
here	14d.1	holder	22a.1	horseshoe	4n.1
here's	46d.1	hole	20c.2	hose	16c.2
hermit	9g.4	holiday	51b.1	hospital	21h.1
hero	9k.1	Holland	18b.4	hospitality	13a.2
heroic	13n.4	holler	19c.3	host	9c.2
heroine	9k.1	hollow	32g.1	hostess	9b.1
herring	4h.2	holly	24d.4	hostile	5e.5
hers	45b.1	holy	13j.1	hot	52a.3
he's	46d.1	home	21b.1	hothouse	21k.1
hesitate	2b.3	homeland	18a.1	hound	4b.3
hexagon	32c.1	homely	43c.3	hour	7c.3
hey	10k.1	homemade	30e.5	hourly	7k.3
hi	10k.3	Homer	34c.4	house	21b.1
hiccup	19c.2	homesick	5i.4	household	9n.1
hickory	24b.1	homespun	30e.5	housewife	9b.1

infection	37b.2	instant	7c.3	invent	12d.1
inferno	52c.1	instant	7j.5	invention	12d.5
infinite	3g.4	instance	51a.1	inventor	1k.2
infirmary	21h.1	instinct	12L.2	invert	2x.3
inflate	2s.2	institute	25e.1	invertebrate	4a.2
influence	10e.1	instruct	12g.2	invest	28d.1
influence	39a.4	instruction	10g.1	investigate	12c.2
influenza	37b.2	instruction	12g.1	investigation	12c.1
informal	17j.2	instructor	1i.1	invite	10d.5
information	12d.5	insulate	52b.1.1	involve	2v.4
infrequent	7k.2	insulation	52b.1	inward	14h.1.1
ingredient	6g.3	insulator	52b.1	iodine	37f.2
inhabit	54a.2	insult	10b.9	ion	61b.2
inhabitant	9i.2	insurance	28a.8	Iowa	18c.1
inhale	60d.1	intelligence	12k.1	Iran	18b.4
inherit	36e.1	intelligent	12k.1.1	iron	29a.1
inheritance	28a.5	intense	3k.2	ironically	31c.1
initial	7g.3	intensity	19a.6	irregular	7k.2
initial	2c.1.3	intent	39a.2	irrigate	29f.1
initially	7g.2	interest	12f.1	irrigation	29f.1.1
initiate	39a.3	interim	7d.1	irritable	5g.1
initiation	2c.1.1	interior	i4h.1	irritate	5e.4
inject	14h.4	internal	14h.1.2	is	50a.1
injure	33b.1	international	25c.2.1	is about to	50d.1
injury	37a.1	interpret	12i.2	is apt to	50d.1
ink	15g.2	interpretation	10j.1	is bound to	50d.1
inland	14h.1.1	interrogative	35b.3	is certain to	50d.1
inland	16h.1	interrupt	2b.4	is going to	50d.1
inlet	16f.3	interruption	2b.4.1	island	16g.1
inmate	1t.1	intersect	2v.5	isle	16g.1
inn	21b.4	intersection	11h.2	is liable to	50d.1
inning	34c.4	interval	7d.1	isn't	46a.1
innocence	26a.6	interview	10f.2	isolate	5p.2
innocent	26a.6.1	intestine	23h.1	isotope	61b.2
in part	3j.5	in that	39b.1	Israel	18b.4
in particular	3j.2	in that case	39b.3	issue	15c.6
inquire	10f.2	in the beginning	7g.2	is sure to	50d.1
inscribe	15i.3	in the end	7h.2	it	45a.1
inscription	15a.2	in the interim	7i.4	italicize	15i.4
insect	4k.1	in the least	3j.6	italics	35c.1
insert	14h.4	in the least bit	3j.6	Italy	18b.4
inside	14h.1.1	in the meantime	7i.4	item	3f.3
insignificant	26d.1	in the slightest	3j.6	its	45b.1
insist	10g.2	intrigue	12f.1	it's	46d.1
in some respects	3j.5	introduce	2c.1	I've	46b.1
inspect	12c.2	introduction	2c.1.1	ivory	4L.6
inspection	12c.1	introductory	2c.1.3		
inspector	1j.1	invade	36e.3		
inspire	10d.2	invaluable	26c.5		
install	22f.4	invariable	7k.1		
installation	21a.2	invasion	33c.3		

J

jab	44a.2
jackal	4b.2
jacket	17f.1
Jackson	18d.1
Jacksonville	18d.1
jade	29b.1
jag	20d.2
jail	21c.2
jam	6c.1
janitor	1r.1
January	7e.1
Japan	18b.4
jar	22a.8
javelin	34c.2
jay	4j.1
jealous	5m.2
jealousy	5m.2.1
jeans	17c.2
jeep	11a.2
jeer	10b.9
jellyfish	4i.1
jerk	2n.1
jet	8b.3
jewel	29b.1
jewelry	17g.5
jigsaw	8e.5
jingle	19e.1
job	1a.3
jog	34d.1.1
jog	48a.1
jogging	34d.1
join	2v.2
joke	5k.5
jolly	5k.2
jolt	2n.1
jot	15i.1
journal	15c.5
journey	2g.2
journeyman	1b.1
joust	34b.4.1
jousting	34b.4
joy	5k.1
joyful	5k.2
joyous	5k.2
jubilation	5j.1
judge	1y.1
judge	12j.2
judgment	12j.1.1
jug	22a.8
juggle	2L.3
juggler	1h.2
juice	6h.1
juicy	6L.3
July	7e.1
jumble	2L.3
jump	48d.1
June	7e.1
jungle	20e.1
junior	9d.2
junk	41a.1
Jupiter	20h.3
juror	1y i
just	3j.2
just	13n.7
just	26a.1.1
justice	26a.1
justly	31f.1
jut	2n.1
jute	24d.5

K

kangaroo	4f.1
Kansas	18c.1
Kansas City	18d.1
keel	11f.3
keelboat	11e.7
keep	36f.2
keg	22a.6
kelp	24e.1
kennel	4m.1
Kentucky	18c.1
kerchief	17g.1
kernel	6j.3
kerosene	8c.1
kettle	8m.2
key	8h.5
khaki	17k.3
kick	48c.1
kid	9d.2
kidney	23h.1
kill	33b.2
killer	9g.5
kilogram	3e.3
kilometer	3e.1
kimono	17c.3
kind	13a.5
kindergarten	21f.1
kindness	13a.1
kind of	3j.4

king	1c.3
kingdom	18a.6
kiss	60c.1
kitchen	30a.1
kite	11d.2
kitten	4d.1
kitty	4d.1
knapsack	22a.10
knee	23g.2
knead	6k.2
knife	8f.2
knife	8m.1
knight	1c.3
knit	17i.3
knob	8i.1
knock	44a.3
knot	8h.4.1
know	12g.6
knowledge	12g.6.1
knuckle	23f.2
Koran	15c.4
krypton	59a.3

L

lab	21f.3
label	15a.2
labor	1a.3
laboratory	21f.3
laborer	1a.1
lack	3g.11
lacquer	58b.1
lad	9c.1
ladder	8j.4
ladle	8m.3
lady	9b.1
ladybug	4k.1
lagoon	16f.2
lakeside	16g.2
lamb	4e.4
lame	37b.3
lamp	38d.3
lamplight	38a.1
lance	8f.2
landlord	1b.2
landmark	21m.1
landslide	40d.1
lane	11h.4
language	35a.1
lanky	43d.1

logical	12k.3	lump	23b.4	man	9c.2
lollipop	6c.3	lunar	20h.3.1	manage	10g.5
lone	3g.12	lunch	6a.1	manager	1b.2
loneliness	42b.1	lung	23h.1	mane	4L.2
lonely	5i.4	lungfish	4i.1	maneuver	12h.1
long	7k.1	lurch	2n.1	manganese	29a.4
long	32f.1	lurk	48b.2	mankind	9a.1.1
longevity	7k.3	lust	5m.1	manner	5r.2
longhorn	4e.3			manor	21b.2
longitude	3d.1			mansion	21b.2
look	53b.1			mantis	4k.1
loop	32b.2	**M**		mantle	17f.2
loosen	2w.2	ma	9n.5	manual	15c.1
lope	48a.1	ma'am	9b.1	manufacture	22f.3
lord	1c.4	macaroni	6d.1	manufacturer	1p.1
Los Angeles	18d.1	machine	8a.1	manuscript	15g.1
lose	36a.1	machinery	8a.1	many	3g.8
lose	36d.1	madame	9b.1	maple	24b.1
loser	1d.1	magazine	15c.5	mar	33a.2
loser	36d.5	magic	34e.1	marble	29b.2
loss	28b.2	magical	34e.1.1	March	7e.1
loss	36d.4	magician	1h.2	march	48a.2
lot	3g.2	magma	29a.5	mare	4e.2
lot	20a.1	magnificent	26c.5	margarine	6f.1
lotion	41c.2	magnify	2s.2	margin	14b.1
loud	19a.5	mahogany	24b.1	marigold	24d.3
loudspeaker	19b.1	maid	1z.1	marines	25d.1
Louisiana	18c.1	maiden	9b.2	market	21d.2
Louisville	18d.1	mail	2i.4	maroon	5p.2
lounge	2b.5	mailbox	30c.2	marriage	2v.3
love	5o.1	mailman	1bb.1	marrow	23j.3
lovely	43c.1	main	26c.2	marry	2v.2
lover	9e.2	Maine	18c.1	Mars	20h.3
low	14i.4	mainland	16g.2	marsh	16f.1
lower	2p.2	mainly	3j.3	marshmallow	6c.3
lowland	20d.1.1	maintain	22f.5	marvel	5j.2
loyal	13n.7	maintenance	22f.5.1	marvelous	26c.5
loyalty	13n.1	maize	6j.3	Maryland	18c.1
lubricate	11g.1	majestic	43c.2	mason	1x.1
lubrication	8c.1	majesty	1c.2	mass	25b.1
luck	13g.1.1	major	26c.2	Massachusetts	18c.1
luckily	31d.1	majority	3g.5	massacre	33b.2
lucky	13g.1	make	22f.3	massive	3a.3
luggage	22a.10	malaria	37b.1	mast	11i
lukewarm	52a.3	male	9c.2	master	1c.2
lull	19a.2	mallard	4j.7	mat	30d.5
lullaby	15d.2	malt	6j.3	match	27a.4
lumber	22c.1	mama	9n.5	match	34a.2
lumberjack	1f.5	mamma	9n.5	mate	9e.2
lumberman	1f.5	mammal	4a.2	material	17k.1
luminous	38a.4	mammoth	3a.3	material	22c.1

233

math	49a.1	merchandise	6b.2	millionaire	9m.1
mathematics	49a.1	merchant	1m.2	millionth	3h.1
mathematician	1k.1	merciless	5f.1.1	Milwaukee	18d.1
mattress	30d.5	mercury	29a.3	mimic	27a.6
mature	54b.4	Mercury	20h.3	mince	8g.3
maximum	49b.1	mercy	13a.1	mind	23c.1
May	7e.1	mere	3j.5	mine	45b.!
may	50c.1	merge	2v.2	miner	1f.2
maybe	10k.2	meridian	3d.2	mingle	2v.6
maybe	31b.1	mermaid	9f.1	miniature	3a.2
mayor	1c.1	merry	5k.2	minimum	49b.1
me	45a.1	mesa	20e.1	minister	1w.1
mead	6h.2	message	15f.1	mink	4f.2
meadow	20e.1	messenger	1bb.1	Minnesota	18c.1
meal	6a.1	messy	43b.1	minnow	4h.3
mealtime	7a.1	metal	29a.2	minor	9d.2
mean	5f.1.1	meteor	20h.5	mint	28f.1
meaning	12i.1	meteorologist	1k.1	minus	49d.1.2
meanness	5f.1	method	12h.1	minute	7c.3
meanwhile	7i.4	metric	3e.4	miracle	33d.8
measure	3b.1	metropolitan	20b.4	miraculous	13j.1
measurement	3b.1	Mexico	18b.4	mirror	11f.2
meat	6b.3	Miami	18d.1	mischief	13m.1.1
mechanic	1x.1	mica	29a.4	mischievous	13m.1
mechanical	8a.1.2	Michigan	18c.1	miser	9m.1
mechanism	8a.1	microbe	37d.1	miserable	5i.3
medal	28a.7	microscope	8k.1	mishap	33a.1
median	49b.2	microscopic	3a.2	misjudge	12j.2
medicine	1L.2	mid	14f.3.1	misplace	36a.1
medicine	37f.2	midday	7c.1	miss	5q.1
medieval	7f.5	middle	14f.3	missile	8n.2
medium	3g.9.1	midget	9j.1	mission	21i.1
medula	23c.3	midnight	7c.2	missionary	1w.1
meek	13L.1	midst	14f.3	Mississippi	18c.1
meet	2v.6	midstream	16h.1	Missouri	18c.1
mellow	5L.5	midway	14f.3	misspell	15i.2
melody	15d.2	midwest	14e.1	mist	16d.3
melon	6i.1	might	43a.3	mistake	26a.2
melt	16b.5	might	50c.1	mister	9c.2
member	3f.3	migrate	2g.6	mistress	9b.1
membership	25e.4	migration	2g.2	mite	4k.1
membrane	23b.1	mild	13L.1	mitt	17e.2
memorable	26c.3	mild	3j.5	mittens	17e.2
memorial	21m.1	mile	3e.1	mix	6g.1
memorize	12a.2	military	1L.1	mixture	25a.2
memory	12a.1	milk	6h.1	moan	19c.5
Memphis	18d.1	milkman	1n.2	moat	16i.4
mend	17i.2	mill	21e.2	mob	25b.1
mention	10c.2	millennium	7d.3	mobile	2a.1.1
menu	15c.3	miller	1n.3	moccasin	17e.1
meow	19d.1	million	3h.3	mockingbird	4j.2

model	1h.1	mortuary	21h.2
moderate	3j.5	mosaic	47d.2
modern	7g.4	mosquito	4k.1
modernize	22f.5	moss	24e.1
modest	13k.1.1	most	3g.8
modesty	13k.1	most	3k.1
modifier	35b.4	mostly	3j.3
modify	22f.5	motel	21b.4
moist	16b.8	moth	4k.1
moisten	16b.7	mother	9n.5
moisture	16d.1	motion	2a.1
mold	22f.4	motionless	2a.1.1
mole	4f.2	motive	39a.2
molecule	61b.1	motor	8b.1
molecular	61b.1.1	mount	2o.2
molasses	6c.1	mountain	20d.1
mollusk	4i.3	mountainous	20b.3
mom	9n.5	mountainside	20d.2
moment	7c.3	mountaintop	20d.2
momentarily	7h.1	mourn	5h.3
momentary	7k.2	mouse	4f.2
momma	9n.5	mouth	23d.1
monarch	1c.4	mouthful	3c.5
monastery	21i.1	movable	2a.1.1
Monday	7e.2	move	2i.1
money	28c.1	movement	2a.1
monitor	3b.1	movie	47a.2
monk	1w1	mow	8g.2
monkey	4g.1	mower	8e.5
monsoon	40b.2	much	3k.2
monster	4c.2	mucus	23i.1
monstrous	3a.3	muddy	41a.3
Montana	18c.1	muffin	6d.3
Montgomery	18d.1	muffle	2f.5
month	7d.3	muffler	17g.1
monument	21m.1	mug	8m.5
moo	19d.1	muggy	40e.1
mood	5a.1	mulberry	24b.1
moon	20h.3	multiple	49b.2
moonlight	38a.1	multiplication	49d.1
moor	16f.2	multiply	49d.1.2
mooring	11h.9.2	mumble	19c.6
mop	41c.1	mumps	37b.2
moral	13n.5	munch	6m.1
more	3g.8	mural	47d.2.1
more	3k.2	murder	33b.2
more or less	3j.4	murky	38e.2
moreover	27b.2	murmur	19c.6
morgue	21h.2	muscle	23j.2
morning	7c.1	muscular	43a.1
morrow	7f.1	muse	12a.3

museum	21f.2
mush	6d.2
mushroom	24e.1
music	15d.2
music	47b.1
musical	47b.1.1
musician	1g.2
musket	8n.3
muskrat	4f.2
must	50c.1
mustache	23b.3
mustang	4e.2
mustard	6g.2
mustn't	46a.1
mutt	4b.3
mutter	19c.6
mutton	6e.1
muzzle	4n.1
my	45b.1
mysterious	42c.2
mystery	12d.5.1
mystify	12g.5
myth	15b.2
mythology	15b.2

N

nail	8h.1
nails	23.f.2
naked	17j.3
name	15a.1
namely	27b.3
nap	12e.3
napkin	30f.1
narrator	1c.2
narrow	32f.2
Nashville	18d.1
nation	18b.1
nation	25c.2
national	25c.2.1
nationalist	9o.1
native	9i.3
naturalist	1k.1
naturally	31c.1
nature	40a.2
naughty	13m.1
naval	25d.1.1
navigable	11g.1.1
navigate	11g.1
navy	25d.1

near	14k.2,1	nightfall	7c.2	notebook	15g.1
nearby	14k.2.1	nightingale	4j.2	noteworthy	26c.3
nearly	3j.7	nightly	7k.5	nothing	45e.1
neat	43b.2	nightmare	12e.3	notice	53b.5
Nebraska	18c.1	nine	3h.3	notify	10c.1
necessary	26c.1	nineteen	3h.3	not unnaturally	31c.1
necklace	17g.5	nineteenth	3h.1	noun	35b.4
necktie	17g.i	ninetieth	3h.1	nourish	33d.3
nectar	6h.1	ninety	3h.3	nourishment	6b.1
need	5q.1	ninth	3h.1	nova	20h.4
needle	8h.3	nip	44b.2	novel	15e.2
needy	13L.1	nitrate	59a.2	November	7e.1
negative	26d.2	nitrogen	59a.2	novice	9L.1
neglect	5p.1	no	3i.1	now	7i.1
neigh	19d.1	no	10k.2	nowadays	7i.1
neighbor	9e.1	noble	13n.5	nowhere	14d.1
neighborhood	18a.3	nobleman	1c.3	now that	39b.2
neither	45e.1	nobody	45e.1	now that	39b.4
neither...nor	27d.3	nod	60a.2	nozzle	16c.2
neon	59a.2	noise	19a.1	nuclei	61b.2
nephew	9n.9	noisy	19a.5	nucleus	61b.2
Neptune	20h.3	nomad	9h.2	nude	17j.3
nerve	23j.3	nomadic	13c.2	nudge	44a.2
nest	4m.2	nonessential	26d.1	nuisance	9g.2
net	34c.1	nonfiction	15b.2	number	3g.2
network	25a.3	nonliving	54a.3.1	number	3h.2
neuron	23j.3	nonsense	10b.11	numeral	3h.2
neutral	55b.3	noodles	6d.1	numeration	3h.2
neutron	61b.2	noon	7c.1	numerator	49c.2
Nevada	18c.1	no one	45e.1	numerous	3g.4
never	7k.6	noose	8n.7	nun	1w.1
nevertheless	27d.4	normal	42a.2	nurse	1u.1
new	7g.4	north	14c.1	nursery	30a.1
newborn	9d.1	North America	18b.3	nut	6j.4
New Hampshire	18c.1	North Carolina	18c.1	nutmeg	6g.2
New Jersey	18c.1	North Dakota	18c.1	nutrition	6b.1
New Mexico	18c.1	northeast	14c.1	nuzzle	44b.3
New Orleans	18d.1	northeastern	14c.1.1	nylon	17k.3
newscaster	1c.1	northerly	14c.1.1	nymph	4c.2
newspaper	15c.5	northern	14c.1.1	
newspaperman	1c.2	northernmost	14c.1.1	
New York	18c.1	northward	14c.1.1	
New York City	18d.1	northwest	14c.1	**O**
next	7h.2	northwestern	14c.1.1	
nibble	6m.i	nose	23c.3	oak	24b.1
nice	13a.5	nostril	23c.3	oar	11f.3.1
nick	33a.2	not	27d.1	oath	10i.1
nickel	28c.2	notably	3j.3	oatmeal	6d.2
nickname	15a.1	notation	35c.2	oats	6j.3
niece	9n.9	notch	20c.3	obedience	13n.1
night	7c.2	note	15f.1	obedient	13d.2
				obey	10g.4

object	10b.2	on account of	39b.1	ought to	50c.1
object	22c.1	once	7k.4	ounce	3c.3
objection	10b.5	one	3h.3	our	45b.1
objective	12b.2	onion	6j.1	ours	45b.1
observatory	21f.3	only	3g.12	out	14h.2
observe	53b.5	only	3j.2	out	34c.4
observer	53a.5	only	27d.4	outcome	39a.1
obsidian	29a.5	on the contrary	27d.2	outdoors	14h.2
obtain	36c.1	on the other hand	27d.2	outer	14k.1
obvious	42a.2	on top of	14i.1.1	outfit	17a.1
obviously	31a.1	ooh	10k.1	outlaw	9g.5
occasion	51a.1	opaque	38c.2	outline	32a.1
occasional	7k.2	open	2u.1	outlying	14k.1
occur	2d.2	opener	8m.4	outnumber	36d.1
occupation	1a.2	opera	47b.2	outpost	21c.1
occupy	36c.2	operate	37f.1.1	outrage	5c.4
occurrence	51a.1	operation	37f.1	outside	14h.2
ocean	16f.3	operator	1bb.1	outskirts	14b.1
ocean liner	11c.2	opossum	4c.6	outsmart	12g.4
o'clock	7b.1.1	opponent	9g.3	outstanding	26c.5
octagon	32c.1	oppose	10b.2	outward	14h.2
October	7c.1	opposite	27c.2	outwit	12g.4
octopus	4i.5	opposite	14k.2.1	oval	32b.1
odd	55a.2	oppositely	27d.2	ovary	23h.1
oddly	31c.1	or	27c.3	oven	8d.1
odor	17L.1	oral	23d.1.1	over	14i.2
off	14i.2.1	orange	6i.4	overboard	16h.1
offense	34c.5	orange	58a.1	overcoat	17f.1
offer	10d.5	orbit	2x.2	overcome	36d.2
office	21c.1	orbital	2x.2.1	overflow	16b.2
officer	1j.1	orchard	20f.1	overhead	14i.2
official	1c.1	ordeal	40d.2	overland	14i.7
offshore	16h.1	order	3b.1	overlook	5p.1
offspring	9n.4	order	55b.2	overnight	7c.2
often	7k.4	ordinary	42a.2	overrun	36d.2
oh	10k.1	ore	29c.1	overseas	14k.1.2
Ohio	18c.1	Oregon	18c.1	overseer	1b.3
ohm	3c.2	organ	47c.1	overtake	36d.2
oil	8c.1	organism	37d.1	overthrow	36d.2
ok	10k.2	organization	25c.1	overuse	1dd.4
okay	10k.2	organize	25a.5	overwork	1dd.1
Oklahoma	18c.1	original	7g.3	ow	10k.1
Oklahoma City	18d.1	original	55a.1	owe	28d.1
old	7f.4	originate	2c.1	owl	4j.5
olé	10k.1	oriole	4j.2	own	36c.2
olive	6j.1	ornament	30c.3	owner	1b.2
Omaha	18d.1	orphan	9d.2	ownership	36c.1
omen	10b.7	or rather	27d.2	ox	4c.3
omit	5p.1	ostrich	4j.4	oxide	59a.3
on	14i.1	other	3g.6	oxygen	59a.2
on	7i.2	otherwise	27d.2	oyster	4i.3

P

pa 9n.3
pack 22g.1
package 22a.5
packet 22a.1
paddle 11f.3.1
paddy 20f.1
pageant 51b.3
pail 22a.8
pain 37c.1
painful 37c.1.1
paint 15i.3
paint 58b.1
painter 1g.1
painting 47d.2
pair 3g.9
pal 9c.1
pale 38e.2
palm 23f.2
pan 8m.2
pancake 6d.3
pane 30b.4
panel 22c.2
pang 37c.1
panic 5b.1
pantheon 21i.1
panther 4b.1
pants 17c.2
papa 9n.3
paper 15g.3
paperboy 1cc.1
papoose 9d.1
parade 51b.3
paradise 18a.2
paraffin 37f.2
paragraph 35b.1
parakeet 4j.1
parallel 27a.3
parallelogram 32c.1
paralyze 37c.2
parasol 17g.2
parcel 22a.5
parch 52a.4
parchment 15g.3
pardon 5o.3
pare 8g.3
parent 9n.4
parenthesis 35a.3
park 20g.1
parliament 25c.3

parlor 30a.1
parrot 4j.1
parsley 6g.2
part 3f.3
partial 3g.13
participate 10g.4
particle 3f.1
particularly 3j.2
partly 3j.5
partner 9e.1
partnership 25c.4
partridge 4j.6
party 51b.2
pass 2j.1
pass 11h.3
passage 11h.3
passageway 11h.3
passenger 9h.3
passenger 11g.2
passion 5j.1
passive 13c.1
past 7f.2
past 14k.1.3
pasteurize 41b.3
pastime 51b.1
pastry 6c.2
pasture 20f.1
pat 44a.2
patch 17i.2
path 11h.8
pathway 11h.8
patience 13a.1
patient 1u.1
patient 13f.1
patio 20g.1
patriot 9i.4
patriotic 13n.5
patrol 25d.2
patron 1m.1
pattern 32a.1
pauper 9m.1
pause 2b.3
pave 22d.1.2
pavement 22d.1
paw 4L.5
pay 28d.1
payment 28a.4
peace 33c.4
peaceful 5L.5
peacetime 7a.1

peach 6i.1
peak 20d.1
peal 19a.3
peanut 6j.4
pear 6i.1
peas 6j.1
peasant 9m.1
peat 29e.1
pebble 29e.2
pecan 6j.4
peck 8g.1
peculiar 55a.2
pedal 8j.2
peddler 1m.2
peek 53b.3
peel 8g.3
peep 19d.1
peer 53b.4
peg 8h.1
pellet 8n.2
pelt 4L.1
pen 15g.2
pencil 15g.2
penicillin 37f.2
penmanship 15i.6
peninsula 16g.1
Pennsylvania 18c.1
penny 28c.2
pentagon 32c.1
people 9a.1.1
Peoria 18d.1
pepper 6g.2
per 49d.2
perceive 53b.5
percent 49b.2
percentage 49b.2
perch 4j.2
perfect 26c.2
perfectly 3k.1
perform 47a.1.1
performance 47a.1
performer 1h.3
perfume 17g.6
perhaps 31b.1
peril 56b.2
perilous 56b.3
perimeter 14b.1
period 7d.1
period 35a.3
periodic 7k.2

periscope	8k.1	pierce	8g.1	plank	22c.2
perish	54a.3	pig	4e.5	plant	24a.1
perishable	6k.3	pigeon	4j.1	plant	29f.1
permanent	7k.1	pigtail	23b.3	plantation	21L.1
permit	10g.3	pike	4h.2	platform	8j.4
perpendicular	14c.1	pile	25a.4	platoon	25d.2
perplex	12g.5	pilgrim	9i.1	platter	8m.6
persist	7k.7	pill	37f.2	platypus	4j.7
person	9a.1	pillow	30f.1	play	5k.4
personality	5r.2	pilot	1v.1	play	34d.3
perspiration	23i.1	pin	8h.3	player	1d.2
persuade	10e.1	pin	17g.3	playful	13b.6
pest	9g.2	pinch	44b.2	playground	20g.1
pet	4a.1	pinch	3e.5	playmate	9e.1
petal	24d.1	pine	24b.1	plaza	20g.1
petrify	5b.2	pineapple	6i.5	plea	10i.1
petroleum	8c.1	ping	19e.1	plead	10e.2
petticoat	17c.3	pink	58a.1	pleasant	13a.5
petunia	24d.3	pinpoint	14a.2	please	5k.3
phantom	9f.4	pint	3e.5	please	31h.1
phase	7d.1	pinto	4e.2	pleasure	5k.1
pheasant	4j.6	pioneer	9i.1	pledge	10i.1
Philadelphia	18d.1	pipe	6o.1	plenty	3g.5
philosophy	12L.1	pipe	22d.2	pliers	8e.2
Phoenix	18d.1	pipeline	22d.2	plod	48a.2
phone	19b.1	pirate	9g.5	plop	19e.2
phonograph	8d.4	pistil	24d.2	plot	20a.1
phony	13m.1	pistol	8n.3	plot	47a.3
phosphate	59a.2	piston	8b.2	plover	4j.2
phosphorus	29a.3	pit	20c.2	plow	29f.1
photo	47d.2	pitch	2j.1	pluck	44b.2
photograph	47d.2	pitch	19a.6	plug	22b.1
photographer	1g.1	pitchblende	29a.4	plum	6i.2
photography	47d.2.1	pitcher	22a.8	plumber	1x.1
photon	61b.2	pith	24c.2	plume	4L.3
phrase	35b.1	pitiful	26d.1	plummet	2p.1
physics	1L.2	Pittsburgh	18d.1	plump	43d.2
physical	23a.1.1	pity	5L.2	plunge	2p.1
physician	1u.1	pivot	2x.4	plunk	19e.2
pi	.49c.2	place	2i.6	plural	3g.14
piano	47c.1	place	14a.2	plus	49d.1.2
pick	12j.1	place	20a.2	Pluto	20h.3
pick	44b.2	plague	37a.2	plywood	22c.1
picker	1f.4	plaid	17k.3	pocket	17b.3
pickle	6j.1	plain	55b.6	pod	24d.1
pickup	11a.2	plainly	31a.1	pod	25b.3
picnic	6a.2	plan	12b.2	poem	15d.1
picture	47d.2	plane	11d.1	poet	1e.2
piece	3f.3	planet	20h.3	poetic	15d.1.1
pier	16i.3	planetarium	21f.3	poetry	15d.1

point	14a.2	pose	17i.1.1	present	10c.4
point	44c.1	position	14a.1	present	14L.1.1
pointer	8j.5	possess	36c.2	presently	7i.1
poise	13b.2	possibly	31b.1	preserve	22f.5
poison	37f.2	possession	36c.1	president	1c.4
poisonous	33b.4	possessive	5m.2	presidential	1c.4.1
polar	20b.2	post	22d.3	press	15g.2
pole	22d.3	postage	28c.4	pressure	2t.1
police	25d.1	postcard	15f.1	presumably	31b.1
policeman	1j.1	poster	15f.2	pretend	12e.6
policewoman	1j.1	postmaster	1bb.1	pretty	43c.1
policy	15h.2	pot	8m.2	prevail	36d.2
polio	37b.1	potassium	29a.4	prevent	2f.2
polish	41b.1	potato	6j.1	prevention	56b.1
polite	13a.8	potter	1g.1	preview	15i.5
political	25c.4	pottery	30e.4	previous	7g.3
politician	1c.1	pouch	4L.7	price	28b.2
politics	1L.1	poultry	6e.1	prick	8g.1
polo	34b.1	pounce	48d.1	prickly	57a.3
pollen	24d.2	pound	3e.3	pride	13e.1.1
pollinate	24e.3	pound	44a.3	priest	1w.1
pollination	24e.3.1	pour	16b.4	primary	26c.1
pollute	41a.1.1	poverty	28b.3	primate	4a.2
pollution	41a.1	powder	29e.2	primer	15c.1
polygon	32c.1	power	13n.6	primitive	7f.5
pond	16f.1	powerful	43a.2	prince	1c.3
ponder	12a.3	practically	3j.7	princess	1c.3
pony	4e.2	praise	10d.3	principal	1i.1
poodle	4b.3	prance	48a.1	principle	12d.5
pooh	10k.1	pray	10d.6	printer	1q.1
pool	16i.4	prayer	10d.6.1	prior to	7g.5
poor	28e.2	preach	10d.6	prism	32c.2
pop	6h.1	precious	26c.6	prison	21c.2
popcorn	6j.3	precipice	20d.2	prisoner	1t.1
pope	1w.1	precisely	3j.2	privacy	42b.1
poplar	24b.1	predicate	35b.4	private	42b.2
poppy	24d.3	predict	12d.3	prize	28a.7
popular	42a.1	predictably	31c.1	probable	42c.1
porcelain	22d.1	prediction	10b.7	probably	31b.1
porch	30a.1	prediction	12d.3.1	probe	12c.2
porcupine	4f.3	prefer	5o.1	proceed	2g.8
pork	6e.1	preferably	31h.1	procedure	12h.1
porous	57a.3	prefix	35b.2	process	12h.1
porpoise	4h.1	prehistoric	7f.5	process	51a.1
porridge	6d.2	premises	20a.2	procession	51b.3
porter	1v.1	prepare	22f.4	proclaim	10c.4
portion	3f.3	preposition	35b.4	proclamation	10a.1
Portland	18d.1	prescription	37f.2	prod	44a.2
portrait	47d.2	presence	14L.1	produce	22f.3
portray	53a.6	present	2i.7	producer	1b.4
portrayal	53a.1	present	7f.2	production	1a.3

productive	13b.7	publication	15c.5	quarterly	7k.5
profession	1a.2	publish	15i.2	quartet	25b.2
professional	1a.1	publisher	1q.1	quartz	29b.1
professor	1i.1	pudding	6c.3	queen	1c.3
profit	28a.6	puddle	16f.1	queer	55a.2
program	47a.1	pueblo	21b.1	quest	2g.3
progress	2g.8	puff	60d.1	question	10f.2
project	51a.2	pull	2k.1	quick	7j.4
prom	51b.2	pulley	8j.3	quiet	19a.5
prominent	42a.1	puma	4b.1	quill	4L.3
promise	10i.1	pumice	29a.5	quilt	30f.1
promote	33d.3	pump	16c.2	quit	1dd.3
prompt	7j.5	pumpkin	6j.2	quit	2f.1
pronoun	35b.4	punch	44a.5	quite	3k.1
pronounce	15d.2.1	punctuate	15i.4	quiver	2L.1
pronunciation	35a.2	punctuation	35a.2	quiz	10f.3
proof	12d.3.1	punish	33b.5	quotation	10j.1
proof	12d.5	puny	43a.5	quote	10j.1
proofread	15i.5	pup	4d.1	quotient	49c.2
prop	2k.2	pupil	1i.1		
propeller	11f.4	puppy	4d.1		
proper	26a.4	purchase	28d.2		
property	20a.3	pure	55b.6	**R**	
prophecy	10b.7	purely	3j.2	rabbit	4f.1
prophet	1w.1	purify	41b.3	race	7j.3
proportion	49b.2	puritan	9i.1	race	34b.3.1
proposal	15h.2	purple	58a.1	racehorse	4e.2
propulsion	2t.1	purpose	39a.2	racer	1d.4
prosecutor	1y.1	purr	19d.1	racing	34b.3
prosper	54b.3	purse	28f.1	rack	30d.4
prosperous	13g.1	pursue	2h.2	racket	34c.2
protect	33d.7	pursuit	2h.1	racoon	4e.8
protective	5m.2	push	2k.1	radiant	38a.4
protector	1j.1	put	2i.6	radiate	38b.1
protectorate	25c.1	putter	2b.3	radiation	61a.2
protest	10b.2	putter	34c.2	radiator	8d.2
proton	61b.2	pygmy	9j.1	radio	8d.4
protractor	3c.1	pyramid	32c.2	radioactive	61a.2.1
proud	13e.1			radish	6j.1
prove	12d.3			radium	29a.4
Providence	18d.1			radius	3d.2
provisions	6b.2	**Q**		raft	11e.7
prowl	48b.2	quack	19d.1	rage	5e.1
prudence	13k.1	quadrilateral	32c.1.1	rail	11h.6
prudently	31g.1	quail	4j.6	railing	30b.5
prune	6i.2	quake	2L.1	railroad	11h.6
pry	12c.2	quality	5r.3	railway	11h.6
psalm	15d.2	quantity	3g.1	rain	16a.2
psychiatrist	1u.1	quarrel	10b.5	rainbow	16a.2.1
psychology	1L.2	quart	3e.5	raincoat	17f.1
public	42a.1	quarter	28c.2	raindrop	16a.2

rainfall	16a.2	reason	39a.2	regular	7k.1
rainstorm	40b.2	reasonably	31g.1	regular	42a.2
raise	2o.1	rebel	10b.1	regulate	10g.5
raisin	6i.2	rebuild	22f.5	regulation	15h.1
rake	8e.6	recall	12a.4	rehearsal	47a.1
ram	4e.4	recede	2g.4	rein	4n.1
ramble	48a.1	receipt	28c.3	reindeer	4e.1
ramp	11h.7	receive	36e.1	reject	10g.7
ranch	21L.1	receiver	19b.1	rejoice	5j.3
rancher	1f.3	recent	7g.4	relate	10c.2
rand	28c.2	receptionist	1o.2	related	27a.3
random	42c.2	recipe	15c.3	relative	9n.2
range	20d.1	recite	15d.2.1	relax	2b.5
ranger	1f.3	reckless	13o.1	relay	2i.4
rank	3b.1	reckon	12a.3	release	36b.1
rap	44a.2	recognition	53a.3	relent	7k.7
rapid	7j.4	recognize	53b.5	reliable	13b.5
rare	7k.2	recommend	10e.3	reliability	13b.1
rare	55a.1	record	10j.1.1	relief	5L.1
rascal	9g.2	recorder	47c.1	relieve	33d.2
rasp	8e.7	recording	10j.1	religion	1L.1
raspberry	6i.3	recover	33d.6	religious	13j.1
rat	4f.2	recreation	34a.1	reluctant	13L.1
rate	3b.1	rectangle	32c.1	remain	2b.3
rather	3j.4	rectangular	32c.1.1	remain	50e.1
ratify	12j.3	red	58a.1	remainder	49c.2
ratio	49b.2	reduce	2r.2	remark	10a.1
ration	3f.3	redwood	24b.1	remarkable	26c.5
rattle	19e.1	reed	24e.4	remarkably	31c.1
rattlesnake	4c.1	reef	16f.2	remedy	37f.1
raven	4j.2	reelect	51c.2	remember	12a.4
ravenous	6n.1.1	referee	1d.5	remind	10b.6
ravine	20c.1	refinery	21e.2	remote	14k.1
raw	6L.4	reflect	38b.2	remove	2i.5
ray	38d.5	reflection	53a.1	rename	15a.1.1
rayon	17k.3	reform	27c.3	Reno	18d.1
razor	8f.2	reformatory	21c.2	repair	22f.5
razor	17g.4	refrigerator	8d.3	repairman	1x.1
react	2d.3	refresh	33d.2	repay	28d.1
reaction	2d.3.1	refreshingly	31e.1	repeal	12j.3
reactor	21f.3	refreshment	6a.3	repeat	7k.7.1
read	15i.5	refuel	11g.1	repel	36d.2.1
ready	7g.4.1	refuge	21c.1	replace	22f.5
realistic	26a.1.1	refuse	10g.7	replace	27a.6
reality	26a.1	regain	36e.1	replacement	27a.5
realize	12g.3	regard	5o.1	reply	10f.1
really	31a.1	regardless of	27d.4	report	15f.1
reaper	11b.1	regiment	25d.2	reporter	1e.2
reappear	53b.2	region	20a.3	reportedly	31b.1
rear	14f.1	regret	5h.3	represent	12i.2
rearrange	22f.5	regretably	31e.1	represent	53a.6

representation	53a.1	Rhode Island	18c.1	rod	22d.3
reproduce	54a.5	rhyme	15d.1	rodent	4f.3
reproduction	54a.1	rib	23j.1	rodeo	51b.4
reproductive	23k.1	ribbon	17g.1	role	1a.2
reptile	4c.1	rice	6j.3	roller	8j.3
republic	25c.1	rich	28c.2	romp	48a.1
republican	9o.3	Richmond	18d.1	roof	30b.3
require	10g.2	rickets	37b.1	reom	30a.1
rescue	33d.7	rid	2i.5	rooster	4j.3
research	12c.2	ride	11g.1	root	24e.2
researcher	1k.2	rider	11g.2	rope	8h.4
resemblance	27a.1	ridge	14b.1	rose	24d.3
resemble	27a.4	ridge	20d.2	rot	6k.3
resent	5e.3	ridicule	10b.9	rotate	2x.2
reservoir	16i.4	ridiculous	26d.5	rotation	2x.1
resident	9i.2	rifle	8n.3	rotor	11f.4
resign	1dd.3	rift	20c.3	rotten	6L.4
resin	24c.2	right	14e.2	rough	57a.3
resist	2f.4	right	26a.3	roughly	3j.1
resolution	10a.1	rightful	26a.3	round	32b.3
resolve	12d.1	rightly	31f.1	roundworm	4k.2
resort	18a.3	rigid	57a.2	route	11h.3
respect	5o.1	rim	14b.1	rove	2g.6
respectful	13a.8	ring	17g.5	rover	9h.2
respiratory	23k.1	ring	19e.1	row	11g.1
respond	10f.1	rink	21g.2	rowboat	11e.7
responsible	13b.5	riot	33c.2	rubber	24c.2
responsibility	13b.3	rip	17i.4	rubbish	41a.1
rest	2b.5	ripe	6L.3	ruby	29b.1
restless	13c.2	ipen	6k.3	rudder	11f.3.1
restore	22f.5	ripple	16b.1	rude	5g.1
restaurant	21d.3	rise	2o.2	ruffle	17b.3
result	39a.1	risk	56b.2	rug	30e.2
retain	36f.2	rival	9g.3	rugged	43a.1
retina	23c.2	river	16f.1	ruin	33a.3
retire	1dd.3	riverside	16g.2	rule	15h.1
retort	10f.1	rivet	8h.1	ruler	3c.1
retreat	21c.1	road	11h.1	rumble	33c.1
return	2i.2	roadside	11h.1.1	rumor	10b.11
revenge	5e.1	roadway	11h.1	run	48a.1
revenue	28c.1	roam	2g.6	runaway	9h.2
revere	5o.1	roar	19c.1	runner	1d.4
reverse	2x.3	roast	6k.1	runt	9j.1
review	53b.5	rob	36e.4	runway	11h.10
revive	33d.6	robber	9g.5	rural	20b.4
revolt	10b.1	robe	17c.3	rush	7j.3
revolution	33c.2	robin	4j.1	rust	29d.1
revolve	2x.2	robot	8L.2	rusle	19e.1
revolver	8n.3	rock	29b.2	rustler	9g.5
reward	28a.5	rocker	30d.3	rut	20c.3
rewrite	15i.2	rocket	11d.3	rye	6j.3

S

sac	4L.7	saucer	8m.6	scramble	2s.5
sack	22a.7	saunter	48a.2	scrap	3f.5
sacred	13j.1	sausage	6e.1	scrapbook	15g.1
sacrifice	36b.2	save	33d.7	scrape	8g.2
sad	5h.2	savings	28a.1	scraper	8c.7
saddle	4n.1	savior	9k.1	scratch	8g.2
sadly	31d.1	saw	8e.5	scrawny	43a.5
sadness	5h.1	sawdust	29e.2	screech	19c.3
safari	2g.2	sawmill	21e.2	screen	30c.2
safe	28f.1	say	10c.2	screw	8h.1
safe	56b.4	scale	3c.1	screwdriver	8c.2
safety	56b.1	scallop	4i.3	scribble	15i.1
sag	2p.3	scalp	23b.1	scribe	1q.1
sage	9L.1	scamper	48a.1	script	15b.2
sail	11g.1	scan	15i.5	scripture	15c.4
sailboat	11e.6	scant	3g.13	scroll	15g.3
saint	9f.3	scar	23b.4	scrub	41b.1
salad	6d.6	scarce	55a.1	scud	40b.2
salary	28a.3	scarcely	3j.6	scuff	8g.2
sale	28d.3	scarcity	3g.11	scuffle	33c.1
salesman	1m.2	scare	5b.2	sculptor	1g.1
saliva	23i.1	scarf	17g.1	sculpture	47d.2
salivary	23k.1	scatter	2s.5	scum	16c.2
salmon	4h.2	scene	47a.2	scurry	7j.3
salt	6g.2	scene	53a.2	scurvy	37b.1
Salt Lake City	18d.1	scenery	47a.4	scuttle	11g.1
salute	44c.1	scent	17L.1	scythe	8c.5
same	27a.3	scheme	12b.2	sea	16f.3
sample	3f.4	scholar	9L.1	seacoast	16g.2
San Antonio	18d.1	scholarship	28a.5	seafaring	11e.9
sand	29e.2	school	21f.1	seafood	6b.3
sandal	17e.1	schoolhouse	21f.1	seagoing	11e.9
sandpaper	8c.7	schoolroom	21f.1	seal	4h.1
sandwich	6d.5	schoolyard	20g.1	seam	17b.2
San Francisco	18d.1	schooner	11e.6	seaman	1v.1
sanitation	41b.2	science	1L.2	seaport	16i.1
Santa Fe	18d.1	scientific	1L.2.1	search	12c.2
sap	24c.2	scientist	1k.1	seashore	16g.2
sardine	4h.2	scissors	8c.5	season	7d.1
sash	17g.1	scoff	10b.9	seat	30d.3
satellite	20h.5	scold	10b.9	seatbelt	11f.2
satin	17k.3	scoop	8g.5	Seattle	18d.1
satisfactory	26a.4	scooter	11a.4	seaway	11h.9
satisfy	5L.3	scorch	52c.3	seaweed	24e.1
saturate	15b.7	scorn	5c.2	second	3h.1
Saturday	7c.2	scornful	5g.1	second	7c.3
Saturn	20h.3	scour	41b.1	secondary	3h.1.1
satyr	4c.2	scout	1f.3	secrecy	42b.1
saucepan	8m.2	scow	11e.5	secret	42b.2
		scowl	60a.1	secretary	1o.2

section	3f.3	setting	47a.3	shepherd	1f.3
sedan	11a.2	settle	2b.5	sheriff	1j.1
sediment	16e.1	settlement	18a.3	she's	46d.1
sedimentary	29c.1	settler	9i.1	shield	17h.1
see	53b.1	seven	3h.3	shift	2m.1
seed	6j.4	seventeen	3h.3	shilling	28c.2
seed	24d.2	seventeenth	3h.1	shimmer	38b.1
seek	5q.1	seventh	3h.1	shine	38b.1
seem	50e.1	seventy	3h.3	shingle	22c.2
seemingly	31b.1	several	3g.5	shiny	38a.4
seems to	50d.1	severe	55a.2	ship	2i.4
seep	16b.1	sew	17i.2	ship	11e.1
seethe	5e.3	sewage	41a.1	shipbuilding	11e.8
segment	3f.3	sewer	30c.1	shipload	22a.5.1
seismograph	3c.1	shabby	57b.3	shipment	22a.5.1
seize	36c.4	shack	21k.1	shipwreck	11e.8
seldom	7k.6	shade	38c.1	shipyard	16i.1
select	12j.1	shadow	38c.1	shirt	17c.1
selection	12j.1.1	shady	38c.1.1	shiver	2L.1
self	9a.1	shaft	20c.2	shoal	16f.2
selfish	5q.2	shaggy	57a.5	shock	5b.1
sell	28d.2	shake	2L.1	shoe	17e.1
seller	1m.2	shale	29a.5	shoemaker	1n.1
seminary	21i.1	shall	50c.1	shoot	33b.2
senator	1c.1	shallow	32f.2	shop	21e.1
send	2i.4	sham	10b.11	shopper	1m.1
senior	9d.3	shame	5d.1	shore	16g.2
señor	9c.2	shape	22f.4	short	32f.1
sensation	5a.1	shape	32a.1	shortage	3g.11
sensible	12k.3	share	36a.3	shorten	2r.2
sensibly	31g.1	sharecropper	1f.4	shortly	7h.2
sensitive	13a.3	shark	4h.1	shorts	17c.2
sensory	23k.1	sharp	32e.1	shortstop	1d.3
sentence	35b.1	sharpen	32e.2	shotgun	8n.3
sentry	1t.2	shatter	33a.3	should	50c.1
separate	2w.1	shave	8g.2	shoulders	23a.2
separate	27c.2	shawl	17f.2	shouldn't	46a.1
September	7e.1	she	45a.1	shout	19c.3
sequence	3b.1	sheath	17h.1	shovel	8e.6
sequoia	24b.1	shed	21k.1	show	10c.1
serf	1f.4	she'd	46e.1	show	47a.2
series	25a.1	sheep	4e.4	shred	8g.3
serious	5i.2	sheer	17j.1	shrewd	12k.1.1
seriously	31a.1	sheet	30f.1	shrewdly	31g.1
serpent	4c.1	sheik	1c.3	shriek	19c.3
servant	1z.1	shelf	30a.4	shrill	19a.5
serve	6k.2	shell	4i.3	shrimp	4i.2
service	13b.3	she'll	46c.1	shrine	21i.1
session	25e.2	shellfish	4i.2	shrink	2r.2
set	2i.6	shelter	21a.1	shrivel	2r.2

shroud	17f.2	single	3g.12	slat	22c.2
shrub	24a.1	singular	3g.14	slate	29b.2
shrug	44c.1	sink	16b.6	slaughter	33b.2
shuck	6k.2	sip	6m.3	slave	1t.1
shudder	2L.1	sir	9c.2	slay	33b.2
shuffle	48a.3	sire	1c.3	sled	11c.1
shut	2u.1	siren	19b.2	sledge	8e.4
shutter	30b.4	sisal	24d.5	sleep	12e.4
shy	13L.1	sister	9n.6	sleet	16a.2
sibling	9n.6	sit	2q.1	sleeve	17t.3
sick	37a.1.1	site	20a.2	slender	43d.1
sickle	8e.5	situation	51a.3	slice	3f.5
sickness	37a.1	six	3h.3	slice	8g.4
side	14b.1	sixteen	3h.3	slick	16b.8
sidewalk	11h.8	sixteenth	3h.1	slide	2m.1
sideways	14c.2	sixth	3h.1	slight	43d.1
siege	33c.3	sixtieth	3h.1	slight	3j.5
sieve	8m.3	sixty	3h.3	slim	43d.1
sift	6k.2	size	3a.1	slime	16e.1
sigh	19c.5	sizzle	52c.3	sling	8n.5
sight	53a.2	skate	17e.1	sling	37f.3
sign	15i.2	skate	34b.3.1	slingshot	8n.5
signature	15a.2	skater	1d.4	slip	2m.1
silence	19a.1	skating	34b.3	slipper	17e.1
silent	19a.5	skeletal	23k.1	slippery	16b.8
silhouette	32a.1	sketch	15i.3	slit	8g.4
silicon	29a.3	ski	17e.1	slither	48b.2
silk	17k.3	ski	34b.3.1	sliver	3f.5
silkworm	4k.2	skid	2m.1	slogan	15f.2
sill	30b.4	skier	1d.4	slope	20d.2
silly	5k.2	skiing	34b.3	sloppy	43b.1
silt	16e.1	skill	5r.1	slosh	16b.2
silver	29a.1	skillful	12k.4	sloth	4e.6
silver	58a.1	skim	15i.5	slouch	2p.3
silverware	8m.1	skin	23b.1	slow	7j.6
similar	27a.3	skinny	43d.1	slow	13c.1
similarity	27a.1	skip	48a.1	slug	4i.4
simmer	6k.1	skipper	1v.1	sluggish	13c.1
simple	55b.6	skirt	17c.3	sluggish	7j.6
simplify	56a.1.1	skull	23c.1	slum	18a.5
simply	31a.1	skunk	4e.8	slumber	12e.4
simply	3j.2	sky	20h.2	slump	2p.3
simultaneously	7i.4	skyline	32a.2	slush	16a.4
since	7h.3	skyrocket	11d.3	sly	12k.1.1
since	39b.1	skyscraper	21a.1	smack	44a.3
sincere	13b.5	skywards	14i.6	small	3a.2
sincerity	13b.1	slab	3f.5	smart	12k.1.1
sinew	23j.2	slam	2u.1	smash	33a.4
sing	15d.2.1	slam	19e.1	smear	41a.2
singe	52c.e	slap	44a.3	smell	17L.1
singer	1g.2	slash	8g.4	smell	60b.1

smile	60a.1	sofa	30d.3	southward	14e.1.1
smog	16d.3	so far	7h.2	southwest	14e.1
smoke	52d.2	soft	57a.2	southwestern	14e.1.1
smokestack	30b.1	soften	57a.6	sow	29f.1
smokey	52d.2.1.	softball	34b.1	sow	4e.5
smolder	52c.4	soggy	16b.8	soybean	6j.3
smooth	57a.2	soil	29e.1	space	20h.2
smother	2f.5	solar	20h.3.1	spacecraft	11d.3
smudge	41a.2	solemn	5i.2	spade	8e.6
snack	6a.3	solid	57a.2	spaghetti	6d.1
snail	4i.4	solitude	42b.1	Spain	18b.4
snake	4c.1	solo	47b.4	span	11h.5
snap	2n.1	soloist	1g.2	spaniel	4b.3
snapper	4h.2	solve	12d.1	spank	44a.3
snapshot	47d.2	somber	5i.2	spare	26d.1
snare	4o.4	some	45e.1	spark	52c.2
snarl	19d.1	somebody	45e.1	sparkle	38b.1
sneak	48b.2	someday	7f.1	sparrow	4j.1
sneer	60a.1	someone	45e.1	sparse	3g.13
sneeze	60b.1	somersault	34d.2	spatter	16b.2
snicker	19c.4	something	45e.1	spawn	54a.5
sniff	60b.1	sometimes	7k.6	speak	10a.2
snip	8g.3	somewhat	3j.5	speaker	1e.2
snooze	12e.4	somewhere	14d.1	spear	8f.2
snore	19c.2	son	9n.6	spearhead	39a.3
snore	60b.1	song	15d.2	special	55a.1
snort	19d.1	songbird	4j.2	specialist	9L.1
snout	4L.4	sonnet	15d.1	specifically	3j.2
snow	16a.3	soon	7h.1	specimen	3f.4
snowball	16a.3.1	soot	52d.2	speck	3f.1
snowfall	16a.3	soothe	5L.4	speckle	3f.1
snowflake	16a.3	soothe	10d.2	spectacles	17d.2
snowman	16a.3.1	sore	37c.2	spectacular	26c.5
snowplow	11c.1	sorority	25b.4	spectator	9h.3
snowstorm	40b.1	sorrow	5h.1	speed	7j.1
snug	5L.5	sorrowful	5h.2	speedy	7j.4
snuggle	44b.3	sorry	5h.2	speedometer	3c.1
so	3k.2	sort of	3j.4	spell	15i.2
so	39b.1	so that	39b.1	spend	28d.1
soak	16b.7	soul	9f.2	sphere	32b.1
soap	41c.2	sound	19a.1	spherical	32b.3
soar	4o.1	soup	6h.3	spice	6g.2
sob	19c.5	sour	6L.2	spider	4k.2
sober	5i.2	sourdough	6g.1	spike	8h.1
soccer	34b.1	south	14e.1	spill	16b.3
socialist	9o.1	South America	18b.3	spin	2x.2
society	25c.5	South Carolina	18c.1	spinach	6j.1
sock	17e.1	South Dakota	18c.1	spinal	23j.1.1
sod	29e.1	southeast	14e.1	spindle	8j.3
soda	6h.1	southeastern	14e.1.1	spine	23j.1
sodium	59a.3	southern	14e.1.1	spinster	9b.1

spiral	32b.2	squid	4i.5
spire	30b.3	squint	53b.3
spirit	9f.2	squire	1c.3
spiritual	13j.1	squirrel	4f.3
spit	60c.1	squirt	16b.2
spite	5e.1	stab	8g.4
spla :a	16b.2	stable	4m.1
splint	37f.3	stack	25a.4
splinter	3f.1	stadium	21g.1
split	2w.1	staff	22d.3
spoil	6k.3	stag	4e.2
Spokane	18d.1	stage	47a.4
sponge	4i.1	stagecoach	11a.3
spongy	57a.5	stagger	48a.3
sponsor	1b.4	stain	41a.2
spool	8j.3	stairs	30b.5
spoon	8m.1	stairway	30b.5
spoonful	3e.5	stale	6L.4
spore	24d.2	stalk	24e.2
sport	34a.1	stall	4m.1
sportscaster	1e.1	stallion	4e.2
sportsman	1f.1	stamen	24d.2
spot	14a.2	stammer	19c.6
spot	53b.1	stamp	48c.1
spouse	9n.7	stampede	4o.3
spout	16c.2	stand	48c.1
sprawl	2q.2	standard	42a.2
spray	16b.2	standstill	2b.1
spring	7d.2	stanza	15d.1
spring	48d.1	star	9k.1
Springfield	18d.1	star	20h.4
springtime	7.a 1	starch	6g.1
sprinkle	16b.1	stare	53b.4
sprinkler	16c.1	starfish	4i.1
sprint	34d.1.1	starlight	38a.1
sprinting	34d.1	starling	4j.2
sprout	24d.2	start	2c.1
spruce	24b.1	starter	8b.2
spur	17e.1.1	startle	5b.2
spurt	16b.2	starvation	37a.2
sputter	2L.2	starve	6n.2
spy	53b.7	state	10c.2
squadron	25d.2	state	18a.6
square	32c.1	statement	10a.1
squash	6j.2	statesman	1c.1
squat	2q.1	static	2b.1.1
squaw	9b.1	station	21j.1
squawk	19d.1	stationary	2b.1.1
squeak	19c.1	statue	47d.2
squeal	19c.3	staunch	13h.1
squeeze	44b.1	stay	2b.3

stay	50e.1
steadfast	13h.1
steady	55b.3
steak	6e.1
steal	36e.4
steamboat	11e.4
steamer	11e.4
steamship	11e.4
steed	4e.2
steel	29a.1
steep	32h.1
steeple	30b.3
steer	4e.3
stereo	8d.4
sterilize	41b.3
stern	13h.1
steward	1v.1
stewardess	1v.1
stick	2v.7
stick	22c.2
stiff	57a.2
stiffen	57a.6
stifle	2f.5
still	27d.4
stillness	2b.1
stilt	22d.4
stimulate	39a.3
stimulus	39a.2
sting	4o.1
stir	16b.4
stirrup	4n.1
stitch	17i.2
St. Louis	18d.1
stockade	21c.2
stocking	17e.1
stockman	1f.3
stockyard	4m.1
stomach	23h.1
stomp	48c.1
stone	29b.2
stony	57a.3
stool	30d.3
stoop	2q.1
stop	2f.1
stopper	22b.1
store	21d.2
storehouse	21k.1
storeroom	21k.1
storm	40b.1
story	15b.2
storyteller	9g.1

stout	43d.2	sub	11c.3	sunny	40c.1
stove	8d.1	subheading	15a.2	sunrise	7c.1
straddle	48e.1	subject	12b.1	sunset	7c.2
straight	32d.2	submarine	11c.3	sunshine	38a.1
straighten	32f.3	submit	10g.4	super	26c.2
strain	33b.3	subsequent to	7g.5	superb	26c.2
strand	16g.2	subsequently	7h.2	superficially	31b.1
strange	55a.2	subset	3f.3	superintendent	1b.3
strangely	31c.1	substance	22c.1	superior	26c.2
stranger	9h.1	substitute	27a.5	superlative	35b.3
strap	8h.4	subtract	49d.1.2	supermarket	21d.2
straw	24e.4	subtraction	49d.1	superstition	12L.1
strawberry	6i.3	suburb	18a.5	supervise	10g.5
stray	2g.6	subway	11a.3	supervision	10g.5.1
streak	41a.2	succeed	26b.1.1	supervisor	1b.3
stream	16f.1	success	13g.1.1	supper	6a.1
street	11h.1	success	26b.1	supplies	6b.2
streetcar	11a.5	successful	13g.1	support	2k.2
strength	43a.3	such	3k.2	support	5o.3
strengthen	22f.5	suck	60c.1	support	10g.3
stress	10c.5	sudden	7j.5	support	10d.3
stricken	37a.1.1	suffer	5h.3	suppose	12a.3
strict	13h.1	sufficiently	3j.4	supposedly	31b.1
strictly	31a.5	suffix	35b.2	supreme	26c.2
stride	48a.2	sugar	6g.2	sure	3k.2
strike	44a.3	suggest	10c.3	sure	13c.1
string	8h.4	suggestion	10g.1	sure	42c.1
strip	32d.1	suggestion	12g.1	surely	31a.1
stripe	32d.1	suit	17a.1	surf	16f.4
stroke	44a.1	suitable	26a.4	surface	20a.2
stroll	48a.2	suitcase	22a.10	surge	16b.2
strong	43a.2	sulfate	59a.3	surgeon	1u.1
strong	57b.2	sulfide	59a.3	surgery	37f.1
stronghold	21c.1	sulfur	29a.3	surprise	5j.2
structure	21a.1	sulfuric	59a.1.1	surrender	36b.2
struggle	1dd.1	sullen	5i.2	surround	2x.5
strut	48a.2	sultan	1c.3	survey	12a.3
stubborn	13h.1	sultry	40e.1	surveyor	1k.2
stubby	3a.2	sum	49b.2	survival	54b.1
student	1i.1	summarize	25a.5	survive	54b.2
studio	21c.1	summary	15c.6	suspect	10f.4
stuffs	6b.2	summer	7d.2	suspect	12j.2
stumble	48a.3	summertime	7a.1	suspend	2b.2
stump	24e.1	summon	10f.2	suspense	5d.2
stun	33b.3	sun	20h.3	suspension	2b.2.1
stunt	34e.1	sunburn	37c.1	suspicion	5n.3
stupid	12k.1.2	Sunday	7c.2	suspicious	13p.1
stupidity	12k.1	sundial	7b.1	swagger	48a.2
sturdy	43a.2	sundown	7c.2	swallow	6m.1
stutter	19c.6	sunflower	24d.3	swamp	16f.1
style	17a.2	sunlight	38a.1	swan	4j.4

swap	36a.3	tail	4L.5	teaspoon	8m.1
swarm	4o.1	tail	11f.4	teaspoonful	3c.5
sway	2x.4	tailor	1n.3	technically	31b.1
swear	10b.4	take	2i.1	technician	1x.1
sweat	23i.1	tale	15b.2	technique	12h.1
sweater	17c.1	talent	5r.1	teeth	23d.1
sweep	41b.1	talk	10a.2	telecast	10c.3
sweet	6L.2	talkative	10a.4	telegram	15f.1
sweetness	6L.2.1	tall	32f.1	telegraph	15f.1
sweets	6c.4	tally	49d.1.2	telegrapher	1bb.1
swell	2s.2	tame	5L.3	telephone	19b.1
swelter	52a.4	Tampa	18d.1	telescope	8k.1
swerve	2x.4	tan	58a.1	teletype	8L.2
swift	7j.4	tangerine	6i.4	television	8d.4
swim	16b.6	tank	22a.9	tell	10c.1
swim	34b.3.1	tanker	11e.2	teller	1s.1
swimmer	1d.4	tanner	1f.1	temper	5e.1
swimming	34b.3	tannery	21e.2	temperate	52a.3
swing	34c.3	tap	44a.2	temperature	52a.1
swirl	2x.4	tape	22g.1	temple	21i.1
swish	19e.1	taper	32e.2	temporary	7k.2
switch	8j.1	tapestry	30e.4	tempt	10e.1
swollen	32g.1	target	34c.1	ten	3h.3
swoop	4o.1	tariff	28b.1	tenant	9i.2
sword	8f.2	tarnish	29d.1	tend	29f.1
swordfish	4h.1	tarpaulin	22b.2	tender	13a.3
syllable	35b.2	tart	6c.2	tendon	23j.2
symbol	35c.2	task	1a.3	Tennessee	18c.1
symbolize	12i.2	tassel	17g.1	tennis	34b.2
sympathetic	13a.3	taste	6L.1	tense	5d.3
sympathize	5L.4	taste	6m.1	tension	5d..
sympathy	5L.2	tasty	6L.2	tent	21b.3
symphony	47b.2	tatter	17i.4	tenth	3h.1
synonym	35b.4	tavern	21d.3	tepee	21b.3
syrup	6c.1	tax	28b.1	tepid	52a.3
system	25a.1	taxation	28b.1	term	7d.1
		taxi	11a.3	terminal	8L.2
		taxicab	11a.3	terminal	21j.1
T		tea	6.h1	termite	4k.2
		teach	12g.2	terrace	20g.1
table	30d.2	teacher	1i.1	terrain	20a.3
tablecloth	30f.1	teak	24b.1	terrible	26d.2
tablespoon	8m.1	teakettle	8m.2	terribly	3k.2
tablespoonful	3e.5	teakwood	22c.1	terrier	4b.3
tablet	15g.3	team	25b.5	terrific	26c.5
tabletop	30d.2	teammate	9e.1	terrify	5b.2
tack	8h.3	teamwork	34c.5	territory	20a.3
tackle	34c.4	teapot	8m.2	terror	5b.1
tactful	13a.8	tear	17i.4	terry	17k.3
tadpole	4d.1	tear	23i.1	test	10f.3
tag	15a.2	tease	10b.9	testament	15c.4

testimony	10a.1	thirty	3h.3	tile	22d.1
test tube	22a.4	this	3i.2	till	29f.1
tether	8h.4	thong	8h.4	timber	22c.1
Texas	18c.1	thorium	29a.4	time	7a.1
text	15c.1	thorough	13b.7	times	7k.5
textbook	15c.1	thorough(ly)	3k.1	timid	13L.1
texture	57a.1	those	3i.2	tin	22d.1
than	27d.2	though	27d.4	tinderbox	22a.3
thankful	13a.4	thought	12a.1	tinker	1n.3
thankfully	31d.1	thoughtful	13a.3	tinkle	19c.2
that	3i.2	thousandth	3h.1	tint	58a.3
that	45c.1	thrash	44a.3	tiny	3a.2
thatch	24e.4	thread	17' 2	tip	14i.3
that is	27b.3	threadlike	17j.1	tiptoe	48a.2
that's	46d.1	threat	10b.7	tire	11f.1
thaw	16b.5	threaten	10b.10	tiresome	56a.3
the	3i.1	three	3h.3	tis	46d.1
theater	21g.1	thresh	29f.1	tissue	23b.1
their	45b.1	thrill	5j.3	title	15a.1
theirs	45b.1	thrive	54b.3	to	14g.1
them	45a.1	throat	23d.2	to	39b.1
theme	12b.1	throb	2L.2	toast	6d.3
then	7h.2	throne	1c.2.1	toaster	8d.1
then	39b.3	throng	25b.1	toboggan	11c.1
theoretically	31b.1	throttle	8b.2	today	7f.1
theory	12d.5	through	14h.3	toddler	9d.1
therapist	1i.2	throughout	14h.3	toe	23g.1
there	14d.1	throw	2j.1	toil	1dd.1
therefore	39b.2	thrust	2j.1	token	28c.2
there's	46d.1	thud	19e.1	Toledo	18d.1
thermometer	3c.1	thumb	23f.2	tolerance	54b.1
these	3i.2	thumbtack	8h.3	tolerate	54b.2
they	45a.1	thump	19e.1	toll	28b.1
they'd	46c.1	thunder	40b.4	tomahawk	8f.1
they'll	46c.1	thunderbolt	40b.4	tomato	6j.1
they're	46f.1	thunderhead	40b.4	tomboy	9b.2
they've	46b.1	thunderstorm	40b.4	tomorrow	7f.1
thick	32f.2	Thursday	7e.2	tom-tom	47c.1
thicket	20e.1	thus	39b.2	ton	3e.3
thicken	32f.3	tick	19e.1	tone	19a.6
thickness	32f.2.1	ticket	28c.3	tong	8m.3
thief	9g.5	tickle	44a.1.2	tongue	23d.1
thigh	23g.2	tidal	16f.4.1	tonight	7e.2
thin	32f.2	tidbit	6a.3	too	3k.2
thing	22e.1	tide	16f.4	too	27b.2
think	12a.3	tidewater	16f.4	too...to	39b.2
third	3h.1	tidy	43b.2	tool	8e.1
thirst	6n.1	tie	17g.1	tooth	23d.1
thirsty	6n.1.1	tiger	4b.1	toothbrush	41c.3
thirteen	3h.3	tighten	2v.7	toothpaste	41c.3
thirteenth	3h.1	tights	17c.2	toothpick	41c.3

top	14i.3	tranquilizer	37f.2	trillion	3h.3
Topeka	18d.1	transfer	2i.4	trimmer	8c.5
topic	12b.1	transform	27c.3	trio	25b.2
topple	2p.1	transfusion	37f.1	trip	2g.2
torch	38d.1	transistor	8L.1	tripod	8j.4
torment	33b.5	translate	10j.1.2	triumph	36d.3
tornado	40b.3	translation	10j.1	triumphant	36d.3.1
torpedo	8n.2	transmission	8b.2	troop	25d.2
torrent	40b.2	transmit	10c.3	trooper	1j.1
torso	23a.1	transmitter	8L.1	trophy	28a.7
tortilla	6d.3	transparent	38c.2	tropical	20b.2
tortoise	4c.3	transplant	2i.4	tropics	20c.1
torture	33b.5	transplant	37f.1.1	trot	48a.1
to some extent	3j.5	transport	11g.3	trouble	56b.2
toss	2j.1	transportation	11g.3.1	troublesome	56a.3
tot	9d.1	trap	4o.4	trough	22a.9
total	49b.2	trapeze	34c.3	trousers	17c.2
totally	3k.1	trapezoid	32c.1	trout	4h.2
tote	2i.1	trapper	1f.1	truce	10d.1
totem	21m.1	trash	41a.1	truck	11a.2
touchdown	34c.4	travel	2g.2	trudge	48a.2
tough	57a.2	tray	8m.6	true	26a.3
toupee	23b.3	treacherous	56b.3	truly	31a.1
tour	2g.2	tread	48a.2	trumpet	47c.1
tourist	9h.1	treason	13n.1.1	trunk	11f.2
tournament	34a.2	treasure	28a.2	trunk	23a.1
tow	2k.1	treat	6a.3	trust	5n.1
towel	30f.1	treatment	37f.1	trustworthiness	13b.1
tower	21a.1	treaty	15h.2	trustworthy	13b.5
town	18a.3	tree	24a.1	truth	26a.1
townspeople	9i.2	treeless	20b.5	truthfully	31a.1
trace	15i.1	treetop	24c.1	tub	22a.9
track	2h.2	tremble	2L.1	tube	22d.2
track	11h.6	tremendous	26c.5	tuberculosis	37b.1
tract	20a.1	trench	20c.2	tuck	36f.2
tractor	11b.1	Trenton	18d.1	Tuesday	7c.2
trade	36a.3	trial	1y.1.1	tuft	23b.3
trader	1m.2	triangle	32c.1	tug	11c.5
tradition	12L.1	triangular	32c.1.1	tugboat	1.c.5
traditional	42a.2	tribal	25c.6.1	tulip	24d.3
tragedy	40d.2	tribe	25c.6	tumble	2p.1
tragic	26d.4	tribesman	9i.2	tumor	23b.4
tragically	31d.1	tribune	1c.1	tuna	4h.2
trail	11h.8	tributary	16f.1	tune	15d.2
trailer	11a.6	tribute	28a.4	tungsten	29a.3
train	11a.5	trick	12g.4	tunic	17c.1
trainer	1d.5	trick	34c.1	tunnel	11h.5
trait	5r.3	trickle	16b.1	turbine	8b.3
traitor	9i.4	tricky	13m.1	turf	29c.1
tramp	48c.1	tricycle	11a.4	turkey	4j.3
trample	48c.1	trigger	8j.1	turn	2x.4

turnip	6j.1	undeniably	31a.1	unknown	42b.2
turnpike	11h.1	under	14j.1	unlike	27c.2
turquoise	29b.1	underbrush	24a.2	unlikely	42c.2
turtle	4c.3	underdeveloped	20b.4	unlimited	3g.4
tusk	4L.6	underfoot	14j.1.2	unload	22g.2
tutor	1i.1	undergo	2d.2	unlock	22g.2
TV	8d.4	undergo	27c.3	unluckily	31d.1
twain	3g.9	underground	14j.1.2	unpack	22g.2
twelfth	3h.1	undergrowth	24a.2	unpleasant	5g.1
twelve	3h.3	underline	15i.4	unquestionably	31a.1
twentieth	3h.1	underlying	26c.1	unravel	22g.2
twenty	3h.3	underneath	14j.1	unreasonably	31g.1
twice	3g.9	undersea	16h.1	unrest	5h.1
twice	7k.4	underside	14j.1.1	unroll	22g.2
twig	24c.1	understand	12g.6	unsafe	56b.3
twilight	7c.2	understandably	31c.1	unscrew	2w.2
twin	27a.3	underwater	16h.1	unscrupulous	13m.1
twinkle	38b.1	undiscovered	42b.2	unselfish	13a.7
twirl	2x.2	undisturbed	5L.5	unsettled	13o.1
twist	2x.4	undoubtedly	31a.1	unskilled	12k.4
twist	32b.2	uneasy	5d.3	unstable	13o.1
twister	40b.3	uneasy	56a.3	unsteady	13o.1
twitch	2L.2	uneducated	12k.1.2	untie	22g.2
two	3g.9	unequal	27c.2	until	7h.3
two	3h.3	unexpectedly	31c.1	until then	7g.2
type	3f.2	unfair	13m.1	until...then	39b.4
typewriter	15g.2	unfaithful	13m.1	unwind	2w.2
typical	42a.2	unfamiliar	42b.2	unwisely	31g.1
typically	31c.1	unfasten	2w.2	up	14i.6
typist	1o.2	unfavorable	26d.3	uphill	14i.6
tyrant	9g.5	unfinished	55b.5	upland	14i.6
		unfit	26d.3	upper	14i.4
		unfold	17i.1	upright	14i.5
		unfortunate	26d.4	upriver	16h.1
U		unfortunately	31d.1	uproar	19c.1
ugh	10k.1	unfriendly	5g.1	uproot	2s.6
ugly	43c.3	unhappily	31d.1	upset	5i.1
umbrella	17g.2	unhappy	5h.2	upside down	14i.5
umpire	1d.5	unicorn	4c.2	upstairs	14i.6
unattractive	43c.3	unicycle	11a.4	upstream	16h.1
unavailable	14L.2	uniform	17a.1	up to now	7n.2
unbearable	26d.3	uniform	55b.3	upward	14i.6
unbroken	53b.3	unimportant	26d.1	uranium	29a.3
uncertain	42c.2	unique	55a.1	Uranus	20h.3
unchanged	55b.3	unite	2v.2	urchin	9d.2
uncle	9n.9	United States	18b.4	urge	10e.2
uncomfortable	5d.3	universal	42a.1	usable	26c.7
uncommon	55a.1	universe	20h.2	usage	1dd.4
unconscious	12e.2	university	21f.1	used to	50c.1
uncontrolled	13o.1	unjustly	31f.1	useful	26c.7
uncover	22g.2	unkird	5g.1	usefulness	26c.7.1

Word	Code	Word	Code	Word	Code
useless	26d.1	verdict	12j.1.1	voter	51c.2.1
usher	1z.1	Vermont	18c.1	vow	10i.1
usual	7k.1	verse	15d.1	vowel	35b.2
usual	42a.1	version	3f.2	voyage	2g.2
Utah	18c.1	vertebrae	23j.1	vulture	4j.5
utensil	8e.1	vertex	3d.2		
utter	10a.2	vertical	14c.1		
utter(ly)	3k.1	very	3k.2		
		vessel	11e.1	**W**	
		vessel	23i.2	wad	25a.4
V		veteran	9d.3	waddle	48a.2
		veterinarian	1k.1	wade	16b.6
vacant	32g.1	vibrate	2L.2	wage	28a.3
vacation	51b.1	vibration	2L.2.1	wagon	11a.6
vacationer	9h.1	vice president	1c.4	wail	19c.5
vaccination	37f.1	vicious	5f.1.1	wait	2b.3
vaccine	37f.2	victim	9g.5	waiter	1aa.1
vacuum	41c.1	view	53a.2	waitress	1aa.1
vagabond	9h.2	vigor	43a.3	wake	12e.5
vague	38e.2	vigorous	13b.6	wake	54a.4
vain	13e.1	village	18a.3	waken	12e.5
valentine	15f.1	villager	9i.2	walk	48a.2
valley	20c.1	villain	9g.5	wall	30b.2
valuable	26c.6	vine	24e.2	wallet	28f.1
value	5o.1	vinegar	6g.2	wallop	44a.3
valve	16c.2	vineyard	20f.1	walnut	6j.4
van	11a.2	violent	5f.2	walrus	4h.1
vanilla	6c.4	violin	47c.2	wand	8j.5
vanish	2g.5	violinist	1g.2	wander	2g.6
vapor	17L.2	virgin	9b.1	wanderer	9h.2
variation	27c.1	Virginia	18c.1	want	5q.1
variety	3g.2	virtually	3j.7	war	33c.2
various	3g.2.1	virtue	26a.1	ward	9n.4
vary	27c.3	virus	37b.2	ward	21h.1
vase	30e.4	vision	12e.3	warden	1t.1
vast	3a.3	vision	53a.2	warehouse	21k.1
vat	22a.9	visit	2g.7	warfare	33c.2
vault	28f.1	visitor	9h.1	warlike	5f.2
vegetables	6b.3	visor	17d.2	warm	52a.3
vegetation	24a.2	visual	53a.2.1	warmth	52a.3.1
vehicle	11a.1	visualize	12a.2	warn	10b.6
vein	23i.2	vitamin	37f.2	warning	10b.7
velocity	7j.1	vivid	38a.4	warship	11e.3
velvet	17k.3	vocal	10a.4	wart	23b.4
vendor	1m.2	voice	23d.2	was	50a.1
vent	30b.4	voiceless	19a.5	wash	41b.1
ventricle	23i.2	volcanic	20b.3.1	Washington	18c.1
venture	42c.3	volt	3e.2	Washington, DC	18d.1
Venus	20h.3	volume	15c.6	wasn't	46a.1
verb	35b.4	volume	32f.1.1	wasp	4k.1
verbose	10a.4	vote	51c.2	wasteful	13o.1

263

watch	7b.1	West Virginia	18c.1	wicked	5f.1.1		
watch	53b.1	westward	14e.1.1	wide	32f.1		
watchful	13p.1	wet	16b.8	widely	3k.1		
watchman	1t.2	we've	46b.1	widen	32f.3		
water	16a.1	whack	44a.3	widespread	42a.2		
waterfall	16f.1	whale	4h.1	widow	9b.1		
watermelon	6i.1	wharf	16i.3	width	32f.1.1		
watershed	16f.2	what	45d.1	wig	23b.3		
waterway	11h.9	whatever	45d.1	wiggle	2L.2		
watt	3e.2	what's	46d.1	wigwam	21b.3		
wave	44c.1	wheat	6i.3	wife	9n.7		
waver	2L.2	wheel	11f.1	wild	13o.1		
wax	41b.1	wheelbarrow	11b.2	wildcat	4b.1		
way	11h.3	wheeze	19c.2	wilderness	20e.1		
wayfarer	9h.2	when	7i.3	will	50c.1		
we	45a.1	when	45d.1	willing	13a.7		
weak	57b.3	whenever	45d.1	win	36d.1		
weak	43a.5	when...then	39b.4	wince	5c.1		
weakness	43a.5.1	where	14d.1	wind	40b.3		
wealth	28a.2	where	45d.1	windmill	21e.3		
weapon	8n.1	whereas	27d.2	window	30b.4		
wear	17i.1	where's	46d.1	windpipe	23d.2		
weariness	37c.1	where...there	39b.4	windshield	11f.2		
weary	12e.2	whereupon	39b.2	wine	6h.2		
weasel	4e.8	wherever	45d.1	wing	11f.4		
weather	40a.1	which	45c.1	wingspan	11f.4.1		
weatherman	1e.1	whichever	45d.1	wink	53b.3		
weave	17i.3	while	7i.3	winner	1d.1		
weaver	1n.3	whilst	7i.3	winner	36d.5		
web	25a.3	whimper	19c.5	winter	7d.2		
wed	2v.2	whine	19c.5	wintertime	7a.1		
we'd	46e.1	whinny	19d.1	wintry	40e.1		
wedding	2v.3	whip	8n.6	wipe	41b.1		
wedge	8e.3	whir	19e.1	wire	22d.2		
Wednesday	7e.2	whirl	2x.2	wireless	8L.1		
wee	3a.2	whisk	2i.3.1	Wisconsin	18c.1		
week	7d.3	whisker	4L.2	wisdom	12k.1		
weekend	7d.3	whisper	19c.6	wise	12k.1.1		
weekly	7k.5	whistle	19c.3	wisely	31g.1		
weigh	3b.1	white	58a.1	wish	5q.1		
weight	3b.1.1	whitewash	41b.1	wisp	3f.5		
weird	55a.2	whittle	8g.2	wistful	5h.2		
welcome	10d.5	who	45c.1	wit	12k.1		
well	3k.2	whole	3g.3	witch	9f.5		
well	37a.3	whom	45c.1	with	14k.2.1		
we'll	46c.1	whomever	45d.1	with	27b.1		
were	50a.1	whoop	19c.3	withdraw	2g.4		
weren't	46a.1	whose	45d.1	wither	2r.2		
west	14e.1	why	45d.1	without	27d.1		
western	14e.1.1	Wichita	18d.1	witness	1y.1		
westernmost	14e.1.1	wick	38d.2	witty	13i.1		

wizard	9f.5	writing	15b.1
woe	5h.1	wrong	26a.5
wolf	4b.2	wrongly	31f.1
woman	9b.1	wry	13i.1
wonder	12a.3	Wyoming	18c.1
wonderful	26c.5		
wonderland	18a.2		
won't	46a.1		
wood	22c.1		
woodchuck	4f.3		
woodcutter	1f.5		
woodland	20e.1		
woodpecker	4j.1		
woodsman	1f.5		
wool	17k.3		
woolen	17k.3.1		
word	35b.1		
work	1dd.1		
worker	1a.1		
workman	1a.1		
workmen	1a.1		
workshop	21e.1		
world	20h.1		
worm	4k.2		
worn	7f.4		
worry	5d.2		
worship	10d.6		
worth	28a.2		
worthless	26d.1		
worthwhile	26c.4		
would	50c.1		
wouldn't	46a.1		
wound	37e.1		
wow	10k.1		
wrap	22g.1		
wrap	44b.3		
wrapper	22b.1		
wrath	5e.1		
wreck	33a.4		
wreckage	33a.4.1		
wren	4j.1		
wrench	8e.2		
wrestler	1d.4		
wrestling	34b.4		
wretched	5i.3		
wring	44b.1		
wrinkle	17i.4		
wrist	23f.1		
wristwatch	7b.1		
write	15i.2		
writer	1e.2		

Y

yacht	11e.6		
yak	4e.7		
yam	6j.1		
yank	2k.1		
yap	19d.1		
yard	3e.1		
yard	20g.1		
yardstick	3c.1		
yarn	17k.2		
yawn	19c.2		
year	7d.3		
yearling	4d.1		
yearn	5q.1		
yeast	6g.1		
yell	19c.3		
yellow	58a.1		
yelp	19d.1		
yes	10k.2		
yesterday	7f.1		
yet	27d.1		
yield	10g.4		
yoke	4n.1		
yolk	6f.1		
you	45a.1		
you'd	46e.1		
you'll	46c.1		
youngster	9d.2		
your	45b.1		
you're	46f.1		
yours	45b.1		
youth	9d.2		
you've	46b.1		
yowl	19d.1		

Z

zebra	4e.7		
zigzag	32d.1		
zinc	29a.3		
zip	17i.1		
zipper	17b.1		

zone	20a.3
zoo	4m.1
zoom	19e.2

Appendix C
Commonly Confused Terms

Affect, effect *Affect* is a verb meaning "to influence." *Bad weather affects my mood. Effect* is either a verb or a noun. When used as a verb, it means "to bring about." *He effected a change through his persistence.* When used as a noun, it means "result." *The effect of the storm was felt for days.*

Ain't *Ain't* is nonstandard and is unacceptable in writing unless used in dialogue. However, it is becoming more widely accepted in informal spoken language.

All, all of In many cases the *of* in *all of* can be dropped. However, this is not true when a pronoun follows immediately: *all the dignitaries, all of them.*

Alot, a lot Although pronounced as one word, *a lot* is written as two words.

Already, all ready *Already* is an adverb meaning something has occurred prior to a stated time. *He has gone already. All ready* is a phrase expressing the state of being prepared. *He was all ready.*

Alter, altar *Alter* is a verb meaning "to change something." *They altered their plans. Altar* is a noun meaning "a table used for worship." *The altar was covered with flowers.*

All right, alright *All right* is correct. *Alright* is unacceptable.

Amidst, amongst These are acceptable but infrequently used substitutes for *amid* and *among.*

Amount, number *Amount* should be used with mass nouns (nouns that cannot be counted). *The amount of cash she had was amazing. Number* should be used with count nouns (nouns that can be counted). *The number of people I saw was amazing.*

Anyplace, anywhere In spoken language, these can be used interchangeably. In written language, *anywhere* is preferred because it is more formal.

Assent, ascent *Assent* is a verb meaning "to approve." *Ascent* is a noun signifying the act of climbing. *Will your parents assent to your ascent of the mountain?*

Awful, awfully *Awful* is commonly used colloquially to mean "very bad" (*an awful person*). *Awfully* is an intensifier used before adjectives (*awfully pretty, awfully nice*). Both are informal.

Awhile, a while These forms can be used interchangeably. *He waited a while. He waited awhile.*

Bath, bathe Commonly confused spelling. *Bath* is a noun. *Bathe* is a verb.

Being as, being that Both phrases are nonstandard forms for *since* or *because.* It 's better to avoid them in formal writing.

Beside, besides Both are prepositions but with different meanings. *Beside* means "at the side of." *He stood beside his mother. Besides* means "in addition to." *Who else besides Joni is coming?*

Between, among   *Between* is used to express a relationship between two things. *It was between Mary and Bill to decide the winner. Among* is used when there are more than two elements. *He was very popular among members of the team.* However, *between* can also be used to express interrelationships between several elements when they are considered individually rather than as a group. *He traveled frequently between Boston, New York, and Chicago.*

Breathe, breath, breadth   *Breathe* is a verb meaning "to take in air." *Breathe deeply. Breath* is a noun meaning "an exhalation of air." *She stopped to catch her breath. Breadth* is a noun meaning "distance" or "width." *What is the breadth of the room?*

Burned, burnt   Both forms are acceptable alternatives for the past tense and past participle of *burn.*

Can, may   Technically, there is a difference in meaning between these two verbs. *Can* means "ability to do something." *May* means "permission to do something." However, it is becoming acceptable to use *can* for both meanings.

Cannot, can not   These are interchangeable. Both are acceptable in written language.

Cite, site   *Cite* is a verb meaning "to refer to" or "quote." *Cite the source of your information. Site* is a noun meaning "a place or location." *This is the site of our new house.*

Continual, continuous   Although the distinction gradually is being lost, these two adjectives have different meanings. *Continual* refers to a series of events. *His back pain has been continual for two years. It happens to him about twice a month. Continuous* refers to an event that occurs without interruption. *His back pain has been continuous for three hours. The pain has not stopped during that time.*

Credible, creditable, credulous   *Credible* means "believable." *His story was credible. Creditable* means "worthy of credit." *His efforts were creditable. Credulous* means "gullible." *You have to be extremely credulous to believe a story like that.*

Desert, dessert   A *desert* is a large expanse of dry land. *Dessert* is something sweet eaten after the main course of a meal.

Discreet, discrete   *Discreet* means "cautious." *Be discreet in what you say. Discrete* means "separate" or "distinct." *Reading and writing are discrete skills.*

Dissent, descent   *Dissent* is a verb meaning "to differ in opinion." *The senator for Texas dissented from his colleagues. Descent* is a noun meaning "the act of coming down from a high place." *The descent of Everest is treacherous.*

Disinterested, uninterested   Although some dictionaries consider these words interchangeable, they are not properly synonyms. *Disinterested* means "impartial." *We need a disinterested judge to make the debate fair. Uninterested* means "having no interest." *I am uninterested in sports.*

Divulge, disclose Both words mean "to make known what was intended to be confidential." *Divulge* refers to sharing knowledge with a select group. *She divulged the secret of her friends. Disclose* usually refers to a general sharing of information. *The Senator disclosed new information to the reporters.*

Each ꞏnd every This phrase is redundant. *Each* or *every* should be used; not both.

Eminent, imminent *Eminent* means "distinguished." *He is an eminent guest. Imminent* means "about to happen." *The disaster was imminent.*

Ever so often, every so often Although very close in pronunciation, these phrases have different meanings. *Ever so often* means "very often." *We go to the movies ever so often, almost twice a week. Every so often* means "now and then." *We go to the movies every so often, usually only two or three times a year.*

Farther, further Once these two words had different meanings. Now they mean basically the same thing—distant—with *farther* the more commonly used form.

Fewer, less *Fewer* is used with count nouns. *He made fewer errors than I did. Less* is used with abstract and mass nouns. *I was less excited than he was.*

Former, latter Both are formal ways of referring to things already mentioned. *Former* refers to the first of two elements mentioned previously; *latter* refers to the second.

Formerly, formally *Formerly* is an adverb meaning "previously." *She was formerly a police officer. Formally* is an adverb meaning "in a formal fashion." *He dressed formally for the dance.*

Good, well These words can be used interchangeably when used as adjectives meaning "in a sound state of health." *I feel good. I feel well.* However, when *well* is used as an adverb, *good* cannot be used as its substitute. *He performed well.*

Had better, had best, you'd better All acceptable but awkward substitues for *should* or *ought.*

Had ought, hadn't ought These phrases are nonstandard and should be avoided.

Half a, half an, a half, a half a The first three are acceptable and can be used interchangeably. The fourth is not standard.

Hanged, hung The principal parts of *hang* are *hang, hung, hung. He hung the picture on the wall.* However, when referring to the death penalty, the principal parts are *hang, hanged, hanged. The murderer was hanged for his crimes.*

Have got to This phrase is used as a substitute for *must, should,* and *ought to.* Although acceptable in spoken language, it should be avoided in writing.

Hardly, barely, scarcely All three mean "not quite" and generally can be used interchangeably. Because all three have negative connotations, it is not correct

to use another negative with them. For example, *hardly didn't know* and *scarcely never listens* are nonstandard.

If, whether The two conjunctions are used interchangeably after verbs such as *ask, doubt, know, remember, see,* and *wonder.* However, if an alternative is stated, *whether* is acceptable. *He didn't know whether to leave or stay.*

Imply, infer *Imply* means "to state indirectly, hint, or intimate." *What are you implying by your remarks? Infer* means "to draw a conclusion or make a deduction based on facts." *What do you infer from his remarks?*

Inability, disability *Inability* means "lack of ability." *His inability to speak before crowds hurt his campaign. Disability* means "a permanent lack of ability, usually due to a handicap." *Her disability was caused by an automobile accident.*

In regards to, with regards to Both are nonstandard. Correct forms are *in regard to* and *with regard to.*

Irregardless Nonstandard form of *regardless.*

Its, it's *Its* is the possessive form of *it. The car lost its wheel. It's* is the contraction for *it is. It's cold outside.*

Kind of, sort of Colloquial substitutes for *rather* or *somewhat.*

Lay, lie *Lay* means "to place." *Did you lay the book on the table? Lie* means "to recline." The past tense of *lie* is *lay,* which often causes confusion. *This morning I lay down for a nap.*

Lead, led *Lead* used as a verb means "to conduct." *He will lead the horse to water.* Although spelled the same, *lead* is pronounced differently when used as a noun. *Pencils have lead in them. Led* is the past tense of the verb *lead. He led the horse to water.*

Leave, let When the meaning is "allow to remain," these two words can be used interchangeably. *Leave me alone. Let me alone.*

Lend, loan Both are acceptable as verbs in spoken language. *Will you lend/loan me the money?* However, many writers and speakers prefer the use of *lend* as a verb and *loan* as a noun. *The bank will lend me money after I apply for a loan.*

Liable, likely, apt All three can mean *probable* and are considered interchangeable.

Lighted, lit Both are acceptable past tense forms of *to light. He lighted the candle. He lit the candle.*

Like, as In the past, *like* was considered a conjunction and *as* a preposition. That distinction is fading; *like* is now acceptable as a conjunction

Lose, loose *Lose* is a verb meaning "to be unable to find something." *Did you lose your purse? Loose* is an adjective meaning "unfastened." *Some of the screws are loose.*

Maybe, may be *Maybe* is an adverb meaning "perhaps." *Maybe he will come. May be* is a verb phrase meaning "possibly will be." *He may be coming.*

Mighty   It is acceptable to use *mighty* in spoken language to mean "very"— *mighty nice.* However, the usage is considered informal and usually is avoided in writing.

Miner, minor   *Miner* is a noun meaning "one who works in a mine." *Minor* is an adjective meaning "of less importance" or "under legal age."

Moral, morale   *Moral* is an adjective meaning "ethical." *He is a moral person. Morale* is a noun meaning "mental and emotional state." *His morale is always good.*

Muchly   *Much* can be used either as an adjective or an adverb. The *ly* is unnecessary.

Must   At one time *must* functioned as an auxiliary verb. *He must help us.* Now it is often used as a noun. *Visiting Disneyland is a must.*

Nowhere, nowheres, no place   *Nowhere* is the most formal of the three. *Nowheres* is nonstandard and should be avoided. *No place* is used frequently in speech.

Of   In speech, the verb *have* is sometimes replaced with *of—might of, would of.* In writing, this is nonstandard and should be avoided.

OK, okay   These are variations of an acceptable spoken expression.

Pair, pare   *Pair* is a noun meaning "two related objects." *These socks are a pair. Pare* is a verb meaning "to cut down or diminish." *I pare the apples.*

Percent, percentage   *Percent* usually is written as one word. *The interest rate is ten percent. Percentage* often is used as a substitute for *percent* to mean "fraction" or "portion." *A large percentage of people like music.*

Personal, personnel   *Personal* is an adjective meaning "private." *This is a personal conversation. Personnel* is a noun meaning "employees." *I took the assignment because I like the personnel working on it.*

Practical, practicable   *Practical* means "useful." *A hammer is a practical tool. Practicable* means "feasible." *His plan was practicable.*

Pretty   As an adverb meaning "moderately," *pretty* is overused in speech and should be used sparingly in writing. *I was pretty happy.*

Proved, proven   Both are acceptable past participial forms of *prove.*

Provided, providing   These words are used interchangeably as subordinating conjunctions.

Quite, quiet   *Quite* is an intensifier meaning "rather." *His home is quite nice. Quiet* is an adjective meaning "calm." *This is a quiet night.*

Real, really   *Real* is an adjective. *Really* is an adverb.

Reason is because   This is nonstandard and inappropriate in formal situations.

Rise, raise   The principal parts of *rise* are *rise, rose, risen. Rise* is used when a person or thing elevates under its own power. *He rose from the chair to get a drink of water.* The principal parts of *raise* are *raise, raised, raised. Raise* is used when someone or something is increasing the elevation of someone or something else. *They raised me up from the chair because I was unable to walk.*

261

Shall, will Previously, *shall* was the only auxiliary verb that could be used with the pronoun *I* to express future tense. *I shall be there.* Now the auxiliary verb *will* has replaced *shall* almost totally.

Sit, set The principal parts of *sit* are *sit, sat, sat.* The principal parts of *set* are *set, set, set. Sit* is transitive; *set* is intransitive. *He set his cup on the table and then sat down to drink.*

Sure, surely *Sure* is an adjective. *I am sure I'm right. Surely* is an adverb. *That is surely a mistake.* In informal situations, *sure* is sometimes used as an adverb—*He sure can play the piano.* However, this use should be avoided in writing.

Than, then *Than* is a conjunction used in comparative statements. *He is taller than I am. Then* is an adverb designating time. *It happened then.* In speech, *then* often is substituted for *than* because of the similarity of sound. This is not acceptable in writing.

That, which, whom When used as a relative pronoun, *that* may refer to persons, animals, or things. *Which* may refer to animals and things, but not persons. *Who (whom)* may refer to persons only. When choosing between *that* and *which, that* should be used to introduce restrictive clauses. *Bring me the book that you read. Which* is used to introduce nonrestrictive clauses. *The book, which I had read before, was on the shelf.*

Their, there, they're, there's *Their* is the possessive pronoun form of *they. It is their house. There* is an adverb indicating place. *He lives there. They're* is the contracted form of *they are. They're friends of mine. There's* is the contracted form of *there is. There's gold in those hills.*

Though, although Both are acceptable forms when used as subordinating conjunctions and often are used interchangeably.

Thusly *Thus* is an adverb. The *ly* is unnecessary.

Type, type of *Type* is colloquial for *type of* and should not be used in formal situations.

Whether, weather *Whether* is a conjunction. (See *if, whether.*) *Weather* is a noun meaning "the state of the atmosphere." *Because the weather looked forbidding, he wasn't sure whether to go sailing.*

Whose, who's *Whose* is the possessive form of *who. Whose scarf is laying on the floor? Who's* is the contraction for *who is. Who's responsible for this mistake?*

Your, you're *Your* is the possessive form of *you. This is your first day on the job. You're* is the contraction for *you are. You're a fine swimmer.*