

# HOG HAT ZONE

## GOAL

- To build skills in paragraph comprehension.

## OBJECTIVES

- Develop morphological skills, the ability to understand and correctly use small words, letters and letter combinations that change the meaning of a word.
- Build vocabulary skills focusing on affixes—prefixes and suffixes.
- Develop skills in answering multiple-choice questions.
- Improve automatic word recognition.

## SKILLS

### COGNITIVE SKILLS

Memory — holding incomplete sentences in working memory while recalling vocabulary and grammatical structures from long-term memory.

Attention — selective attention to grammatical features of superficially similar response alternatives.

Processing — linguistic and visual processing

Sequencing — using word order to identify the grammatical roles of the missing words.

### READING/LANGUAGE ARTS SKILLS

- Paragraph comprehension — Identify missing morphologically important words that make paragraphs complete (The missing words follow the progression of students' acquisition of pronouns, plural and possessive nouns, auxiliary verbs, third person singular and past tense verbs, derivational prefixes and suffixes, and contractions.).
- Morphological complexity — Choose the correct word from a display of four choices, which may contain words that are commonly confused or words that are morphologically or orthographically similar.
- Vocabulary — Recognize and correctly use morphological affixes—prefixes and suffixes.



# HOG HAT ZONE

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## READING CURRICULUM STANDARDS

- Identify and correctly use regular and irregular plurals (*dog/dogs, house/houses, fly/flies, wife/wives*).
- Spell correctly one-syllable words that have blends, compounds, and complex orthographic patterns (*qu*, consonant doubling, changing *y* to *ies* to form plurals).
- Spell correctly common homophones.
- Spell correctly root words, inflections, suffixes and prefixes, and syllable constructions.
- Use knowledge of homophones to determine meaning of words.
- Use sentence and word context to find meaning of unknown words.
- Use knowledge of prefixes and suffixes to determine the meaning of words.
- Understand and be able to use complete and correct declarative, interrogative, and imperative sentences.
- Identify subjects and verbs that are in agreement.
- Identify articles.
- Identify adjectives and compound words.
- Identify pronouns.
- Identify past, present, and future verb tenses properly.
- Read and respond to a wide variety of significant works of children's literature.
- Recognize the similarities of sounds in words.

## Description

Hog Hat Zone helps the student improve paragraph comprehension skills and develop a better understanding of morphological complexity in the following ways:

- **PARAGRAPH COMPREHENSION:** Hog Hat Zone presents paragraphs excerpted from classic children's literature that are missing morphologically important words. The missing words follow the progression of students' acquisition of pronouns, plural and possessive nouns, auxiliary verbs, third person singular and past tense verbs, derivational affixes (prefixes and suffixes that change a word's meaning or part of speech) and contractions. Understanding these morphologically important words and how they are spelled in English is crucial for understanding the links between words, the meaning of a sentence, and the relationships between sentences.



- **MORPHOLOGICAL COMPLEXITY:** Hog Hat Zone displays four choices for each missing word: one choice is the correct word, and the other three choices are foils – incorrect choices closely related to the correct choice. The foils are systematically chosen to include words that are commonly confused with the correct word, and they are similar to the correct word either morphologically (through similar spellings or spelling-sound correspondences).
- **VOCABULARY:** Hog Hat Zone helps students learn to recognize and correctly use morphological affixes – prefixes and suffixes. Because comprehension of morphological changes leads to vocabulary growth in 3rd grade and beyond, Hog Hat Zone helps students increase their vocabulary skills. These vocabulary skills, in turn, contribute to automatic word recognition, an important factor in fluent reading. Hog Hat Zone presents paragraphs that contain a range of vocabulary words appropriate for the 2nd through 4th grade levels.

The Hog boss and her construction crew can't seem to put the piping and girders together correctly. The student helps them fill in the missing pieces by selecting the most appropriate words to fill in the blanks.

## How Students Work on Hog Hat Zone

When the student clicks the yellow paw, a paragraph appears, minus some key words. Four choices for the first missing word appear, and the student must click the word that correctly fills the gap. After the student selects a choice, a group of four choices for the next missing word appears; this sequence repeats until the paragraph is complete.

### KEYBOARD SHORTCUTS

BUTTON	KEYBOARD SHORTCUT
Paw	Space bar
Responses, top left to bottom right	Number keys 1 through 4

## How Students Progress through Hog Hat Zone

Hog Hat Zone progresses through four tiers of morphological complexity as follows:

- **TIER 1:** Pronouns (such as *she*) and auxiliary verbs (such as *will*)
- **TIER 2:** inflectional suffixes, which are suffixes that add information about number, case, tense, or person, but do not change a word's part of speech; inflectional suffixes can be added to nouns (such as the *-s* in *cats*) and verbs (such as *worked* and *working*).
- **TIER 3:** Prefixes (such as the *re-* in *reheat*) and derivational suffixes, which are suffixes that change a word's meaning (such as the *-less* in *useless*) and often its part of speech (such as the *th* that changes *heal* to *health*)

# HOG HAT ZONE

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- **TIER 4:** Deictic pronouns, which are pronouns that point to something (such as *here*); possessives (such as *Mike's*); and contractions (such as *they're*). Many of these pronouns are challenging because they have highly confusable homophones (for instance, *they're* has two homophones: *there* and *their*).

At each tier, Hog Hat Zone presents several categories of morphological complexity that are mastered at roughly the same age in Students' spoken language development.

- **TIER 1** (Pronouns and auxiliary verbs):
  1. Nominative case pronouns, which are the subject of a clause
  2. Accusative case pronouns, which are the object of a verb
  3. Third person gender
  4. Possessive pronouns
  5. Deictic pronouns, (this, that, these, those)
  6. Auxiliary verbs
- **TIER 2** (Inflectional suffixes and verb tenses):
  1. Comparatives and superlatives
  2. Plural nouns
  3. Third person singular verbs
  4. Gerunds, which are verbs that function as nouns, end in *-ing*, and describe an action or state of being
  5. Progressive tense, which uses a form of to be plus a verb ending in *-ing* and describes a continuous action
  6. Past participles, which are verbs that function as adjectives and end in *-ed* or *-en*
  7. Perfect tense, which uses have or had plus the perfect tense of a verb to refer to a completed action that occurred at a different time
  8. Present participles, which are verbs that function as adjectives and end in *-ing*
- **TIER 3** (Prefixes and frequent derivational suffixes, which change a word's meaning and often its part of speech):
  1. Prefixes
  2. Comparatives and Superlatives
  3. Derivational suffixes that create adverbs
  4. Derivational suffixes that create adjectives
  5. Derivational suffixes that create negative adjectives
  6. Derivational suffixes that create nouns



► **TIER 4** (Deictic pronouns, possessives, and contractions):

1. Deictic pronouns, (*here, there*)
2. Possessive nouns
3. Contractions of *will*
4. Contractions of *would*
5. Contractions of *is* and *am*
6. Contractions of *are*
7. Contractions of *have, has,* and *had*

Within each tier, Hog Hat Zone presents two units. The first unit presents paragraphs of 2 to 3 lines displayed on pipes, and the second unit presents paragraphs of 4 to 5 lines displayed on girders. After the student has completed the first unit (shorter paragraphs on pipes), Hog Hat Zone presents the second unit (longer paragraphs on girders).

The paragraphs can have as few as one missing word and as many as five, but each line as presented on the exercise screen contains at most one gap.

## How Students Advance in Hog Hat Zone

Hog Hat Zone presents the categories within a tier in random order. The student works on 10 different trials per category. After the student works on all trials in a tier, Hog Hat Zone evaluates all the trials in that tier for advancement. If the student correctly completed 90 percent of the trials in the first unit (pipes and shorter paragraphs) and 90 percent of the trials in the second unit (girders and longer paragraphs), Hog Hat Zone advances to the next tier.

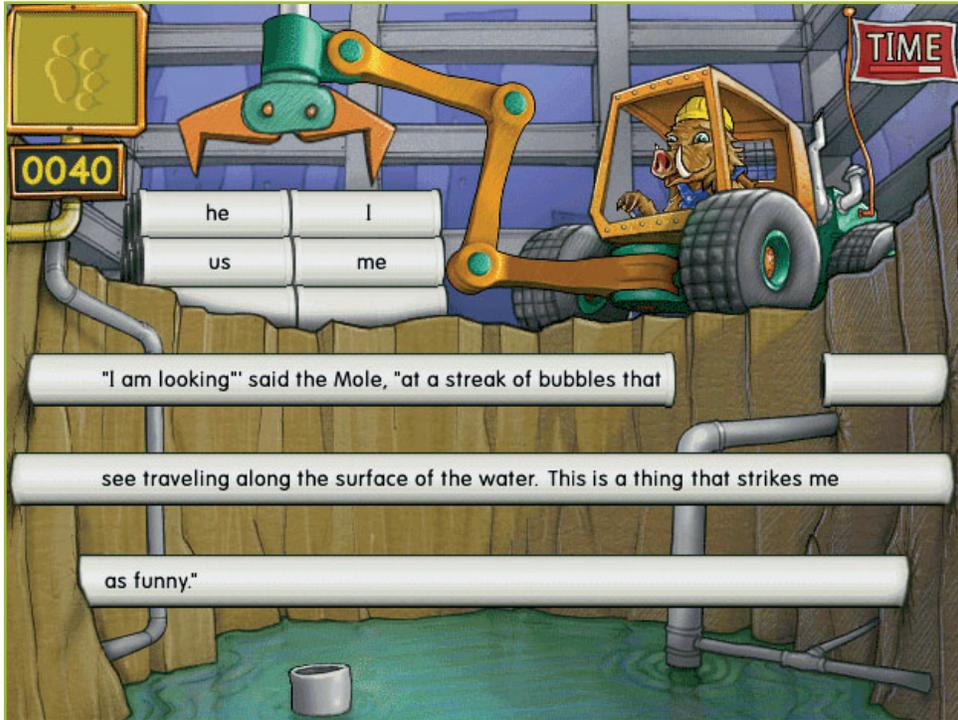
### **MASTERY**

If the student did not correctly complete 90 percent of the trials in either unit, Hog Hat Zone presents that unit again. If the student repeats a unit 3 times but does not achieve 90 percent correct, Hog Hat Zone presents the next tier.

Before the student completes the exercise—and after the student completes as much of the material in Hog Hat Zone as possible—Hog Hat Zone returns the student to the units that the student did not complete with 90 percent accuracy. Hog Hat Zone requires the student to work on these units until he or she achieves 90 percent accuracy.

# HOG HAT ZONE

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## POINTS AWARDED IN HOG HAT ZONE

Hog Hat Zone awards points to the student based on the following conditions:

- **CORRECT ANSWERS:** The student earns 8 points for each trial that is correctly completed.
- **BONUS POINTS:** After the student completes 10 trials correctly, Hog Hat Zone rewards the student's performance with 20 bonus points.



## Hog Hat Zone Content

### TIER 1 PRONOUNS AND AUXILIARY VERB TENSES

“Somebody must be driving a herd of cattle along the road,” thought Tom. “\_\_\_\_\_ hope they don’t get in my way, or, rather, I hope I don’t get in \_\_\_\_\_.”

[I, Me, My, He]

[theirs, their, they, them]

Tom Swift, his face rather pale from his narrow escape, leaped from \_\_\_\_\_ bicycle, and stood regarding the automobile.

[his, her, him, it]

\_\_\_\_\_ is the first chance I’ve ever had to get acquainted with Jerusha Abbott. I think I’m going to like \_\_\_\_\_.

[This, Them, These, Those]

[her, she, he, they]

So \_\_\_\_\_ was the way the Doctor came to know that animals had a language of \_\_\_\_\_ own and could talk to one another.

[that, them, these, those]

[their, they, there, its]

Aunt Em dropped her work and came to the door. One glance told \_\_\_\_\_ of the danger close at hand. “Quick, Dorothy!” \_\_\_\_\_ screamed. “Run for the cellar!”

[her, she, him, he]

[she, her, he, they]

Either the well was very deep, or she fell very slowly, for \_\_\_\_\_ had plenty of time as she went down to look about her and to wonder what \_\_\_\_\_ going to happen next.

[she, he, her, you]

[was, were, is, has]

After much tugging and pulling they got a large dried prune out of the jar on to the shelf and began to nibble at it. \_\_\_\_\_ was even better than the brown sugar.

[This, These, They, Those]

“What are \_\_\_\_\_ looking at?” said the Rat presently, when the edge of their hunger was somewhat dulled, and the Mole’s eyes \_\_\_\_\_ able to wander off the tablecloth a little.

[you, your, I, she]

[were, was, are, is]

## HOG HAT ZONE

---

"I am looking," said the Mole, "at a streak of bubbles that \_\_\_\_\_ see traveling along the surface of the water. \_\_\_\_\_ is a thing that strikes me as funny."

[**I**, me, he, us]

[**That**, These, Those, Them]

"There is a lad who knows a motorboat from stem to stern, if \_\_\_\_\_ are the right words. I don't know much about boats except what I'm told, but Tom Swift does."

[**those**, that, them, this]

Among \_\_\_\_\_ unfinished tales is that of Mr. James Phillimore, who, stepping back into his own house to get his umbrella, was never more seen in this world.

[**these**, this, that, them]

It seems queer to be writing letters to somebody \_\_\_\_\_ don't know. It seems queer for \_\_\_\_\_ to be writing letters at all—I've never written more than three or four in my life, so please overlook it if \_\_\_\_\_ are not a model kind.

[**you**, your, me, it]

[**me**, he, she, I]

[**these**, them, this, that]

Up they got, early next morning, out of the silken beds; and \_\_\_\_\_ saw that the sun \_\_\_\_\_ shining brightly and that the wind was blowing from the South.

[**they**, them, there, us]

[**was**, were, has, have]

The friendly cow all red and white, \_\_\_\_\_ love with all my heart: She gives me cream with all \_\_\_\_\_ might, To eat with apple tart.

[**I**, Me, We, He]

[**her**, she, his, it]

Whenever Auntie moves around, \_\_\_\_\_ dresses make a curious sound, They trail behind \_\_\_\_\_ up the floor, And trundle after through the door.

[**her**, his, she, its]

[**her**, she, it, them]

Before leaving yesterday morning, Mrs. Lippett and I had a very serious talk. \_\_\_\_\_ told me how to behave all the rest of \_\_\_\_\_ life, and especially how to behave towards the kind gentleman who is doing so much for \_\_\_\_\_. I must take care to be Very Respectful.

[**She**, He, It, Her]

[**my**, I, me, his]

[**me**, I, she, we]



It was very dark, and the wind howled horribly around \_\_\_\_\_, but Dorothy found she \_\_\_\_\_ riding quite easily. After the first few whirls around, and one other time when the house tipped badly, she felt as if \_\_\_\_\_ were being rocked gently, like a baby in a cradle.

[**her**, she, him, they]

[**was**, were, has, had]

[**she**, he, her, him]

'Well!' thought Alice to herself, 'after such a fall as this, \_\_\_\_\_ shall think nothing of tumbling downstairs! How brave they'll all think \_\_\_\_\_ at home! Why, I wouldn't \_\_\_\_\_ anything about it, even if I fell off the top of the house!' (Which was very likely true.)

[**I**, me, she, her]

[**me**, I, she, my]

[**say**, said, says, saying]

And now, when he walked down the street in \_\_\_\_\_ high hat, people would say to one another, "There goes John Dolittle, M.D.! There was a time when \_\_\_\_\_ was the best known doctor in the West Country—Look at \_\_\_\_\_ now—He hasn't any money and his stockings are full of holes!"

[**his**, her, its, he]

[**he**, she, his, it]

[**him**, her, she, it]

An old mouse \_\_\_\_\_ running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook \_\_\_\_\_ head at him. Peter began to cry.

[**was**, were, are, have]

[**her**, she, his, she's]

There was a table set out under a tree in front of the house, and the March Hare and the Hatter \_\_\_\_\_ having tea at it: a Dormouse was sitting between \_\_\_\_\_, fast asleep, and the other two were using it as a cushion, resting \_\_\_\_\_ elbows on it, and talking over its head.

[**were**, was, are, is]

[**them**, they, him, it]

[**their**, his, they, her]

"But I thought all witches were wicked," said the girl, who was half frightened at facing a real witch. "Oh, no, \_\_\_\_\_ is a great mistake. There were only four witches in all the Land of Oz, and two of them, \_\_\_\_\_ who live in the North and the South, are good witches. I know this is true, for I am one of them myself, and cannot be mistaken."

[**that**, these, them, they]

[**those**, them, that, this]

## HOG HAT ZONE

---

When Dorothy was left alone she began to feel hungry. So she went to the cupboard and cut herself some bread, which \_\_\_\_\_ spread with butter. She gave some to Toto, and taking a pail from the shelf she carried \_\_\_\_\_ down to the little brook and filled it with clear, sparkling water.

[**she**, her, it, he]

[**it**, him, her, them]

"I was born the son of a woodman who chopped down trees in the forest and sold the wood for a living. When \_\_\_\_\_ grew up, I too became a woodchopper, and after my father died I took care of my old mother as long as she lived. Then I made up \_\_\_\_\_ mind that instead of living alone I would marry, so that I might not \_\_\_\_\_ lonely."

[**I**, me, she, her]

[**my**, me, I, his]

[**become**, became, becomes, becoming]

So she was considering in \_\_\_\_\_ own mind (as well as \_\_\_\_\_ could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would \_\_\_\_\_ worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

[**her**, our, she, his]

[**she**, her, she's, hers]

[**be**, been, being, is]

"Humph," remarked the inventor; "your little pleasure-jault might \_\_\_\_\_ ended disastrously. I suppose Andy and his chums are off on their trip. I remember Mr. Fogger speaking to me about it the other day. \_\_\_\_\_ said Andy and some companions \_\_\_\_\_ going on a tour, to be gone a week or more."

[**have**, has, are, was]

[**He**, She, It, Him]

[**were**, was, is, am]

'They don't keep this room so tidy as the other,' Alice thought to herself, as she noticed several of the chessmen down in the hearth among the cinders: but in another moment, with a little 'Oh!' of surprise, she was down on her hands and knees watching \_\_\_\_\_. The chessmen were walking about, two and two!

[**them**, they, her, she]

Clearly the squint-eyed youth had not been the mysterious visitor to the boathouse and \_\_\_\_\_ not unlocked the forward compartment. But if it was not he, who could it have been and how did the keys get there? \_\_\_\_\_ were questions which racked Tom's brain.

[**had**, have, are, was]

[**These**, This, That, Them]



Altogether the Red Streak was a very fine boat and \_\_\_\_\_ cost considerably more than had Tom's, even when the latter was new. All these things the young owner of the Arrow thought of as he steered \_\_\_\_\_ craft over the course.

[**had**, have, are, was]

[**his**, he's, him, he]

When I am grown to man's estate I shall \_\_\_\_\_ very proud and great, And \_\_\_\_\_ the other girls and boys Not to meddle with my toys.

[**be**, been, being, am]

[**tell**, tells, telling, told]

Now Tom would be a driver and Maria go to sea, And my papa's a banker and as rich as he can be; But I, when I am stronger and can \_\_\_\_\_ what I'm to do, O Leerie, I'll go round at night and \_\_\_\_\_ the lamps with you!

[**choose**, choosing, chooses, chose]

[**light**, lights, lighting, lit]

In spite of our wisdom  
And sensible talking,  
We on our feet must \_\_\_\_\_  
Plodding and walking.

[**go**, gone, going, goes]

"Let us both fly up to town! There I'll \_\_\_\_\_ you such a gown! Which, completely in the fashion, You shall \_\_\_\_\_ a sky blue sash on."

[**buy**, bought, buying, buys]

[**tie**, tied, ties, tying]

"I never thought I'd see this place," he said at last, in a whisper. "Did you know about it?" asked Mary. She had spoken aloud and he made a sign to \_\_\_\_\_. "We must talk low," he said, "or someone'll hear us an' wonder what's to do in here."

[**her**, him, he, them]

## TIER 2 INFLECTIONAL SUFFIXES AND VERB TENSES

Then the Mayor pulled out of his pocket a still \_\_\_\_\_ parcel and said, "Where is the dog?"

[**larger**, large, largest, largely]

## HOG HAT ZONE

---

The Badger sat in the armchair, reading the paper, and not concerning himself in the \_\_\_\_\_ about what was going to happen that very evening.

[**slightest**, slight, slighter, slightly]

He will stay and do his work faithfully as long as he can, and we won't ask for him back a minute \_\_\_\_\_ than he can be spared.

[**sooner**, soonest, soon, someday]

Amy, though the \_\_\_\_\_ of the four \_\_\_\_\_, was a most important person—in her own opinion at least.

[**youngest**, young, youngish, younger]

[**sisters**, sister, sister's, sit-ups]

Then the six great \_\_\_\_\_ flapped their big wings and flew back to their homes in the mountains and the rocks.

[**birds**, bird, bird's, ball's]

"It's my sister Margaret, and you knew it was! Do you think she is pretty?" "Yes; she makes me think of the German girls, she \_\_\_\_\_ so fresh and quiet, and \_\_\_\_\_ like a lady."

[**looks**, look's, look, looking]

[**dances**, dance, dance's, dancing]

"Look at the balloon!" called John from the carriage house. "It's going to land in the orchard." This announcement caused all the children to hurry up to the orchard, for everybody \_\_\_\_\_ to "catch" a balloon.

[**likes**, like, liking, licks]

"Well, you have certainly all done very nicely," Mrs. Bobbsey said. "And that kind of play is like \_\_\_\_\_ to school, for it \_\_\_\_\_ you important lessons in nature."

[**going**, go, gone, goes]

[**teaches**, teach, teaching, telling]

"And if there is too much pressure against the stone wall that \_\_\_\_\_ the dam, the wall may be carried away. That's what we call the dam bursting," finished Uncle Daniel.

[**makes**, make, making, may]

And Dab-Dab was glad, too, to get back to the house she knew so well—although there was a terrible lot of \_\_\_\_\_ to be done, with cobwebs everywhere.

[**dusting**, dust, dusts, dusty]



“When we get to the country we will plant trees, go \_\_\_\_\_, and pick blackberries,” Nan said one day. “Yes, and I’m going with Harry out \_\_\_\_\_,” Bert announced.

[**fishing**, fished, fish’s, fishes]

[**exploring**, explore, explored, explores]

Dorothy was going to ask another question, but just then the Munchkins, who had been \_\_\_\_\_ silently by, gave a loud shout and pointed to the corner of the house where the Wicked Witch had been \_\_\_\_\_.

[**standing**, stand, stood, stands]

[**lying**, lie, lied, lies]

“You said, the other day, you thought we were a deal \_\_\_\_\_ than the King children, for they were \_\_\_\_\_ and fretting all the time, in spite of their money.”

[**happier**, happy, happiest, happily]

[**fighting**, fight, fights, fought]

“Now come, children,” Mr. Bobbsey told the \_\_\_\_\_ youngsters. “Keep track of your things. Sam will be ready in a few minutes, and then we must be off.”

[**excited**, excite, excites, excitedly]

By this time the much \_\_\_\_\_ lady had found out it was only a little kitten, and \_\_\_\_\_ very foolish she sat down and coaxed Snoop into her lap again. Mr. Bobbsey hurried to apologize.

[**scared**, scare, scares, scaring]

[**feeling**, feel, felt, feels]

“Potatoes first!” Harry announced, “because they may get cold,” and at this order everybody broke the freshly \_\_\_\_\_ potatoes into the paper napkins and touched it up with the extra butter that had come along.

[**roasted**, roast, roasting, roasts]

“We have \_\_\_\_\_ all the seas and all the countries and all the islands and all the cities and all the villages in this half of the world. But we have \_\_\_\_\_.”

[**searched**, search, searching, searches]

[**failed**, fail, failing, fails]

The cat family had quite \_\_\_\_\_. They invited him to stay to dinner. The dumpling had been \_\_\_\_\_ off Tom Kitten, and made separately into a bag pudding, with currants in it to hide the smuts.

[**recovered**, recover, recovering, recovers]

[**peeled**, peel, peels, peeling]

## HOG HAT ZONE

---

Jo told her adventures, and, by the time she had \_\_\_\_\_, they were at home.

[**finished**, finish, finishing, finishes]

“You seem very clever at \_\_\_\_\_ words, Sir,” said Alice. “Would you kindly tell me the meaning of the poem called ‘Jabberwocky?’” “Let’s hear it,” said Humpty Dumpty. “I can explain all the \_\_\_\_\_ that were ever invented—and a good many that haven’t been invented just yet.”

[**explaining**, explain, explains, explained]

[**poems**, poem, poetic, poetry]

Uncle Henry sat upon the doorstep and looked anxiously at the sky, which was even \_\_\_\_\_ than usual. Dorothy stood in the door with Toto in her arms, and looked at the sky too. Aunt Em was \_\_\_\_\_ the \_\_\_\_\_.

[**grayer**, gray, grayest, greatly]

[**washing**, wash, washes, washed]

[**dishes**, dish’s, houses, house’s]

Somehow, it soon seemed taken for granted by all three of them that the trip was a \_\_\_\_\_ thing; and the Rat, though still \_\_\_\_\_ in his mind, allowed his good nature to override his personal objections.

[**settled**, settle, settles, settling]

[**unconvinced**, convince, unconvincing, convincing]

All day a fine rain had fallen steadily, and the mists hung heavy over the valley. The lower hills were wrapped as in a winding sheet; dank and cold. The trees were \_\_\_\_\_ with moisture. The stranger looked \_\_\_\_\_ and wet.

[**dripping**, drip, dripped, drips]

[**tired**, tire, tiring, tires]

The people greeted Dorothy kindly, and invited her to supper and to pass the night with them; for this was the home of one of the \_\_\_\_\_ Munchkins in the land, and his \_\_\_\_\_ were gathered with him to celebrate their freedom from the bondage of the Wicked Witch.

[**richest**, richness, richly, riches]

[**friends**, friend, friend’s, fires]



The Rat knotted the horse's reins over his back and took him by the head, \_\_\_\_\_ the bird cage and its hysterical occupant in the other hand. "Come on!" he said grimly to the Mole. "It's five or six miles to the \_\_\_\_\_ town, and we shall just have to walk it. The \_\_\_\_\_ we make a start the better."

[**carrying**, carry, carries, carried]

[**nearest**, near, nearly, nearer]

[**sooner**, soon, soonest, quickly]

"I'll try and be what he \_\_\_\_\_ to call me, 'a little woman,' and not be rough and wild; but do my duty here instead of \_\_\_\_\_ to be somewhere else," said Jo, thinking that keeping her temper at home was a much \_\_\_\_\_ task than facing a rebel or two down South.

[**loves**, love, loving, lovely]

[**wanting**, want, wants, wanted]

[**harder**, hard, hardest, hardly]

After a few hours the road began to be rough, and the \_\_\_\_\_ grew so difficult that the Scarecrow often stumbled over the yellow bricks, which were here very uneven. Sometimes, indeed, they were broken or \_\_\_\_\_ altogether, leaving \_\_\_\_\_ that Toto jumped across and Dorothy walked around.

[**walking**, walks, walked, walk's]

[**missing**, miss, missed, misses]

[**holes**, hole, hole's, holed]

Alice had been \_\_\_\_\_ over his shoulder with some curiosity. "What a funny watch!" she remarked. "It \_\_\_\_\_ the day of the month, and doesn't tell what o'clock it is!" "Why should it?" muttered the Hatter. "Does your watch tell you what year it is?"

[**looking**, look, looked, looks]

[**tells**, tell, telling, told]

The children built a castle, of course, but castle-\_\_\_\_\_ is rather poor fun when you have no hope of the \_\_\_\_\_ tide ever coming in to fill up the moat and wash away the drawbridge, and, at the happy last, to wet everybody up to the waist at least.

[**building**, build, builds, built]

[**swishing**, swish, swishes, swished]

"I don't care about the color," the Tiger-lily remarked. "If only her petals curled up a little more, she'd be all right." Alice didn't like \_\_\_\_\_ criticized, so she began asking questions. "Aren't you sometimes frightened at being planted out here, with nobody to take care of you?"

[**being**, be, been, is]

## HOG HAT ZONE

---

"Well, in our country," said Alice, still panting a little, "you'd generally get to somewhere else—if you ran very fast for a long time, as we've been doing." "A slow sort of country!" said the Queen. "Now, here, you see, it takes all the \_\_\_\_\_ you can do, to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!"

[**running**, run, ran, rerun]

They talked over the new plan while old Hannah cleared the table; then out came the four little work-baskets, and the needles flew as the girls made sheets for Aunt March. It was uninteresting \_\_\_\_\_, but tonight no one grumbled.

[**sewing**, sew, sews, sewed]

And the pushmi-pullyu was glad they had come; because he liked the green grass so much better than the dried apples he had been \_\_\_\_\_ on the ship. And Gub-Gub squeaked for joy when he found a whole valley full of wild sugarcane.

[**eating**, eat, eaten, ate]

After they had \_\_\_\_\_ up the anchor without a sound, and were \_\_\_\_\_ the ship very, very carefully out of the bay, Gub-Gub suddenly sneezed so loud that the pirates on the other ship came rushing upstairs to see what the noise was.

[**pulled**, pull, pulls, pulling]

[**moving**, move, moves, moved]

The sun had baked the \_\_\_\_\_ land into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had \_\_\_\_\_ the tops of the long \_\_\_\_\_ until they were the same gray color to be seen everywhere.

[**plowed**, plow, plows, plow'd]

[**burned**, burn, burning, burns]

[**blades**, blade, blade's, bladed]

"His little nephew is on the ship with me here," said the Doctor. "And he is terribly afraid that the pirates threw his uncle into the sea. Would you be so good as to find out for me, for sure, whether he has been \_\_\_\_\_ or not?"

[**drowned**, drown, drowns, drowning]

"Those who dwelt in the East and the West were, indeed, wicked witches; but now that you have \_\_\_\_\_ one of them, there is but one Wicked Witch in all the Land of Oz—the one who \_\_\_\_\_ in the West." "But," said Dorothy, after a moment's thought, "Aunt Em has told me that the \_\_\_\_\_ were all dead—years and years ago."

[**killed**, kill, kills, killing]

[**lives**, live, living, life's]

[**witches**, witch, witch's, waits]



“My mother knows old Mr. Laurence; but says he’s very proud, and doesn’t like to mix with his neighbors. He \_\_\_\_\_ his grandson shut up, when he isn’t riding or \_\_\_\_\_ with his tutor, and makes him study very hard. We invited him to our party, but he didn’t come. Mother says he’s very nice, though he never \_\_\_\_\_ to us girls.”

[**keeps**, keep, keeping, says]

[**walking**, walk, walked, walks]

[**speaks**, speak, speaking, sneaking]

There was a table set out under a tree in front of the house, and the March Hare and the Hatter were \_\_\_\_\_ tea at it: a Dormouse was sitting between them, fast asleep, and the other two were \_\_\_\_\_ it as a cushion, resting their \_\_\_\_\_ on it, and talking over its head.

[**having**, had, have, has]

[**using**, uses, use, used]

[**elbows**, elbowed, elbowing, elbowroom]

There were a number of tiny little brooks \_\_\_\_\_ straight across it from side to side, and the ground between was divided up into squares by a number of little green \_\_\_\_\_, that reached from brook to brook. “I declare it’s \_\_\_\_\_ out just like a large chessboard!” Alice said at last.

[**running**, run, ran, runner]

[**hedges**, hedge, hedge’s, hedged]

[**marked**, marks, marking, marker]

“Can I help you?” said a friendly voice; and there was Laurie, with a full cup in one hand and a plate of ice in the other. “I was trying to get something for Meg, who is very tired, and some one shook me; and here I am, in a nice state,” answered Jo, \_\_\_\_\_ dismally from the \_\_\_\_\_ skirt to the coffee-colored glove.

[**glancing**, glance, glances, glanced]

[**stained**, stain, staining, stains]

Freddie and Flossie were the younger of the two pairs of twins that belonged to the Bobbsey family. The little ones were four years old, both with light curls \_\_\_\_\_ pretty \_\_\_\_\_ faces, and both being just fat enough to be good-natured.

[**framing**, frame, frames, framed]

[**dimpled**, dimple, dimples, dimpling]

Now, I daresay you will have \_\_\_\_\_ that if you have to wait for your dinner till long after the proper time, and then eat a great deal more dinner than usual, and sit in the hot sun on the top of a church-tower—or even anywhere else—you become soon and strangely sleepy.

[**noticed**, notice, notices, noticing]

# HOG HAT ZONE

---

"It is the same thing with you," said the Hatter, and here the conversation dropped, and the party sat silent for a minute, while Alice thought over all she could remember about ravens and \_\_\_\_\_ desks, which wasn't much.

[**writing**, write, writes, wrote]

## TIER 3 PREFIXES AND DERIVATIONAL SUFFIXES

Now this is what had been happening to Tom Kitten, and it shows how very \_\_\_\_\_ it is to go up a chimney in a very old house, where a person does not know his way, and where there are enormous rats.

[**unwise**, wise, wisely, wises]

Then the Prince, taking a bunch of copper keys from his pocket, \_\_\_\_\_ the great double locks.

[**undid**, done, did, doing]

The house whirled around two or three times and rose \_\_\_\_\_ through the air. Dorothy felt as if she were going up in a balloon.

[**slowly**, slow, slowness, slowest]

The afternoon passed with wonderful \_\_\_\_\_. It was very exciting; but none of them, except Robert, could feel all the time that this was real \_\_\_\_\_ dangerous work.

[**quickness**, quick, quickly, quicker]

[**deadly**, dead, deader, deadest]

"Can you swim?" the boys asked Bert, who of course had learned that \_\_\_\_\_ art long ago.

[**useful**, use, using, used]

Anthea was persuasive, and very \_\_\_\_\_ in tears, because it is most trying to feel enormously hungry and unspeakably \_\_\_\_\_ at one and the same time.

[**nearly**, near, nearing, neared]

[**sinful**, sin, sinning, sins]

"My friends, I am afraid it is \_\_\_\_\_ to ask the Doctor to stay. He owes money in Puddleby; and he says he must go back and pay it."

[**useless**, use, used, useful]

Having thanked the sharks again for their \_\_\_\_\_, the Doctor and his pets set off once more on their journey home in the swift ship with the three red sails.

[**kindness**, kind, kindly, kindes]



And now Willum came back, with a \_\_\_\_\_ grin on his face, and at his back a policeman, with whom Mr. Peasemars spoke long in a hoarse, earnest whisper.

[**spiteful**, spite, spiting, spited]

Then everybody started to hunt for Jip. And at last Dab-Dab found him on the other side of the village in a stable-yard, where all the dogs of the countryside were standing round him \_\_\_\_\_ with admiration and respect.

[**speechless**, speech, speaks, speeches]

"He'll mend of his \_\_\_\_\_ with time," said Martha; "and as for his \_\_\_\_\_, I don't think you'd fancy carrying of him any more, however big he was."

[**youngness**, young, younger, youngest]

[**smallness**, small, smaller, smallest]

"There you have it," said Sherlock Holmes, knocking out the ashes of his after-breakfast pipe and slowly \_\_\_\_\_ it. "That is the gentleman I await."

[**refilling**, filling, filled, refilled]

"Well, Mr. Gibson, I was just saying to Dr. Watson that you were somewhat overdue." The Gold King had \_\_\_\_\_ the room in a more chastened mood than he had left it.

[**reentered**, entered, enter, entering]

"How would you like to \_\_\_\_\_ see a poor little \_\_\_\_\_ baby spinning along downhill beside you with its feet up on a bicycle it had lost control of?"

[**suddenly**, sudden, suddenness, sure]

[**helpless**, helpful, helped, helps]

It was truly \_\_\_\_\_. Here was an innocent man accused of robbery through that silly wish of Jane's, and it was absolutely \_\_\_\_\_ to tell the truth.

[**awful**, awfully, awe, awesomely]

[**useless**, used, uses, using]

The tiny fairies who were hidden away there weren't used to staying still, and they were getting \_\_\_\_\_.

[**restless**, restful, resting, rests]

The thought made her suddenly marvelously big and strong and \_\_\_\_\_. Never had she dreamed that she could be so big.

[**powerful**, powerless, power, powering]

## HOG HAT ZONE

---

And outside I peep over the snow and see a stream of ruddy light from a crack in the window shutter, and I nod out here alone in the dark, thinking how \_\_\_\_\_ it is.

[**beautiful**, beauty, beautify, beautifully]

Dorothy was an innocent, \_\_\_\_\_ little girl, who had been carried by a cyclone many miles from home; and she had never killed anything in all her life.

[**harmless**, harm, harmful, harms]

It makes me downright sorry to see you fellows, who ought to know better, spending all your energies in that \_\_\_\_\_ manner.

[**aimless**, aim, aiming, aimlessly]

The next day was Saturday, and in the morning the Hut Club met, as usual, and prepared to have an open-air dinner for this day. The furnace, which had been knocked down during the week by the East Siders, was \_\_\_\_\_, and the skillet and other utensils were brought from the nearest kitchens.

[**rebuilt**, built, rebuild, builder]

When the pool on the floor had been mopped up, and the leaping, gasping goldfish had been collected and put back in the water, the Baby was taken away to be entirely \_\_\_\_\_ by Martha, and most of the others had to change \_\_\_\_\_.

[**redressed**, redresses, dressing, undresses]

[**completely**, complete, completed, completing]

The Hatter was the first to break the silence. "What day of the month is it?" he said, turning to Alice: he had taken his watch out of his pocket, and was looking at it \_\_\_\_\_, shaking it every now and then, and holding it to his ear.

[**uneasily**, easily, easy, easier]

Anthea woke in the morning from a very real sort of dream, in which she was walking in the Zoological Gardens on a pouring wet day without any umbrella. The animals seemed desperately \_\_\_\_\_ because of the rain, and were all growling \_\_\_\_\_. When she awoke, both the growling and the rain went on just the same.

[**unhappy**, happy, happiness, happily]

[**gloomily**, gloomy, gloom, gloomier]

At last hunger and fright and \_\_\_\_\_ and tiredness—four very nasty things—all joined together to bring one nice thing, and that was sleep. The children lay asleep in a row, with their \_\_\_\_\_ eyes shut and their beautiful mouths open. Anthea woke first. The sun had set, and the twilight was coming on.

[**crossness**, cross, crossly, crossed]

[**beautiful**, beauty, beautifully, beauties]



They had high brown boots on their long legs, and they came towards him with such great strides that Robert remembered the \_\_\_\_\_ of his own legs and did not run away. He knew it would be \_\_\_\_\_ to himself, and he feared it might be irritating to the foe. So he stood still—and the two men seemed quite pleased with him.

[**shortness**, short, shortly, shorter]

[**useless**, use, useful, used]

So the Doctor ran downstairs with the news and told the nephew, who clapped his hands with \_\_\_\_\_. And the pushmi-pullyu took the little boy on his back and gave him a ride round the dining-room table; while all the other animals followed behind, beating the dish-covers with spoons, pretending it was a parade.

[**happiness**, happy, happier, happiest]

One of the big trees had been partly chopped through, and standing beside it, with an uplifted axe in his hands, was a man made entirely of tin. His head and arms and legs were jointed upon his body, but he stood perfectly \_\_\_\_\_, as if he could not stir at all.

[**motionless**, motion, moving, movement]

You know how a jug always breaks if you happen to drop it by accident. If you happen to drop it on purpose, it is quite different. Anthea dropped that jug three times, and it was as \_\_\_\_\_ as ever. So at last she had to take her father's boot-tree and break the jug with that in cold blood. It was \_\_\_\_\_ work.

[**unbroken**, broken, break, brokenly]

[**heartless**, heart, heartlessness, hearten]

The thoughtful Robert had brought one solid brown bottle of ginger beer with him, relying on a thirst that had never yet failed him. This had to be \_\_\_\_\_ hurriedly—it was the only wet thing within reach, and it was necessary to wash the sand out of the Lamb's eyes somehow. Of course the ginger hurt \_\_\_\_\_, and he howled more than ever.

[**uncorked**, corked, uncorks, corking]

[**horribly**, horrible, horrid, horrify]

"I entirely believe you, madam," said Sherlock Holmes. "The recital of these events must be very \_\_\_\_\_ to you, and perhaps it will make it easier if I tell you what occurred, and you can check me if I make any material mistake."

[**painful**, painless, painlessly, painfully]

"Oh, mamma, come quick!" called Flossie, running along a path at the edge of the wood. "There's a tree over there pouring water, and it isn't raining a drop!" Everybody set out now to look at the \_\_\_\_\_ tree, which was soon discovered where Flossie had found it.

[**wonderful**, wonders, wonderfully, wonderfulness]

# HOG HAT ZONE

---

At this the country boys began looking around for young maples, and as small limbs of the trees were broken the girls caught the drops in their tin cups. It took quite a while to get a little, but by putting it all together a \_\_\_\_\_ was \_\_\_\_\_ gathered.

[**cupful**, cupped, cupping, cupcake]

[**finally**, final, finalize, finalist]

This piece of \_\_\_\_\_ was more than Alice could bear: she got up in great disgust, and walked off; the Dormouse fell asleep \_\_\_\_\_, and neither of the others took the least notice of her going, though she looked back once or twice, half hoping that they would call after her: the last time she saw them, they were trying to put the Dormouse into the teapot.

[**rudeness**, rudely, rude, rudest]

[**instantly**, instant, instance, instantaneous]

After an hour or so the light faded away, and they found themselves stumbling along in the \_\_\_\_\_. Dorothy could not see at all, but Toto could, for some dogs see very well in the dark; and the Scarecrow declared he could see as well as by day. So she took hold of his arm and managed to get along \_\_\_\_\_ well.

[**darkness**, darkly, darker, darken]

[**fairly**, fair, fairer, fairest]

"All the same," said the Scarecrow, "I shall ask for brains instead of a heart; for a fool would not know what to do with a heart if he had one." "I shall take the heart," returned the Tin Woodman; "for brains do not make one happy, and \_\_\_\_\_ is the best thing in the world."

[**happiness**, happy, happier, happily]

## TIER 4 DEICTIC PRONOUNS, POSSESSIVES, AND CONTRACTIONS

Ribby and Tabitha searched and searched. They both heard a curious roly-poly noise under the attic floor. But \_\_\_\_\_ was nothing to be seen.

[**there**, they, their, they're]

The two cats ran to look at the dough pan. Sure enough \_\_\_\_\_ were marks of little scratching fingers, and a lump of dough was gone!

[**there**, they, their, they're]

The chimney itself was wide enough inside for a man to stand up and walk about. So \_\_\_\_\_ was plenty of room for a little Tom Cat.

[**there**, were, they're, we're]



"Oh, I believe you all right," answered Tom, for there could be no doubting \_\_\_\_\_ manner, even though he and the young inventor were not on good terms. "But how did your keys get in my boat?"

[**Andy's**, Andy, Tom's, Tom]

"Those men who were sneaking around—Happy Harry and his gang. They stole the boat once and \_\_\_\_\_ do it again. Those men took your boat, Tom."

[**they'd**, they, their, he's]

"\_\_\_\_\_ one of your kittens at least," said Ribby, dragging Moppet out of the flour barrel.

[**Here's**, Here, He'll, He'd]

"\_\_\_\_\_ a wise old bird," said the Doctor. "How old are you really? I know that parrots and elephants sometimes live to be very, very old."

[**You're**, Your, You'd, You]

"I think \_\_\_\_\_ better tow you to my dock," the young inventor said to Andy. "I can use some tools from the shop then, and by tonight \_\_\_\_\_ have the Red Streak in running order."

[**I'd**, I'll, I'm, I've]

[**I'll**, I'd, I'm, I've]

"Wait until my motor runs smoother and I'll give you a big handicap and beat you. My \_\_\_\_\_ faster than yours. It ought to be. It cost fifteen hundred dollars and \_\_\_\_\_ a racer."

[**boat's**, boat, boats, boating]

[**it's**, its, it, it'd]

Mr. Swift considered a moment. He did need a rest, for he had been working hard and his brain was weary with thinking of many problems. His \_\_\_\_\_ program sounded very attractive.

[**son's**, son, sons, suns]

As to her, she was worthy to be his partner in every sense of the term. If \_\_\_\_\_ not high praise, tell me higher, and \_\_\_\_\_ use it.

[**that's**, that, that'll, this]

[**I'll**, I, I'd, I'm]

# HOG HAT ZONE

---

“Oh, you think \_\_\_\_\_ mighty smart, don’t you? I could lick you with one hand tied behind me, if I wanted to.”

[**you’re**, your, you’ve, yours]

“Come in!” and \_\_\_\_\_ gruff voice sounded gruffer than ever, as Jo tapped at his door. “\_\_\_\_\_ only me, sir, come to return a book,” she said blandly, as she entered.

[**Mr. Lawrence’s**, Mr. Lawrence, Mr. Lawrences, her]

[**It’s**, Its, It, I]

The colonel assured him that he would be in no danger, even if he were caught by the rebels, for they would never suspect a boy of \_\_\_\_\_ age and size of being a spy.

[**Archie’s**, Archie, Archies, Archie’s]

“I don’t work anywhere. \_\_\_\_\_ on my way to New York, where I expect to find a position, and I thought perhaps \_\_\_\_\_ allow me to do a little work here this morning to earn my breakfast.”

[**I’m**, I’ll, I, I’d]

[**you’d**, you’re, your, you’ve]

He hesitated no longer, but gave the order to march ahead. “\_\_\_\_\_ evidently found the cowards at last,” he muttered to Archie. “You stay here, where you will be out of danger.”

[**They’ve**, They’ll, They’re, Their]

“Ah, you have a right to know about him. That is the cause of all the mischief, the wicked Hugo, who started the Hound of the Baskervilles. \_\_\_\_\_ not likely to forget him.”

[**We’re**, We, We’d, We’ll]

In a few words he told them his simple story, and they all laughed and sat down again about the fire, making a place for him. “\_\_\_\_\_ one of us, then, laddie,” said the leader of the gang.

[**You’re**, Yore, Your, You]

The colonel looked on in amazement. “Why are you packing your knapsack!” he asked. “You surely don’t think \_\_\_\_\_ going with us? You never in the world can stand this hard march in the hot sun.”

[**you’re**, you’ll, you’d, Yule]

“Her paw went into your eye? Well, that’s your own fault, for keeping your eyes open—if \_\_\_\_\_ shut them tight up, it wouldn’t have happened.”

[**you’d**, you’ll, you’ve, you’re]



“Let’s pretend that \_\_\_\_\_ the Red Queen, Kitty! Do you know, I think if you sat up and folded your arms, \_\_\_\_\_ look exactly like her. Now do try, there’s a dear!”

[**you’re**, your, you, yew]

[**you’d**, you, I’d, I]

“But oh!” thought Alice, suddenly jumping up, “if I don’t make haste I shall have to go back through the looking-glass, before \_\_\_\_\_ seen what the rest of the house is like! Let’s have a look at the garden first!”

[**I’ve**, I’ll, I’d, I’m]

“The beach is disgracefully crowded this season. \_\_\_\_\_ met at least a hundred seals from Lukannon Beach, house-hunting. Why can’t people stay where they belong?”

[**I’ve**, I’ll, I’d, I’m]

“The good and dear people always do die,” groaned Jo, but she stopped crying, for her \_\_\_\_\_ words cheered her up, in spite of her own doubts and fears.

[**friend’s**, friends, friend, friendship]

“Shall I have a cab called?” “\_\_\_\_\_ prefer to walk, for this affair has flurried me rather.” “I’ll join you in a walk, with pleasure,” said his companion.

[**I’d**, I’ve, I’m, I’ll]

She enjoyed herself very much that evening, for she danced to her \_\_\_\_\_ content; everyone was very kind, and she had three compliments.

[**heart’s**, heart, hearty, hearts]

Suddenly, Uncle Henry stood up. “\_\_\_\_\_ a cyclone coming, Em,” he called to his wife. “\_\_\_\_\_ go look after the stock.” Then he ran toward the sheds where the cows and horses were kept.

[**There’s**, Theirs, They’re, They’ll]

[**I’ll**, We’re, I, It’ll]

“Look here,” she said, “don’t bite me—listen to reason. If you’ll only do what we want today, we’ll never ask you for another wish as long as we live.” The Psammead was much moved. “\_\_\_\_\_ do anything,” it said in a tearful voice.

[**I’d**, I’ve, I’m, It’ll]

“And how would you describe Mr. Sherlock Holmes?” The cabman scratched his head. “Well, he wasn’t altogether such an easy gentleman to describe. \_\_\_\_\_ put him at forty years of age, and he was of a middle height, two or three inches shorter than you, sir.”

[**I’d**, I’m, I’ve, Aisle]

## HOG HAT ZONE

---

"Yes, dear," said Mrs. Dunn, softly, "and when \_\_\_\_\_ finished your supper I have something for you. I won't give it to you now for fear you won't be able to eat, but as soon as you have finished your meal, you shall have it."

[**you've**, your, you're, you'll]

After a while, with the \_\_\_\_\_ help, the Doctor got to learn the language of the animals so well that he could talk to them himself and understand everything they said. Then he gave up being a people's doctor altogether.

[**parrot's**, parrot, parrots, parsnips]

\_\_\_\_\_ was an Old Man with a nose, Who said, "If you choose to suppose, That my nose is too long, You are certainly wrong!" That remarkable Man with a nose.

[**There**, Their, They, They're]

The Red Streak had a very sharp prow, designed to cut through the water. It was of the type known as an automobile launch. That is, the engine was located forward, under a sort of hood, which had two hinged covers like a \_\_\_\_\_ wings.

[**bat's**, bats, cats, cat's]

"That man's got sense. \_\_\_\_\_ what you ought to do. Be an animal-doctor. Give the silly people up—if they haven't brains enough to see \_\_\_\_\_ the best doctor in the world. Take care of animals instead—\_\_\_\_\_ soon find it out. Be an animal-doctor."

[**That's**, That'll, That, There]

[**you're**, you, your, yours]

[**they'll**, they, they're, their]

"Have some wine," the March Hare said in an encouraging tone. Alice looked all round the table, but there was nothing on it but tea. "I don't see any wine," she remarked. "\_\_\_\_\_ isn't any," said the March Hare. "Then it wasn't very civil of you to offer it," said Alice angrily.

[**There**, Their, They're, Than]

The best part of it all was that \_\_\_\_\_ were no rules about not going to places and not doing things. In London almost everything is labeled "You mustn't touch," and though the label is invisible it's just as bad, because you know \_\_\_\_\_ there, or if you don't you jolly soon get told.

[**there**, their, they're, then]

[**it's**, it'd, it'll, its]

The table was a large one, but the three were all crowded together at one corner of it: "No room! No room!" they cried out when they saw Alice coming. "\_\_\_\_\_ plenty of room!" said Alice indignantly, and she sat down in a large armchair at one end of the table.

[**There's**, They're, Theirs, There]



The Red Streak was a more speedy boat, and, with proper handling, could have beaten the Arrow. That was where \_\_\_\_\_ superior knowledge came in useful. "Just you wait, \_\_\_\_\_ beat you yet," called Andy, after the young inventor, but the latter made no answer.

[**Tom's**, Tom, he's, he'd]

[**I'll**, I'm, I've, I]

"Now, these are a really very fine series of portraits." "Well, I'm glad to hear you say so," said Sir Henry, glancing with some surprise at my friend. "I don't pretend to know much about these things, and \_\_\_\_\_ be a better judge of a horse or a steer than of a picture."

[**I'd**, I'm, I, I've]

"Tell me all about it, and let me cure it as I often did the other." "You can't; \_\_\_\_\_ is no cure." There \_\_\_\_\_ voice gave away, and, clinging to her sister, she cried so despairingly that Jo was frightened.

[**there**, they're, here, hear]

[**Beth's**, Beth, him, his]

Down, down, down. \_\_\_\_\_ was nothing else to do, so Alice soon began talking again. "\_\_\_\_\_ miss me very much tonight, I should think!" (Dinah was the cat.) "I hope \_\_\_\_\_ remember her saucer of milk at teatime. Dinah my dear! I wish you were down here with me!"

[**There**, They're, Their, They]

[**Dinah'll**, Dinah, Dinah's, She's]

[**they'll**, they're, their, these]

But \_\_\_\_\_ was another danger, however, and this was that he might run into another boat. True, there were not many on Lake Carlopa, but \_\_\_\_\_ were some, and one of the few motorboats might be out in spite of the bad weather.

[**there**, they're, their, they]

[**there**, they're, their, they]

"We'll make our way down into that, and try and find some sort of shelter, a cave or hole with a dry floor to it, out of the snow and the wind, and there \_\_\_\_\_ have a good rest before we try again, for \_\_\_\_\_ both of us pretty dead beat. Besides, the snow may leave off, or something may turn up."

[**we'll**, were, we're, we]

[**we're**, we, were, we'll]

## HOG HAT ZONE

---

"Andy certainly is getting the speed out of her now," he remarked. "\_\_\_\_\_ beat me if we were racing, but the trouble with his boat and engine is that he can't always depend on it. I guess he doesn't understand how to run it. I wonder if \_\_\_\_\_ offer to race now?"

[**He'd**, Heel, He's, He'll]

[**he'll**, heed, he, he's]

"Now, Mr. Holmes, as we walk down to the place there is one question I should like to ask you. \_\_\_\_\_ breathe it to no soul but you." He looked round as though he hardly dare utter the words. "Don't you think there might be a case against Mr. Neil Gibson himself?"

[**I'd**, I'm, You'd, You'll]

There really was a sort of Magic about Dickon, as Mary always privately believed. When Mr. Roach heard his name he smiled quite leniently. "\_\_\_\_\_ be at home in Buckingham Palace or at the bottom of a coal mine," he said.

[**He'd**, Heed, He's, These]

"Yes, but boys will be boys, Mrs. Sullivan, and \_\_\_\_\_ better keep them contented at home as long as we can. \_\_\_\_\_ be leaving us soon enough. It seems that no boys are content to stay in town any longer; \_\_\_\_\_ all anxious to be off to the city."

[**we'd**, weed, I'd, eyed]

[**They'll**, They're, Their, They've]

[**they're**, their, they'll, they've]

"But it certainly was funny," (Alice said afterwards, when she was telling her sister the history of all this,) "to find myself singing 'Here We Go Round The Mulberry Bush.' I don't know when I began it, but somehow I felt as if \_\_\_\_\_ been singing it a long long time!"

[**I'd**, I've, I'll, I]

"I'll go with you to the end of the wood—What's the dish for?" "It's meant for plum cake," said Alice. "\_\_\_\_\_ better take it with us," the Knight said. "It'll come in handy if we find any plum cake."

[**We'd**, Weed, We'll, Wheel]

"What!" he exclaimed, "you want to be a reporter. Why, my dear boy, how old are you?" "I'll be eighteen my next birthday," said Archie, "and, sir, \_\_\_\_\_ had some experiences in the last two weeks, which make me feel as if I were about five years older than I really am."

[**I've**, I'll, I, I'd]



"I was thinking about people," said Polynesia. "People make me sick. They think \_\_\_\_\_ so wonderful. The world has been going on now for thousands of years, hasn't it? And the only thing in animal-language that people have learned to understand is that when a dog wags his tail he means 'I'm glad!'—It's funny, isn't it? You are the very first man to talk like us."

[**they're**, they, their, they'll]

# GLOSSARY

## A

### **ADAPTIVITY**

With every mouse click, exercises in the Fast ForWord® product exercises adapt (or adjust) to the individual skill level of each participant to ensure participants are appropriately challenged.

### **AFFIX**

Prefix or suffix; sounds or letters attached to the beginning or end of a word or base to modify meaning or part of speech.

### **ATTENTION**

The ability to focus on information and tasks, and ignore distractions.

### **AUDITORY DISCRIMINATION**

The ability to detect differences in sounds; may be gross ability, such as detecting the differences between the noises made by a cat and dog, or fine ability, such as detecting the differences made by the sounds of letters “m” and “n.”

### **AUDITORY MEMORY**

The ability to retain information which has been presented orally; may be short term memory, such as recalling information presented several seconds before; long term memory, such as recalling information presented more than a minute before; or sequential memory, such as recalling a series of information in proper order.

### **AUTOMATICITY**

Automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (emerging and developing readers may be accurate, but slow and inefficient at word recognition). Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, not to reading with expression.

## B

### **BASIC SKILLS**

The building blocks for language and reading development: visual attention, auditory discrimination, and sustained auditory attention. Fast ForWord® products provide exercises that improve sound sequencing skills, fine motor skills, hand-eye coordination, pattern recognition and color/shape identification.

### **BRAIN PLASTICITY**

The ability of the brain to change through experience or learning.

## C

### **CAUSE AND EFFECT**

The connection or relationship between a precipitating event or reason, and its effects or results.

### **CHARACTER TRAITS**

Various aspects of the character in a passage or story; authors develop characterization by providing these.

### **COGNITIVE ABILITY**

Intellectual ability; thinking and reasoning skills.

### **COGNITIVE SKILLS**

Memory, attention, perception and language skills, as used in phonological memory, phonological processing and memory, sentence memory and word discrimination, and sequencing.

### **COMPREHENSION**

The ability to derive the message or meaning from text; the reason for reading.

### **CONTEXT CLUES**

Information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase.

## **CRITICAL THINKING**

The process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

## **D**

### **DECODE**

To use the alphabetic principle (that each letter represents a speech sound) to sound out a word; decoding starts when the reader recovers the phonemes that the letters of a word ‘stand for’ and then blends those phonemes in a recognizable word.

### **DIGITALLY-ENHANCED SPEECH SOUNDS**

The use of computers to slow down and enhance the sounds that convey phonemes so that they can be differentiated.

### **DIRECTIONALITY**

The ability to accurately perceive the spatial orientation of print (e.g., the print concept of reading from left to right and top to bottom).

### **DRAW CONCLUSIONS**

Use facts and inferences to make a judgment or decision.

## **F**

### **FAST POWER LEARNING™ FORMULA**

An acronym for Frequency and Intensity, Adaptivity, Simultaneous development, and Timely motivation; neuroscience-based principles used by Fast ForWord® products to enable student learning.

### **FAST FORMULA: FREQUENCY/INTENSITY**

Occurring or repeating at short intervals. In the context of Fast ForWord® products, frequency and intensity refers to the recommended protocol of daily participation and concentrated activity.

### **FAST FORMULA: SIMULTANEOUS DEVELOPMENT**

Exercising multiple skills at the same time. Each

Fast ForWord® exercise focuses on a specific set of reading tasks and simultaneously develops underlying cognitive processes such as memory, attention, processing, and sequencing.

### **FAST FORMULA: TIMELY MOTIVATION**

The Fast ForWord® exercises provide immediate rewards for correct responses. In addition, patented technologies give students only one opportunity per question to respond correctly, which reduces guessing and encourages students to maintain high levels of attention and effort.

### **FAST FORMULA: ADAPTIVITY**

With every mouse click, exercises in the Fast ForWord® product exercises adapt (or adjust) to the individual skill level of each participant to ensure participants are appropriately challenged.

### **FIGURATIVE LANGUAGE**

Language which makes use of certain literary devices or literary techniques such as metaphor in which something other than the literal meaning is implied.

### **FINE MOTOR DEVELOPMENT**

The achievement of precise and accurate movement and use of hands and upper extremities, making possible accurate reaching, grasping, and manipulation of objects.

### **FLUENCY**

The ability to read a text accurately and quickly. Fluent readers can decode and recognize words automatically and understand their meaning at the same time.

## **G**

### **GRAPHEME**

The smallest part of written language that represents a phoneme in the spelling of a word. A grapheme may be one letter, such as *d*, *l*, and *p*; or several letters, such as *ch*, *sh*, and *th*.

### **GRAPHIC ORGANIZER**

A visual device for organizing information around a concept, theme, or topic.

## H

### HIGH-FREQUENCY WORDS

Common words that appear very often in written or spoken language (e.g., the, of, and, a, to, in, is, you).

## I

### INFER

Draw meaning from a combination of clues in the text without explicit reference to something that was stated in the text.

### INTERVENTION STRATEGIES

Approaches to promote positive classroom behaviors and foster effective learning.

## L

### LANGUAGE STRUCTURES

Grammatical elements found in every language (e.g., nouns, verbs, consonants, vowels).

### LEARNING MAPS™

An acronym for Memory, Attention, Processing, and Sequencing; foundational cognitive skills required for effective reading and targeted by Fast ForWord® products.

### LEARNING MAPS™: MEMORY

The ability to store information and ideas, which is essential for word recognition, comprehension of complex sentences, and remembering instructions. Includes both working memory and long-term memory.

### LEARNING MAPS™: PROCESSING

The ability to accurately perceive and manipulate information. In the context of reading, processing refers to the ability to distinguish speech sounds and identify letter and word forms.

### LEARNING MAPS™: SEQUENCING

Placing the detail of information in its accustomed order (e.g., days of the week, the alphabet). In the context of reading, sequencing is the ability to determine the order of letters within words or words within sentences.

### LEARNING MAPS™: ATTENTION

The ability to focus on information and tasks, and ignore distractions.

### LETTER-SOUND CORRESPONDENCE

The principle that each letter represents a unit of sound (a phoneme).

## M

### MEMORY

The ability to store information and ideas, which is essential for word recognition, comprehension of complex sentences, and remembering instructions. Includes both temporary or ‘working’ memory and long-term memory.

### MORPHOLOGICAL AWARENESS

The ability to understand and correctly use the base words, small words, letters, and letter combinations that modify the meaning of a word (e.g., re/view) or its part of speech (e.g., sad/ness).

## N

### NEUROSCIENCE

Study of the brain and its functions, especially their relation to behavior and learning.

## P

### PHONEMES

The smallest units of sound in spoken language that make a difference in the meaning of words. When added together, phonemes create syllables, which allow the creation of words; English contains 44 phonemes and these bear a complicated relation to the 26 letters of the alphabet. Sometimes one letter represents one phoneme, but sometimes two letters represent a phoneme or one letter represents two phonemes. For instance, “ox” is made up of three phonemes: /aa/, /k/, and /s/, “she” is made up of two phonemes: /sh/ and /e/.

### PHONEMIC AWARENESS

The ability to hear, but also explicitly identify, and manipulate the sounds of spoken language.

### **PHONETIC SPELLING**

Spelling a word as it sounds: ‘bag’ has a phonetic spelling but ‘yacht’ does not.

### **PHONICS**

A method of instruction in reading that is based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words.

### **PLASTICITY**

The ability of a neural network to be reconfigured or rewired; changing connections within a neural network.

### **PLATEAU-BASED TRANSITIONS**

Fast ForWord is designed to cross-train multiple skills within each exercise, but also to allow a student who is not progressing in one area to continue to advance in other areas. To accomplish this goal, some exercises use plateau-based transitions to allow the student to train on different material when the student becomes stuck on an aspect of the focus skill and is not able to progress immediately. *Fast ForWord* then returns the student to this material before allowing the student to complete the exercise.

### **POST-READING STRATEGIES**

Strategies that take place after reading to help the reader consolidate, reflect and integrate new information and concepts with previously learned understandings.

### **PRE-READING STRATEGIES**

Activities that take place before reading to help the reader access relevant prior knowledge, preview the text, and attempt to predict the text’s topic or main idea and thereby set a goal and a purpose for reading.

### **PROCESSING**

The ability to accurately perceive and manipulate information. In the context of reading, processing refers to the ability to distinguish speech sounds and identify letter and word forms and how these embody the relation between printed words and the spoken words they represent.

### **PROTOCOL**

Specific product process (e.g., Fast ForWord Reading Level 3: 50 minutes per day, 5 days/week, 6-10 weeks.

## **R**

### **READ-ALOUDS**

Prose or poetry that is read aloud with students. Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.

### **READING RATE**

The speed at which a selection is read, the reading rate depends on the level of the text as well as the manner in which it is read, and on the purpose for reading.

### **RHYME**

A property of the sounds of words in which words share key phonemes. The most common form of rhyme involves a match between the vowel and final consonants (e.g, perfect or exact rhyme: differing consonant sounds followed by identical vowel and word ending, as in “run, fun”). Rhyme is important to beginning readers because it helps draw their attention to the systematic relation between print and phonemes. It is also an important literary device because of its aesthetic appeal and because it can serve as an aid to memory.

### **RHYTHM**

A sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables. Rhythm helps to draw attention to the syllables in words and ultimately to the vowels.

## S

### **SOUND SEQUENCING SKILLS**

The ability to recognize, analyze, and/or produce a number of sounds combined in sequence.

### **SIGHT WORDS**

Words a student can recognize on sight without applying phonics or other word-attack skills. These tend to be the high frequency words, many of which do not use phonetic spellings.

### **STORY ELEMENTS**

Basic parts of a story: setting, characters, plot, conflict, point of view, and theme.

### **SUMMARIZE**

Make a brief statement about the essential ideas in a text.

### **SUSTAINED AUDITORY ATTENTION**

The ability to concentrate on what is heard continuously over the course of many stimuli.

### **SYNTAX**

The structure of a language that concerns the formation of sentences. It is a set of rules which specify how grammatical markers and words are combined to make meaningful sentences. The rules of syntax make reference to words as ‘parts of speech’ (for instance, noun or adverb) and determine how these can be ordered, combined and moved about in the sentence.

## T

### **TIMELY MOTIVATION**

The Fast ForWord® exercises provide immediate rewards for correct responses. In addition, patented technologies give students only one opportunity per question to respond correctly, which reduces guessing and encourages students to maintain high levels of attention and effort.

## V

### **VISUAL ATTENTION**

One of the basic skills necessary for language and reading development; it involves being able to focus on what the eyes are seeing.

### **VISUAL DISCRIMINATION**

The ability to detect similarities and/or differences in materials which are presented visually, e.g., ability to discriminate ‘h’ from ‘n’, ‘o’ from ‘c’, ‘b’ from ‘d’, etc.

### **VISUAL MEMORY**

The ability to retain a mental picture of information which is presented visually; may be short term memory, such as recalling information presented several seconds before; long term memory, such as recalling information presented more than a minute before; or sequential memory, such as recalling a series of information in proper order.

### **VOCABULARY**

Includes knowing the meaning of single words that represent objects, groups of objects, actions, relationships, qualities of space and time and knowing how these words function as parts of speech (e.g. nouns, verbs, etc.).

## W

### **WORD RECOGNITION**

The ability to read or pronounce a word; usually implies that the word is recognized immediately by sight and that the student does not need to apply word analysis skills. Does not imply understanding of the word.

### **WORKING MEMORY**

The short-duration, limited-capacity memory system that simultaneously stores and manipulates information in order to accomplish a task. Working memory specifically refers to a system that uses internal speech to store and manipulate information — as a series of letters, a list of words, a set of sentences. An analogous system called the ‘visual spatial scratchpad’ stores visual or graphic information.







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