

# SPELL IT! <sup>T.M.</sup>

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# spell



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# INTRODUCTION

Welcome to *Spell It*! You can become a master speller. Whether you need to master spelling rules, learn to spell difficult words or just correct words you chronically misspell, *Spell It* will help you.

*Spell It* features four activities which challenge you to become a master speller. The first two will allow you to review spelling rules, study words in syllables, and use words in sentences – helping you to learn quickly and thoroughly. The word scramble will help reinforce what you have learned. The captivating arcade game will help you learn to distinguish correctly spelled words from misspelled ones.

*Spell It* focuses on 1000 commonly misspelled words which are grouped into levels according to difficulty. Many lists include an important spelling rule which relates to that group of words. With the editor, it is easy to enter your own spelling words and use them with all four learning activities.

*Spell It* was designed by Dr. Jan Davidson to review spelling rules as well as provide an effective format for making spelling easy and fun. Programmer Richard Eckert has maximized the computer's capability to entertain as well as enlighten. Try it and you'll agree. *Spell It* turns spelling drudgery into spelling fun.

This *Spell It* manual contains the instructions for four computer systems. Follow the specific instructions for your computer regarding start up and use of the editor. Throughout the manual, <Return> will be used to indicate a carriage return.

## GETTING STARTED

Before you begin using *Spell It*, please complete the registration card and return it to Davidson & Associates, Inc. This will ensure that you receive important information and technical support for *Spell It*, announcements of updates, and information on new products. Davidson & Associates, Inc. will replace, free of charge, any malfunctioning or damaged disk for a period of five years after purchase.

The program files are protected and you will not be able to copy them. You may purchase a back-up copy for \$10.00 at the time you send in your registration card, or later by writing to Davidson & Associates, Inc. Back-ups are available on 3 1/2" or 5 1/4" disks.

If you are using an Atari computer, you may make a back-up copy of the data files directly from the *Spell It* Data disk. Boot the Data disk and follow the directions below.

- When the cursor appears, type DOS <Return>.
- When the DOS menu appears, remove the Data disk and insert your blank disk.
- Choose option I, format the disk; then select option J to duplicate the disk. Follow the screen prompts.

## Included in this Package

In this package you will find:

- the *Spell It* program and complete data files
- the registration card
- the manual which you are now reading.

## Starting the APPLE Version

To use *Spell It*, APPLE version, you need:

- an Apple II+, IIe, IIC or IIGS computer with one or two disk drives
- a monitor (or tv)
- the *Spell It* disk
- a joystick (optional)
- a printer (optional).

To run the program, follow these steps.

1. Insert the Program into drive 1 and turn on the computer.  
(If you are using an Apple IIe or IIC, be sure the Caps Lock is set.)
2. While your disk is booting, you may press **D** to see a demonstration of the program. The demonstration will continue and repeat until you press the <Esc> key to exit.

3. If you are using only one drive, you will be instructed when to re-insert the disk, data side up.

Pressing **O** when the main menu is on the screen will allow you to change options which you selected at the beginning of the program.

### **Starting the IBM Version**

To use *Spell It*, IBM version, you need:

- an IBM PC, PC jr, or compatible computer with one or two double-sided disk drives
- a Color/Graphics Adapter
- a monitor (or tv)
- DOS 1.1 or greater and 128K of memory
- BASIC (BASICA) or GW BASIC
- a joystick (optional)
- a printer (optional).

To run the program, follow these steps.

1. Insert the DOS disk which was supplied with your computer into drive A and boot your system. If you are using a PCjr, make sure the BASIC cartridge is inserted.
2. Enter the date and time; at the A>, type **basica** or **gwbasic** <Return>.
3. Remove the DOS disk, insert the *Spell It* disk, and type **run"color** <Return>.

From the Main menu, press **P** for a preview of the program. The preview will continue and repeat until you press <Esc>. Pressing **O** will allow you to change the options you selected at the beginning of the program.

## Making *Spell It* Self-Booting

*Spell It* can be made self-booting by transferring the DOS files and the file named *basica.com* to the *Spell It* disk.

For some IBM compatible computers, it may be necessary to move the data files to a separate disk in order to make room for the DOS and *basica* files. Format a separate disk for the data. Put the program in drive A and the formatted disk in drive B. When the **A>** appears, type **a:copydata.bat a: b: <Return>**. After you have copied the files to your new data disk, delete the files from the original disk.

Follow the instructions below to make the disk self-booting.

1. Insert your DOS disk in drive A, and boot your system.  
Enter the date and time.
2. If you are using a two-drive system, insert the *Spell It* disk in drive B. (If you have only one drive, you will need to swap disks several times; follow the instructions as they appear on the screen.)
3. At the **A>**, type **b:c-config.bat <Return>**.

## Using Spell It with a Hard Disk

If you are using *Spell It* on a computer with a hard disk and one floppy drive, you must first transfer the `basica.com` file directly to the *Spell It* disk. Put the *Spell It* disk in drive A. At the C>, type **copy c:basica.com a:** <Return>. Most compatibles require the transfer of the `gwbasic.exe` file as well.

To run *Spell It*, place the Program disk in drive A and boot your system. At the C>, type **a:** <Return>. At the A>, type **basica color** <Return>.

To copy the data files to a subdirectory on your hard disk, insert the *Spell It* disk into the drive and at the A>, type **a:fixedisk.bat a: c:** <Return>. Any data files you create using the editor will be saved to this subdirectory as well.

## Starting the COMMODORE Version

To use *Spell It*, Commodore version, you need:

- a Commodore 64 or 128 computer
- a 1541 or compatible disk drive
- a monitor (or tv)
- a joystick (optional)
- a printer (optional).



To run the program, follow these steps. If your computer is a Commodore 128, switch it to the 64 mode before you begin.

1. Begin with your system turned off. Turn on the disk drive; then, turn on the computer.
2. Insert the *Spell It* Program disk (Commodore side up); type **LOAD"SPELL",8** <Return>, then **RUN** <Return>.

Select #6 from the Main menu to see a preview of the program. The preview will continue and repeat until you press <f1>. Press **O** when the Main menu is on the screen to change options.

### Starting the ATARI Version

To use *Spell It*, Atari version, you need:

- an Atari 800XL, 1200 XL, 65E or 130XE computer
- a monitor (or tv)
- a joystick (optional)
- a printer (optional).

To run the program, follow these steps.

1. Make sure your computer is off and that there is no disk in the drive. Turn on the drive and the monitor.
2. Insert the *Spell It* Program disk (Atari side up) into the drive and turn on the computer.

Press **P** while the drive light is on to see a preview of the program. Select #7 from the Main menu to change options you selected at the beginning of the program.

## **The Menus**

The Main menu will appear on the screen.

- 1. Novice**
- 2. Intermediate**
- 3. Advanced**
- 4. Champion**
- 5. Grand Master**

Indicate the level at which you wish to work <Return>, then select a spelling word list numbered from 1 to 10 and enter its number <Return>. The Appendix contains the complete spelling word lists and the rules they illustrate.

The Activity menu will appear on the screen.

- 1. See It**
- 2. Practice It**
- 3. Unscramble It**
- 4. Spell It!**
- 5. Study New Words**
- 6. Stop for Now**

From this menu you may select any of four different activities. In the chapter "Using the Program," each activity will be described in detail. Item 5 allows you to go on to another spelling list. Item 6 allows you to exit the program.

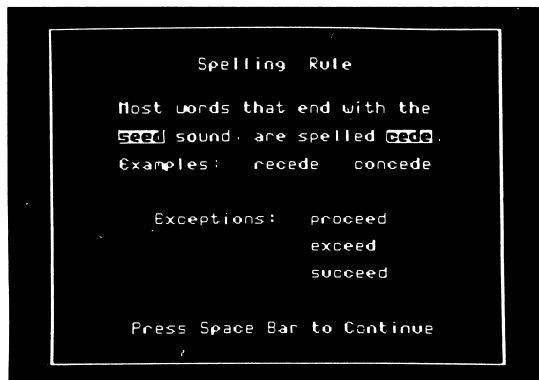
# USING THE PROGRAM

## Selecting a Level

This program contains 1000 of the most frequently misspelled words. These words are grouped into five difficulty levels, with easier words at the Novice level and more difficult words at the Grand Master level. Each level contains 10 word lists, also ascending in difficulty. See the word lists in the Appendix or quickly test yourself at each level using the Practice It activity.

## The Spelling Rules

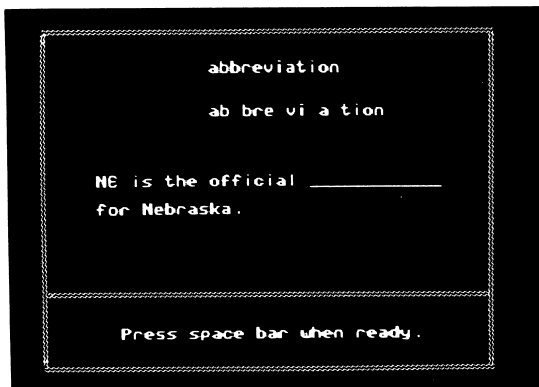
When a specific rule applies to a word list, the rule will be presented along with examples. The rules are also helpful in learning how to spell many other words not included in these lists.



## The Activities

For best results, begin with the See It activity and work through the remaining activities in the order presented. Once you have mastered the words, you can review them by returning to your favorite activity.

**See It** - This activity introduces the words on the list. Each word will be displayed on the screen. If the word has more than one syllable, the syllabication will also appear. Study the word and the syllables until you think you know the correct spelling. Press the space bar and the word will disappear. Type the word into the blank in the sentence. If you misspell the word, the correct spelling will reappear at the top of the screen for you to study again. Repeat the process until you spell each word correctly.



If you wish, you may type the word into the sentence while the word is still on the screen. To do this, press <Return> instead of the space bar and the word will remain at the top of the screen as you type it.

When you have completed the exercise, you may retake the words you needed help with or missed. Answer **Y** if you wish to retake the words or **N** if you wish to go on to another activity. Your score shows the number of words you spelled correctly without help.

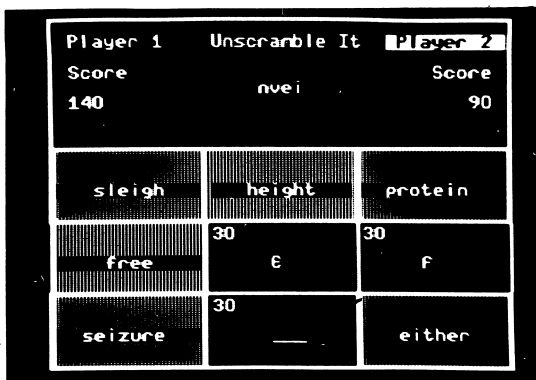
**Practice It** - This activity allows you to test yourself. Look at the box at the top of the screen. One of your spelling words will appear briefly in the box. After it disappears, type it into the blank in the sentence.

You may select the length of time the word remains on the screen. The default display time is set at 1 second per word. You may adjust the display time from .2 to 5 seconds per word by pressing **M** for more or **L** for less.

In this activity, the word should appear on the screen just long enough for you to recognize it, not study it. After your score is shown, you may retake the words you missed.

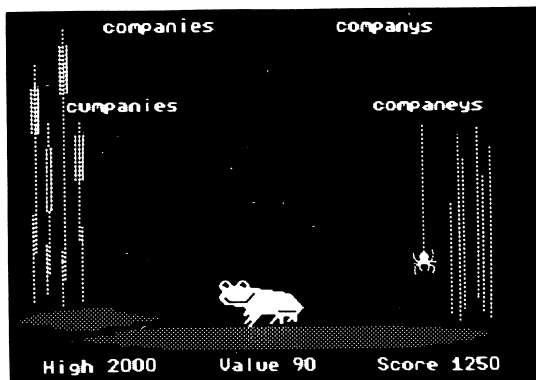
**Unscramble It** - This challenging activity will help reinforce the correct spelling of the words you have just studied. Unscramble It may be played by one or two players.

Nine boxes will appear on the screen. Select by letter the box you wish to try. Scrambled letters will appear at the top of the screen. If you unscramble the letters and correctly enter the word, you will earn 30 points. If you miss the first time, 20 points may be earned for a correct second try, and 10 points for a third.



Ask for the first letter of the word by pressing <Return> before you begin typing. It will appear, but the point value will drop by 10.

**Spell It!** - This captivating arcade game challenges you to distinguish correctly spelled words from incorrectly spelled ones.



The object of the game is to feed correctly spelled words to the *Spell It* frog; it won't eat misspelled words. Use a joystick or the keyboard to move the frog left or right. Press the **Z** key to make the frog jump up and gobble up the word. Feed it as fast as you can, for the faster it eats, the more points you will earn per word.

When the spider spins its way down to the bottom of the screen and wiggles its legs, it is a candidate for the frog's dinner. And you get bonus points! The faster you play the game, the more bonus points you earn. Move the frog to the far right of the screen and press the Z key or the joystick button to zap the spider.

## Special Features

**Positive Reinforcement** - Throughout the *Spell It* program, your correct answers are rewarded with positive, encouraging messages. You are never scolded for an incorrect answer. If your first response is incorrect, you will be encouraged to "Try again."

**Escape Function** - Pressing <Esc> (Apple, IBM, Atari) or <f1> (Commodore) allows you to leave an activity at any time during the program. Simply press the key and the program will return to the menu.

**Sound Effects** - *Spell It* has optional sound effects which are activated by each correct response.

**Reviewing Words Missed** - At the conclusion of the See It and Practice It activities, *Spell It* gives you an opportunity to retake any words you missed, allowing you to concentrate on those which you have not yet mastered.

## USING THE EDITOR

Use the *Spell It* editor to enter your own lists of words to use with all four *Spell It* activities. To use the editor, you will need:

- the *Spell It* Program disk and
- a blank, formatted disk on which to save your new files.

### Step 1 - Composing Your Word List

For each spelling word you enter, you will need:

- a spelling word
- the syllables of the spelling word
- a sentence with the spelling word missing
- three distractors (incorrectly spelled versions of the entry word, none of which is another word correctly spelled).

In order for the program to work properly, your words and sentences must stay within these limits:

word	12 letters maximum
syllables	20 letters and spaces maximum
sentence	3 lines, each line with 34 letters and spaces maximum.

Each list should contain at least 9, but no more than 20, spelling words. Single word entries with all lower case letters work best with the program. Do not use upper case letters, hyphens or spaces in the spelling words.



## Step 2 - Formatting a New Data Disk

### APPLE Version

Before you access the editor, format a blank disk to prepare it to accept your new spelling list.

If you are using the DOS 3.3 version of *Spell It* (on a 5 1/4" disk), follow the steps below.

- Boot your system with the *Spell It* Data (Side 2).
- Remove the *Spell It* Data and insert a new, blank disk.
- Type INIT HELLO <Return>.

If your *Spell It* is the ProDOS version (on a 3 1/2" disk), format a blank disk with ProDOS using the ProDOS Utilities disk which came with your computer.

### Upper and Lower Case

As you enter your words, the letters will appear in lower case. Even though entry words, syllables, and distractors should be entered in lower case, you will occasionally need to use upper case letters in your sentences. Press <Ctrl> and S at the same time, followed by the letter you want capitalized.

### Accessing the Editor

Insert the *Spell It* Program Disk (Side 1) into the disk drive and boot the disk. When the main menu appears, press E (for Editor) and follow the screen prompts.

## IBM Version

Formatting a blank disk prepares it to accept your new spelling list. Follow these simple steps.

- Insert the DOS disk into drive A and turn on the computer.
- If you are using a two-drive system, place the new disk in drive B. If you are using a one-drive system, you will be prompted to insert the new disk after you have typed the formatting command.
- Enter the date and time <Return>.
- At the A>, type **format b:** <Return>.

The screen will tell you when the formatting is complete. You now have a disk on which to save your own spelling lists.

### Accessing the Editor

To use the editor, start *Spell It* as described in the "Getting Started" section of this manual. When the main menu appears, press E (for editor), and follow the screen prompts.

## COMMODORE 64 Version

To format your new data disk, follow these simple steps.

- Turn on the printer first, if you are going to use one. Turn on the disk drive before turning on the computer.
- Insert the new blank disk into the disk drive and type **OPEN15,8,15,"NEW0:Spell It Data,02"** <Return>.

When the disk drive light goes out, the formatting process is complete. You now have a formatted disk on which to store the spelling lists (data files) you create.

### **Accessing the Editor**

Start your system as described in the Getting Started section. Insert the *Spell It* Program disk, and type **LOAD"EDITOR",8 <Return>**. Type **RUN <Return>**.

### **ATARI Version**

To format a new disk with DOS 2.0, follow these steps.

- Turn on your disk drive and insert the *Spell It* Data disk (Atari side up).
- Turn on the computer to boot the disk.
- When the menu appears, select I.
- Remove the *Spell It* disk and insert your blank data disk and follow the screen prompts.

### **Accessing the Editor**

Turn on the disk drive and insert the *Spell It* Program disk. Turn on the computer. Press **E** (for Editor) while the program is loading.

### Step 3 - Entering Your New Word List

The editor is now ready to receive your new word list. *Stop and read carefully* all the remaining steps before proceeding. The editor screen will look something like this.

X X Spell It Editor X X

The prompt line at the bottom of the screen displays the editor commands. For help, use the .h command.

```
1"
-----
New line 1
.e .l .d .i .s .g .p .c .q .h
```

Each entry word must contain no more than twelve letters and must be allocated eight lines, even if some lines are left blank. Your list should contain from 9 to 20 words, and be from 72 to 160 lines long.

To enter your word list, use the format described below.

Line 1	entry word (12 letters maximum)
Line 2	syllables (leave blank if the entry word is a single syllable)
Lines 3, 4, 5	a sentence containing a blank for the entry word (completion sentence)
Lines 6, 7, 8	first, second, and third distractors

- On line 1, enter the first word and press <Return>.
- On line 2, enter the syllables of the word, leaving a space between syllables <Return>.
- On lines 3, 4, and 5, enter your sentence; press <Return> at the end of each line. If your sentence uses less than three lines, press <Return> to leave blank lines.

Make the blank in your sentence **exactly** the same number of spaces as the number of letters in the missing word:

**APPLE**, use the = key;

**IBM**, use the underline key;

**COMMODORE**, use the Commodore key and the @ key;

**ATARI**, use the underline key.

- On lines 6, 7, and 8, enter your distractors.
- On line 9, enter your next spelling word and continue.

Your word list should look something like this.

```

1  curious
2  cu ri ous
3  The children were _____ about
4  what was behind the locked door.
5
6  courious
7  curiose
8  curius
   - - - - -

```

Be sure to follow this format. You can easily make corrections using the commands described at the end of this chapter.

The last step is to save your new file onto the formatted data disk. If you find an error later, you can easily access the file and correct it.

- Be sure your new data disk is in the correct disk drive.
- Type **.s** <Return>.
- When you are asked "Save file name?" type the name of your data file, being sure to stay within these limits:

**APPLE** - 15 characters and spaces

**IBM** - 8 characters with no spaces

**COMMODORE** - 15 characters

**ATARI** - 8 characters with no spaces

The bottom of the screen will look something like this:

161 .s

Save file name? LIST5

Be sure that you do **not** duplicate a name that has been used. Press **.c** for catalog (Apple) or **.d** for directory (IBM, Commodore, Atari) at this time if you wish to list files already on the disk.

When you press <Return>, your word list will be saved onto your new data disk. To test your file with the program, exit the editor by typing **.q** and following the instructions on the screen.

## Step 5 - Using Your New File

To use your new file with *Spell It*, follow these steps.

- Start the program as outlined in the Getting Started section of the manual.
- At the prompt to insert the data disk, insert the disk which contains your new data file.
- When you are asked to select a level, type C (Apple) or D (IBM, Commodore, Atari), press <Return>, and the files on the disk will be listed on the screen.
- Type the name (Apple, IBM, Atari) or number (Commodore) of the file you wish to access <Return>.

### Editing a File

You may correct an error or make a change in your file.

- Access the editor.
- Type .g (to get the file) <Return>.
- If you aren't sure of the name, type .c (Apple) or .d (IBM, Commodore, Atari) to list existing files.
- Type the name of your file <Return>.

When your file is loaded into the computer's memory, you may list it or edit individual lines that need correcting. Remember to save your file after you make corrections or changes.

## Commands of the Editor

The following commands are used to correct, extend, or shorten your file. You may use these commands to edit your material at any time.

**Edit** - This command allows you to make a change in a line that has been entered.

- Type **.e** followed by the number of the line you wish to change <Return>.
- The line you wish to edit will appear and you may make corrections <Return>.

**List** - The list command allows you to view the entire file.

- Type **.l** <Return>.
- Use the space bar to stop and restart the scrolling.

You may begin listing at any point in the file. Type **.l** followed by the line number at which you wish to begin. To stop the listing before all lines have been displayed, press <Return>.

**Delete** - This command allows you to remove a line from the file. (If you wish to remove the words and leave a blank line, use the edit command.)

- Type **.d** followed by the number of the line you wish to delete <Return>.
- The line will appear and you'll be asked "Delete this? (y/n)."
- Press **y**, the line will be deleted; press **n**, it will remain.

When you list the file, the lines following the deletion will have been renumbered.



**Insert** - This command allows you to insert one or more lines into the file.

- Type **.i** followed by the number of the line where you wish to place your insertion <Return>.
- Insert as many lines as you wish. The lines which follow your insert will be renumbered automatically.
- Type **.q** at the beginning of the next line to quit inserting <Return>.

**Save** - The save command allows you to save information onto a disk. Use this command each time you enter a new file or make corrections.

- Type **.s** <Return>.
- Type the name of the file <Return>.

Do NOT duplicate a name that has been used unless you wish to replace that existing file. You may type **.c** or **.d** (depending upon your computer type) to list the existing files.

**Get** - The get command allows you to load a file from the disk into the computer's memory.

- Be sure that the disk in the drive is the one containing the data file you wish to access.
- Type **.g** followed by the exact name of the file you wish to load <Return>.

If you are not sure of the exact name of the file, type **.c** (Apple) or **.d** (IBM, Commodore, Atari) and press <Return> to list the files already on the disk.

**Print** - You may print out your entire file. The file you want to print must be loaded into the computer's memory, and the printer turned on. (It should be plugged into Slot 1.)

- Type **.p** <Return>.

If you wish to stop the printer before the file has been completely printed, press <Return>.

**Clear** - This command clears the screen to get ready for a new file.

- Type **.c** <Return>.
- Be sure you have saved your data or your corrections on the disk.

The editor will double check to make sure you really want to clear the screen and the computer's memory.

**Quit** - This command allows you to exit the editor and return to the *Spell It* program.

- Type **.q** <Return>.

**Help** - This command will list all the commands and their functions on the screen.

- Type **.h** <Return>.

All the commands and their functions will appear on the screen.

## Additional Notes on the Editor

Weekly spelling lists can be entered using the *Spell It* Editor. If you do not wish to use your words with all four *Spell It* activities, you may not need to enter data on all the lines as described in Step 1. The following is a list of the material needed for each *Spell It* activity:

<b>See It</b>	spelling word (line 1) syllables, optional (line 2) sentence (lines 3,4,5)
<b>Practice It</b>	same requirements as See It
<b>Unscramble It</b>	spelling word (line 1)
<b>Spell It</b>	spelling word (line 1) distractors (lines 6,7,8).

Be sure to enter the data you need on the correct line, leaving the lines assigned to other data blank.

You may enter special rules or instructions which will appear at the beginning of the See It activity, just as they do at the beginning of some of the *Spell It* data files. To insert a rule, follow these steps.

- Enter the rule in the last 7 lines at the end of your list. A file without a spelling rule may include up to 20 words, but a file with a rule will hold only 19.

- Use no more than seven lines for a rule. Seven lines of text fill up one screen, so arrange the words on these seven lines just as you want them to appear on the screen.
- Enter the rule, line by line, at the end of your list of words. Your file now has an *uneven* number of lines – 8 lines for each spelling word entry and 7 lines at the end for your rule.

The first time you use the editor, create a small data file, using only 5 or 6 words. Try using the file with the *Spell It* program to be sure you're on the right track. You can add more to the file later.

Save your file often while you are working on it. This may prevent the loss of a lot of hard work on your part.

Check your file for extra lines before you try to run it. Delete extra lines using the .d command.

Follow these instructions to delete an entire file from the disk.

**APPLE** - Boot the DOS disk. At the prompt, type **DEL** and the name of the file you wish to delete.

**IBM** - Boot the DOS disk. At the prompt, type **ERASE** or **DEL**, and the name of the file you wish to delete.

**COMMODORE** - Type **OPEN15,8,15,"I" <Return>**,  
**PRINT#15,"S0:NAME OF FILE" <Return>**.

**ATARI** - Boot the *Spell It* Data disk. When the DOS menu appears, put in the disk which contains the file you wish to delete. Answer **N** to the format question. When the cursor appears, type **DOS <Return>**. Select **D** and follow the screen prompts.

## **Having Trouble?**

**During the See It or Practice It activity, you keep getting the "Try Again" message even when you correctly enter the spelling word.**

You have probably entered a space before or after the word (lines 1,9,17, etc). Return to the editor and retype the entry word; be sure to leave no spaces before or after the word.

**You get a bad subscript error or the screen freezes when using your new list with the See It and Practice It activities.**

Check the blanks in the sentences.

Be sure there is a blank in every sentence.

Be sure you pressed the correct key to make the blank.

Be sure each blank contains the correct number of spaces.

**Parts of a word are left on the screen during the Spell It game.**

The entry word or one of the distractors is longer than the allowable length (12 letters).

**The program is operating slowly; there are long pauses between words.**

Your file is too full. Shorten some of the sentences to only one or two lines.

## NOTE TO TEACHERS

*Spell It* has been tested extensively in our lab and in the classroom. The following ideas and suggestions have come from teachers around the country who have used *Spell It* successfully in their classrooms. We hope their suggestions will be useful for you.

Words from other subject areas, such as math, science, and social studies, are often difficult to spell and require extra study. *Spell It* can make the study of these words more interesting for your students. It is important to note, however, that only words entered in all lower case letters will function properly in all four learning activities. The editor can also be used to personalize lists for students who require specific help with a particular spelling problem.

Special word lists from a state text or district list may be entered by volunteers or students for use throughout the school district.

*Spell It* can provide opportunities for pairs of students to work together on the various activities. In the See It activity, one student can pronounce the word aloud before the other student types in the missing word. During Practice It, one student may keep a record of words missed by the other student. The Unscramble It has a two-student option, and students playing the *Spell It* game have the extra incentive of trying to top each other's scores.

Teachers have found that short, frequent sessions are most beneficial when studying spelling words on the computer. Shorter sessions make it possible for a larger number of students to review and practice their spelling words.

Because the sound can be turned off, students with particular needs can use *Spell It* in the classroom without disturbing others. For instance, students who have missed material due to class absence can use *Spell It* to catch up with current assignments. Students who complete their assignments early can be rewarded with opportunities to reinforce what they have already learned.

If you have additional ideas for ways to use *Spell It* in the classroom, please share them with us. We'd be happy to hear from you.

## **ABOUT THE AUTHORS**

Jan Davidson holds a B.A. from Purdue University, and an M.A. and Ph.D. from the University of Maryland. She is founder and president of Davidson and Associates, Inc. She previously served as director of Upward Bound, an educational center in Palos Verdes, California, and taught high school and college for 12 years.

Richard Eckert holds a B.S. degree in Electrical Engineering from Purdue University. He is a professional programmer and has written a variety of software, particularly educational software.

### **Acknowledgments**

The authors are indebted to many people who participated in the development and testing of this software. The teachers and students at Upward Bound who willingly used and tested the software made a substantial contribution.

A special note of thanks also goes to Faye Schwartz, Cathy Johnson and Ellen Salzman, who prepared and edited the extensive data files.



## APPENDIX - WORD LISTS

The following are lists of the words contained in the *Spell It* Data files. Spelling and word divisions are based on preferred usage as established in the WORLD BOOK DICTIONARY and WEBSTER'S NEW WORLD DICTIONARY.

## Novice 1

Be careful when spelling number words. Sometimes the spelling of the root changes.

**Examples: four forty**  
**five fifty**

eight  
eighth  
eighteen  
eighty  
five  
fifteen  
fiftieth  
fifty  
four  
forty  
fourteen  
fourth  
hundred  
hundredth  
nineteenth  
ninth  
ninety  
ninetieth  
seventh  
seventy

## Novice 2

Compound words are made up of two shorter words joined together.

**Example: foot ball**  
**football**

basketball  
blueprint  
bookmark  
campground  
cookbook  
driveway  
flagpole  
flashlight  
football  
freeway  
goldfish  
midnight  
railroad  
schoolroom  
seaweed  
snowfall  
spotlight  
sunrise  
weekend  
wristwatch

### Novice 3

**Plurals.** To form the plurals of most nouns, simply add **s**.

**Example: balloon balloons**

Add **es** to nouns ending in **ch, sh, s, x, and z**.

**Example: church churches**

aches  
balloons  
boxes  
brushes  
chairs  
cameos  
chiefs  
churches  
cupfuls  
glasses  
lawyers  
lunches  
monkeys  
pictures  
poets  
radishes  
radios  
taxes  
topazes  
turkeys

### Novice 4

The **neutral vowel with r** sound which usually appears in the unstressed syllable can be spelled **or, er, or ar**.

**Examples: color tiger**

**sugar**

anchor  
cellar  
color  
dollar  
flower  
grammar  
harbor  
humor  
hunter  
laughter  
owner  
polar  
razor  
shoulder  
soccer  
sugar  
supper  
teacher  
tiger  
weather

## Novice 5

The **ir** sound can be spelled  
ear, eer, ier, or ere.

**Examples:** appear pierce

career revere

bier

brigadier

career

cereal

cheerleader

disappear

dreary

earache

fearful

merely

pierce

pioneer

query

revere

serial

serious

shears

sphere

tier

veneer

## Novice 6

area

dropped

eager

entirely

fashion

guilty

heroes

hunger

hungry

laborer

lengthen

luxury

material

method

oppose

perceive

practice

regard

sentence

since

## Novice 7

amount  
attempt  
beautiful  
carrier  
council  
dealt  
device  
disgust  
escape  
except  
heroic  
listener  
minutes  
paid  
really  
sense  
stepped  
stories  
woman  
writing

## Novice 8

across  
addition  
advice  
among  
clothes  
collar  
coming  
dairy  
decent  
define  
divide  
fitness  
friend  
lose  
mere  
operate  
quiet  
simple  
simply  
studying

## Novice 9

affect  
afraid  
against  
careful  
choose  
during  
enough  
group  
hoping  
increase  
involve  
lonely  
maybe  
meant  
passed  
peace  
rebel  
scene  
where  
whole

## Novice 10

allowed  
already  
bargain  
boundary  
certainly  
cruelty  
different  
disease  
divine  
easily  
exercise  
further  
immense  
magazine  
medicine  
naturally  
opposite  
phase  
response  
source

## **Intermediate 1**

When a word ends in silent e, drop the e before adding a suffix.

**Examples:** arrive arrival

become becoming

accuse

accusing

argue

argument

arrive

arrival

become

becoming

continue

continuous

desirable

desirability

encourage

encouraging

movable

notice

noticing

shining

value

valuable

## **Intermediate 2**

Pronouncing words carefully will help you to spell them correctly. Be sure not to add or omit sounds.

curious

curiosity

disaster

disastrous

enter

entering

entrance

explain

explanation

hinder

hindrance

pronounce

speak

speech

though

thought

thorough

threw

through

throughout

### Intermediate 3

Pronouncing words carefully will help you to spell them correctly. Be sure not to add or omit sounds. For example, **athlete** has 2 syllables, not 3.

athlete  
athletics  
column  
columnist  
drown  
drowned  
drowning  
govern  
government  
grieve  
grievous  
lighten  
lightning  
pamphlet  
particular  
particularly  
rhythm  
rhythmic  
strict  
strictly

### Intermediate 4

The **oi** sound can be spelled **oi**, as in **poison**, or **oy**, as in **voyage**.

anoint  
appoint  
avoid  
boycott  
decoy  
embroidery  
employer  
exploit  
loiter  
loyal  
moisten  
oilcloth  
oyster  
pointless  
poise  
poison  
rejoice  
royalty  
void  
voyage



## Intermediate 5

If a word ends with silent e,  
keep the e if the suffix begins  
with a consonant.

### Examples:

**manage management**

**complete completely**

acute

acutely

arrange

arrangement

careless

complete

completely

extreme

extremely

hopeless

immediate

immediately

likely

likeness

manage

management

sincere

sincerely

safety

usefulness

## Intermediate 6

applying

cabbage

certain

decision

effect

interest

losing

possible

prepare

pursue

receiving

separation

similar

stretch

stubborn

themselves

together

treasurer

useless

worked

## Intermediate 7

advisor  
annual  
calendar  
cyclone  
despair  
everybody  
generally  
loose  
necessary  
opinion  
personal  
practical  
principal  
principle  
realize  
religion  
remember  
satire  
sponsor  
strength

## Intermediate 8

apartment  
apology  
barbecue  
category  
dining  
expense  
fiery  
greenish  
library  
occasion  
opponent  
original  
permanent  
pertain  
playwright  
presence  
relative  
resources  
roommate  
useful

## Intermediate 9

acquire  
alcohol  
amateur  
desperate  
develop  
discuss  
fascinate  
favorite  
forward  
fulfill  
genius  
ideally  
knowledge  
license  
medical  
potato  
prisoner  
represent  
several  
therefore

## Intermediate 10

awkward  
cemetery  
commission  
conscience  
definite  
embarrass  
laboratory  
marriage  
misspell  
occurred  
persuade  
recognize  
restaurant  
schedule  
sergeant  
straight  
terrific  
unusual  
villain  
women

## Advanced 1

Use **i** before **e**, except  
after **c**.

**Examples:** achieve  
quotient receive

achieve

belief

believe

brief

chief

deceive

fiendish

fierce

hygiene

mischief

niece

piece

quotient

receive

relieve

shield

shriek

siege

sieve

yield

## Advanced 2

There are exceptions to the **i**  
before **e** rule.

**Examples:** leisure neither

Use **ei** when the word has a  
long **a** sound.

**Examples:** freight weight

beige

either

foreign

freight

height

heir

heirloom

leisure

neigh

neighbor

neither

protein

seize

seizure

sleigh

veil

vein

weigh

weight

weird

### Advanced 3

When **final y** is preceded by a consonant, change the **y** to **i** before adding a suffix, unless the suffix begins with **i**.

**Example:** carry    carried  
                                 carrying

accompany  
accompanying  
accompanied  
busy  
business  
carry  
carrying  
carried  
company  
companies  
enemy  
enemies  
family  
families  
lively  
livelier  
livelihood  
satisfy  
satisfied  
satisfying

### Advanced 4

Most words that end with the **seed** sound are spelled **cede**.

**Examples:** recede    concede

**Exceptions:**    exceed  
                         proceed    succeed

accede  
access  
accessory  
antecedent  
cede  
concede  
concession  
exceed  
excess  
intercede  
precede  
procedure  
proceed  
procession  
recede  
recession  
secede  
succeed  
success  
supersede

## Advanced 5

A neutral vowel with r sound which usually appears in an unstressed syllable can be spelled ar, er, ir, or, or ur.

**Examples:** burglar equator  
semester directory murmur

bachelor  
burglar  
calculator  
carburetor  
directory  
equator  
foreigner  
governor  
murmur  
muscular  
passenger  
percolator  
predecessor  
prosecutor  
radiator  
refrigerator  
scholar  
semester  
singular  
vinegar

## Advanced 6

bureau  
chocolate  
committee  
courteous  
disappoint  
fascinating  
loneliness  
mischievous  
mortgage  
parallel  
privilege  
probably  
recommend  
sandwich  
secretary  
stationery  
surprise  
tragedy  
vegetable  
whether

## Advanced 7

alumni  
approaches  
beginning  
challenge  
confusion  
difficult  
discussion  
entertain  
excellence  
fantasy  
generally  
happiness  
industry  
intellect  
literary  
morale  
physical  
ridicule  
sherbet  
suppose

## Advanced 8

aluminum  
appropriate  
attitude  
behavior  
burial  
cigarette  
concentrate  
counselor  
destruction  
dilemma  
disguise  
familiar  
ignorant  
indefinite  
mathematics  
morally  
pheasant  
simile  
summary  
tomorrow

## Advanced 9

aggravate  
anticipate  
beauteous  
commercial  
condemn  
devastation  
emperor  
equipment  
fallacy  
imagination  
likelihood  
narrative  
obstacle  
peculiar  
prestige  
ridiculous  
sacrifice  
shepherd  
sophomore  
symbol

## Advanced 10

abscess  
arguing  
author  
bankruptcy  
candidate  
changeable  
conferring  
descent  
describe  
elementary  
genealogy  
momentum  
pageant  
personnel  
profession  
quantity  
repetition  
syllable  
technique  
transferred



## Champion 1

The **k** and **g** sounds are usually followed by the **ant** ending, as in **elegant**.

The **s** and **j** sounds are usually followed by the **ent** ending, as in **magnificent**.

abundant

agreement

consistent

convenient

descendant

document

dominant

efficient

elegant

employment

expectant

important

independent

pleasant

magnificent

persistent

prevalent

prominent

significant

warrant

## Champion 2

The **k** and **g** sounds are usually followed by the **ance** ending, as in **significance**.

The **s** and **j** sounds are usually followed by the **ence** ending, as in **adolescence**.

absence

acquaintance

adolescence

ambulance

annoyance

appearance

attendance

audience

conference

evidence

existence

experience

guidance

ignorance

intelligence

interference

remembrance

residence

resistance

significance

### **Champion 3**

The **sh** sound can be spelled with **ti**, **ci**, or **si**.

**Examples: reception**  
**conscious expansion**

abbreviation

ambition

artificial

beneficial

conscious

crucial

description

dietitian

distinction

exemption

expansion

facial

gracious

musician

precious

reception

spacious

spatial

substantial

vicious

### **Champion 4**

Double the final consonant when adding a suffix if the word has only one syllable or the last syllable is accented.

acquittal

admittance

allotted

beginner

benefited

controlled

difference

equipped

gladden

happened

listening

occurrence

offered

omitted

preferred

quitting

referring

revealing

spurring

swimming

## **Champion 5**

When using the prefixes **dis** and **un**, do not change the spelling of the root word.

disability  
disagree  
disapprove  
disarray  
discourage  
dishonor  
disillusion  
disqualify  
dissimilar  
dissatisfied  
uncommon  
unconscious  
unearned  
unequaled  
unguarded  
unknown  
unmoved  
unnamed  
unnatural  
unnecessary

## **Champion 6**

aggressive  
analysis  
atheist  
basically  
capitalism  
communist  
contemporary  
defensible  
divisible  
efficiency  
friendliness  
incidentally  
interrupt  
mechanics  
nutrient  
political  
propaganda  
satellite  
suspense  
vacuum

## **Champion 7**

asterisk  
astronaut  
brilliance  
competition  
criticism  
emphasize  
exhaustion  
financier  
guarantee  
influential  
maneuver  
mysterious  
organization  
philosophy  
reminisce  
stability  
sufficient  
temperament  
theory  
varies

## **Champion 8**

accelerate  
alleged  
association  
compatible  
credible  
criticize  
discipline  
eliminate  
evidently  
financial  
gaiety  
humorous  
ingredient  
jealousy  
manufacture  
numerous  
optimism  
sarcastic  
subtle  
various

## Champion 9

abundance  
accidentally  
adolescent  
assassin  
colonel  
crocheting  
elicit  
finally  
hypocrisy  
imaginary  
initiative  
occurring  
possession  
predominant  
prophecy  
sociology  
succession  
synonymous  
undoubtedly  
unusually

## Champion 10

alleviate  
approximate  
catechism  
competitor  
diligence  
forcible  
fundamental  
hospitalized  
ingenious  
laboriously  
melancholy  
paralyzed  
politician  
psychology  
sabotage  
suppress  
tendency  
tremendous  
ubiquitous  
vengeance

## **Grand Master 1**

The **k** and **g** sounds are usually followed by **ant**.

**Example: extravagant**

The **s** and **j** sounds are usually followed by **ent**.

**Example: negligent**

arrogant  
assistant  
brilliant  
competent  
compliant  
confident  
defiant  
dependent  
diligent  
divergent  
excellent  
extravagant  
fluorescent  
indulgent  
insistent  
intelligent  
negligent  
tolerant  
turbulent  
violent

## **Grand Master 2**

The **k** and **g** sounds are usually followed by **ance**.

**Example: elegance**

The **s** and **j** sounds are usually followed by **ence**.

**Example: innocence**

abstinence  
alliance  
appliance  
assurance  
clearance  
compliance  
consequence  
disturbance  
elegance  
endurance  
inference  
influence  
innocence  
insurance  
maintenance  
nuisance  
performance  
preference  
reference  
reliance

## Grand Master 3

The **able** suffix is used more often than the **ible** suffix.

The **s** and **j** sounds are usually followed by **ible**.

**Examples: irritable**

**legible    accessible**

acceptable

accessible

admirable

admissible

available

contemptible

convertible

digestible

disposable

elegible

excitable

incredible

inevitable

irresistible

irritable

legible

permissible

plausible

responsible

susceptible

## Grand Master 4

acquiesce

aesthetic

baroque

bellicose

cryptic

curriculum

epitome

euphemism

hemorrhage

nemesis

ostracize

panacea

panache

paradigm

physics

psychiatry

separate

subpoena

synonym

verbatim

## **Grand Master 5**

accommodate  
admission  
advertising  
auxiliary  
clientele  
comparative  
environment  
exaggerate  
experiment  
fictitious  
hysterical  
medieval  
primitive  
psychic  
recipient  
rheumatism  
saccharin  
scissors  
situation  
sovereign

## **Grand Master 6**

accumulate  
advantageous  
allegiance  
apparatus  
authority  
conqueror  
cylinder  
excitement  
exhilarated  
harass  
hypocrite  
hypothesis  
leisurely  
noticeable  
oblique  
paralysis  
persuasive  
phenomenon  
raspberry  
spontaneous



## Grand Master 7

### Words of Spanish origin

abalone  
alligator  
armadillo  
avocado  
barracuda  
cafeteria  
desperado  
enchilada  
filibuster  
guerilla  
hacienda  
mosquito  
palomino  
pueblo  
sierra  
stevedore  
tapioca  
tobacco  
tortilla  
vigilante

## Grand Master 8

### Words of Italian origin

bologna  
broccoli  
campaign  
corridor  
dilettante  
espresso  
fettucine  
fiasco  
ghetto  
imbroglio  
incognito  
influenza  
intrigue  
lasagna  
minestrone  
miniature  
mozzarella  
picturesque  
scenario  
spaghetti

## **Grand Master 9**

### **Words of French origin**

aperitif  
bizarre  
bouffant  
bouillon  
burlesque  
champagne  
chignon  
connoisseur  
croissant  
decolletage  
julienne  
mayonnaise  
mousse  
parliament  
peignoir  
quiche  
roux  
syndicate  
talisman  
vichyssoise

## **Grand Master 10**

aberration  
abysmal  
adjudicate  
anathema  
auspicious  
corroborate  
diaphragm  
extraneous  
facsimile  
ingenuous  
ingratiate  
inveigle  
narcissistic  
obsequious  
perspicacity  
rambunctious  
resuscitate  
subterranean  
supercilious  
tortuous

# **Additional Data Disks Now Available - for Spell It!**

Additional data disks are now available to expand the range of Spell It! These data disks are for use with the original Spell It program disk. Included with each disk is a glossary listing all the words presented, their meanings, and complete directions for using the new data with all the activities in Spell It.

**Data Disk 5-6** The disk contains 1000 words arranged into 50 spelling lists for fifth and sixth grade levels.

**Data Disk 3-4** The disk contains 1000 words arranged into 50 spelling lists for third and fourth grade levels.

**Data Disk 1-2** This disk contains 600 words arranged into 40 lists for first and second grade levels. Spelling lists at this level are shorter, and are grouped according to principles of phonics.

Apple, IBM, Commodore, and Atari versions are available.  
Suggested retail price: Additional data disks \$19.95 each

For more information, call Davidson & Associates, Inc.

(213) 534 - 4070

(800) 556 - 6141 outside California

## APPLE 3 1/2" DISKS

Apple 3 1/2" program disks are PRODOs formatted. Before creating your own data files to use with any of these programs, format a blank disk (either the 5 1/4" or 3 1/2" size) with ProDOS and name it as instructed below:

### **Program:**

Math Blaster

Word Attack

Speed Reader II

Spell It

Classmate

### **Name the data disk:**

MBDATA

WADATA

SRDATA

SIDATA

CMDATA

# **HOW TO SWAP YOUR DISK FREE!**

**If you want to swap your disk for a different size (5.25" to 3.5" or vice versa), just follow the directions below:**

- **fill out your product registration card**
- **fill out the back of this card**
- **place the following into a stiff envelope:**
  - (1) your Davidson disk,**
  - (2) the product registration card, and**
  - (3) this card**
- **send all of the above to:**

**Davidson & Associates, Inc.**

**3135 Kashiwa Street**

**Torrance, CA 90505**

**Attn: Customer Service**

# DISK SWAP CARD

Davidson Program Name \_\_\_\_\_

Computer Type (Circle):    Apple    IBM

Size of Disk You Want (Circle):



3.5"



5.25"

Your Name: \_\_\_\_\_

Your Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Telephone Number: (    ) \_\_\_\_\_

**Don't forget to send us this card,  
your product registration card, and  
the Davidson disk you want to swap.**

Place  
Stamp  
Here



Davidson & Associates, Inc.  
File No. 91613  
Los Angeles, CA 90074 - 1613

## Spell It has a 5-YEAR warranty!

To receive important product update information and to register this product, please complete this card and return it to us today.

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_ Zip \_\_\_\_\_

Telephone Number (    ) \_\_\_\_\_

Your Version    ☐ Apple    ☐ IBM    ☐ C64/128    ☐ Atari

Disk Size    ☐ 5.25"    ☐ 3.5"

Purchased From \_\_\_\_\_

Address \_\_\_\_\_ Date \_\_\_\_\_

In what type of store was your program purchased?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Hardware & software store | <input type="checkbox"/> Discount store     | <input type="checkbox"/> Mail order-advertisement |
| <input type="checkbox"/> Software only store       | <input type="checkbox"/> Book store         | <input type="checkbox"/> Other _____              |
| <input type="checkbox"/> Department store          | <input type="checkbox"/> Mail order-catalog |   |

What MOST influenced your purchase?

- |   |                                    |                                      |                                     |                                |
|---|------------------------------------|--------------------------------------|-------------------------------------|--------------------------------|
| <input type="checkbox"/> Salesperson    | <input type="checkbox"/> Friend    | <input type="checkbox"/> Magazine ad | <input type="checkbox"/> Your child | <input type="checkbox"/> Other |
| <input type="checkbox"/> Teacher/School | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Gift        | <input type="checkbox"/> Review     | _____                          |

Back-up Copy

- ☐ Send a back-up copy of Spell It. A check for \$10.00 to Davidson & Associates, Inc. is enclosed. California residents please add applicable sales tax.

- ☐ I do not wish to purchase a back-up at this time.

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