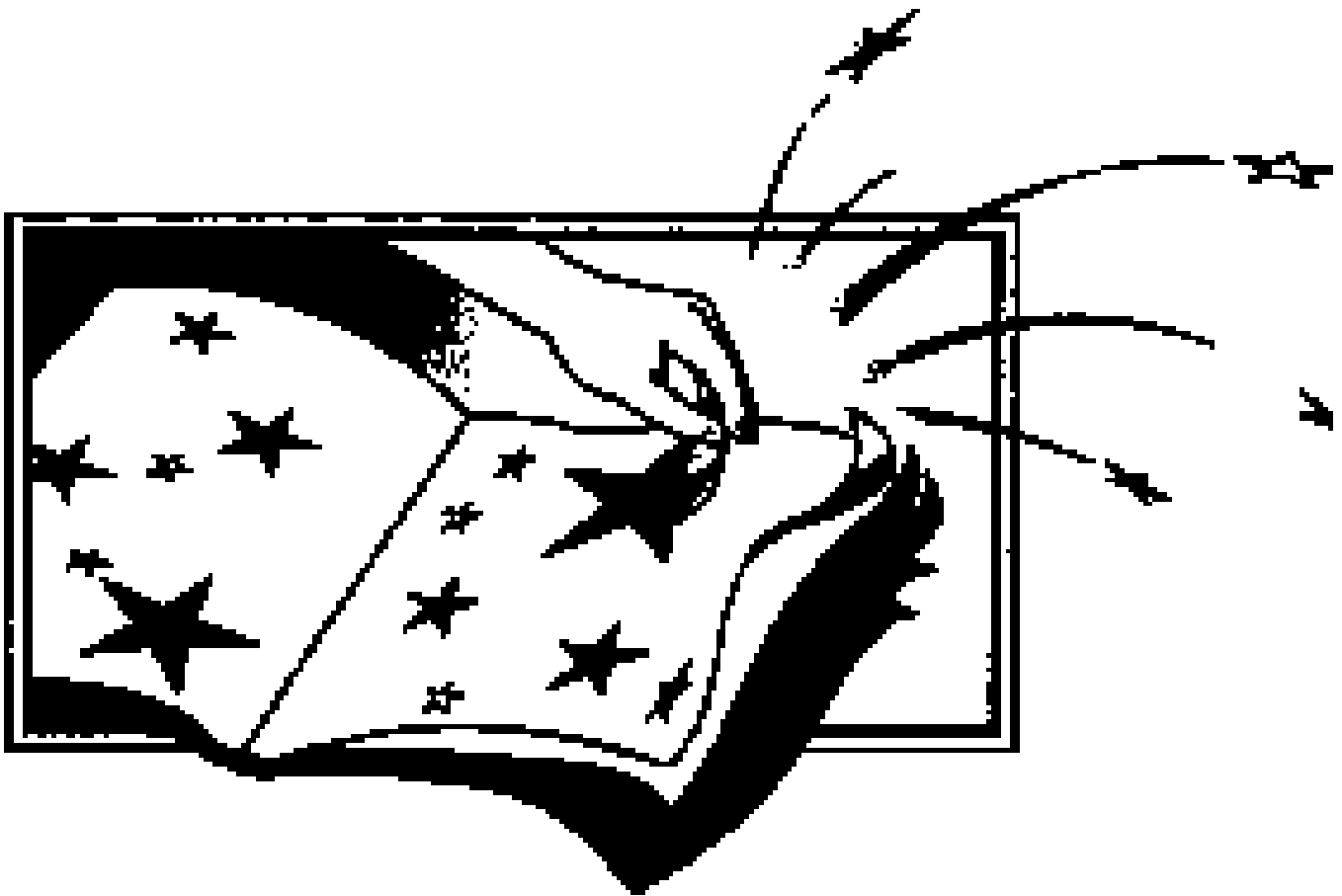


# Middle School Reading Intervention Curriculum Overview



Anchorage School District  
Compiled by Amy Goodman  
Middle School Literacy Support Teacher  
Updated Fall 2007

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Dear Reading Teacher,

Welcome to a new school year! You have been given the important responsibility of teaching middle school struggling readers. The good news is there is a lot of current research and resources available that can help guide you through this journey. In addition, there are reading teachers at every middle school who all have been given the same task who can become a network of support for you. Mardell Kiesel (the K-12 Language Arts Coordinator at 742-4852) and Amy Goodman (the Middle School Literacy Support Teacher at 267-0221) can also give you direction along the way.

During the spring of 2004, a districtwide committee was organized to make recommendations for curriculum materials for a remedial reading class. The major goal of this committee was to look at best practices and to recommend programs to purchase in order to meet the reading needs of the older learner. The following is the course description, which appears in the Middle School Program of Studies.

Reading Intervention #998010

*Students in this course will improve reading proficiency with explicit, direct instruction in fluency, vocabulary, and comprehension. Strategies for phonemic awareness and phonics will be available as needed. Students will read leveled, high interest literature for both academic and recreational purposes.*

Many of these struggling readers are the same ones who move frequently throughout the year. A districtwide aligned reading intervention curriculum limits the disruptions in learning caused by such movement. All middle schools received the same materials, and it is expected that the Reading Intervention class look the same from site to site. This binder is a result of the committee's hard work. Please follow these recommendations and do not hesitate to ask for help when needed.

The flowchart that follows is a broad overview of how to proceed. The second flowchart is more specific and explains how to combine the recommended materials. The rest of the binder includes more information about each of the program choices and guidelines for successful implementation. To bring a struggling reader up to grade level takes explicit, direct instruction and lots of instructional time dedicated to such a task. You have been given quality program materials to make your job easier and staff development will be on going. Please provide the motivation and the risk-free classroom climate it takes to help these struggling readers become successful.

Sincerely,

Reading Intervention Committee

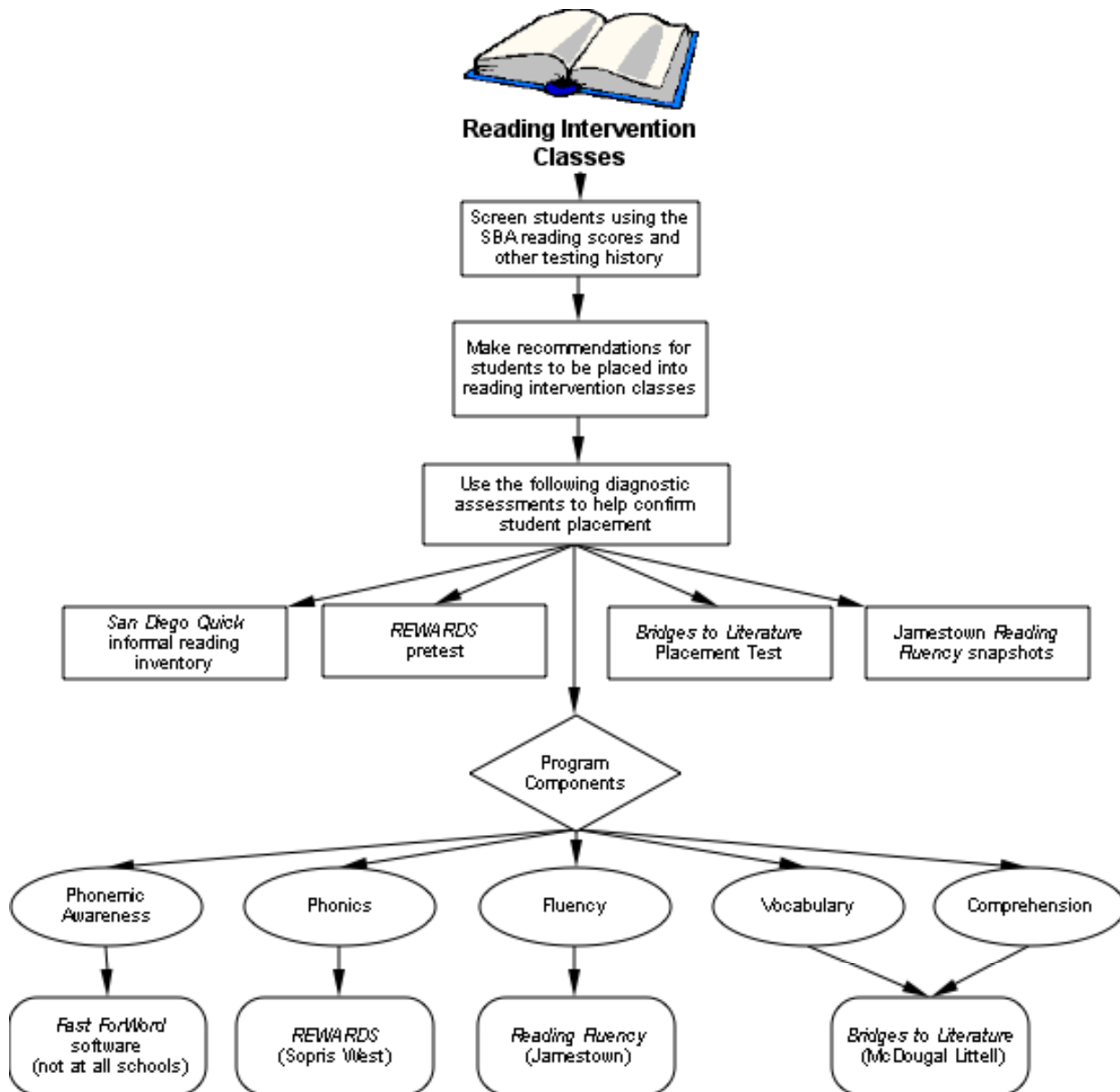
Members of the 2004 Reading Intervention Curriculum Committee:

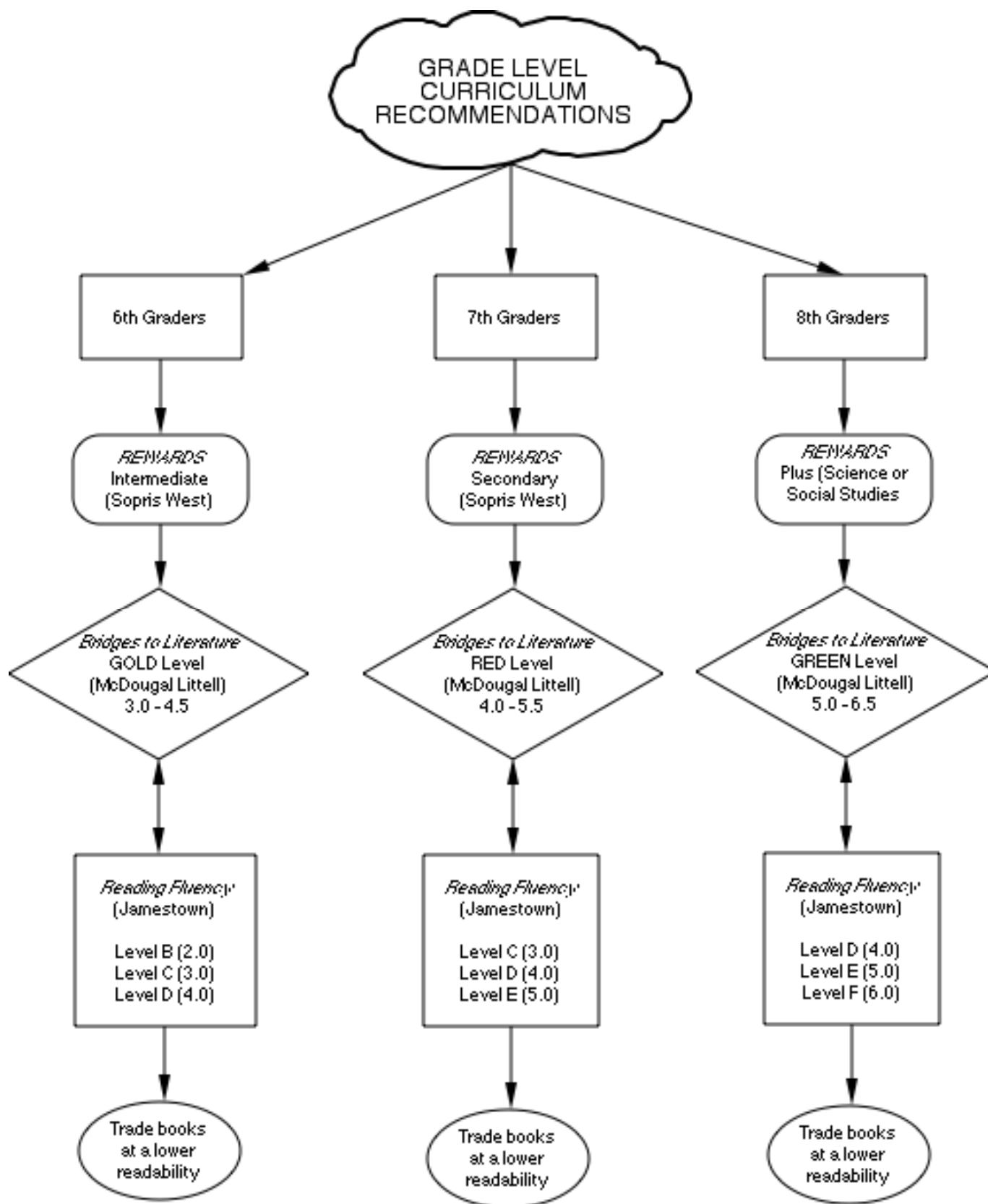
Mardell Kiesel *K-12 Literacy Coordinator*  
Amy Goodman *Literacy Support Teacher*  
Jeanne Fischer *Principal – Mirror Lake*  
Cindy Bledsoe *Central*  
Jan Littlebear *Clark*  
Diana Daniels *Goldenview*

\*Kip Bailey *Gruening*  
Marcia Indahl *Hanshew*  
Sharon Canadine *Mears*  
May Smith *Mirror Lake*  
Kathy Reiman *Romig*  
Holly MacInnis *Wendler*

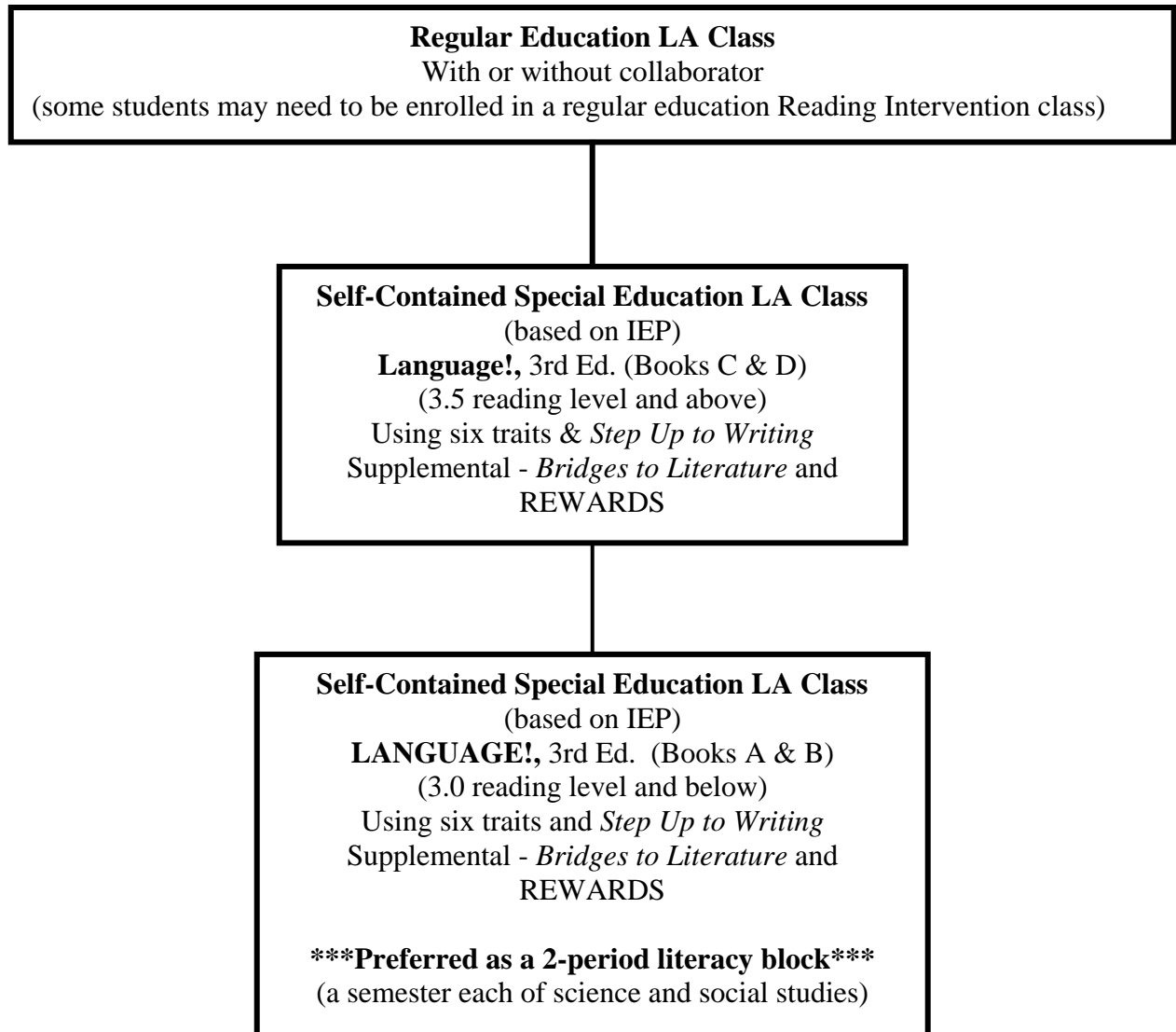
*\*Email advisory participant*

# Middle School Reading Intervention Curriculum

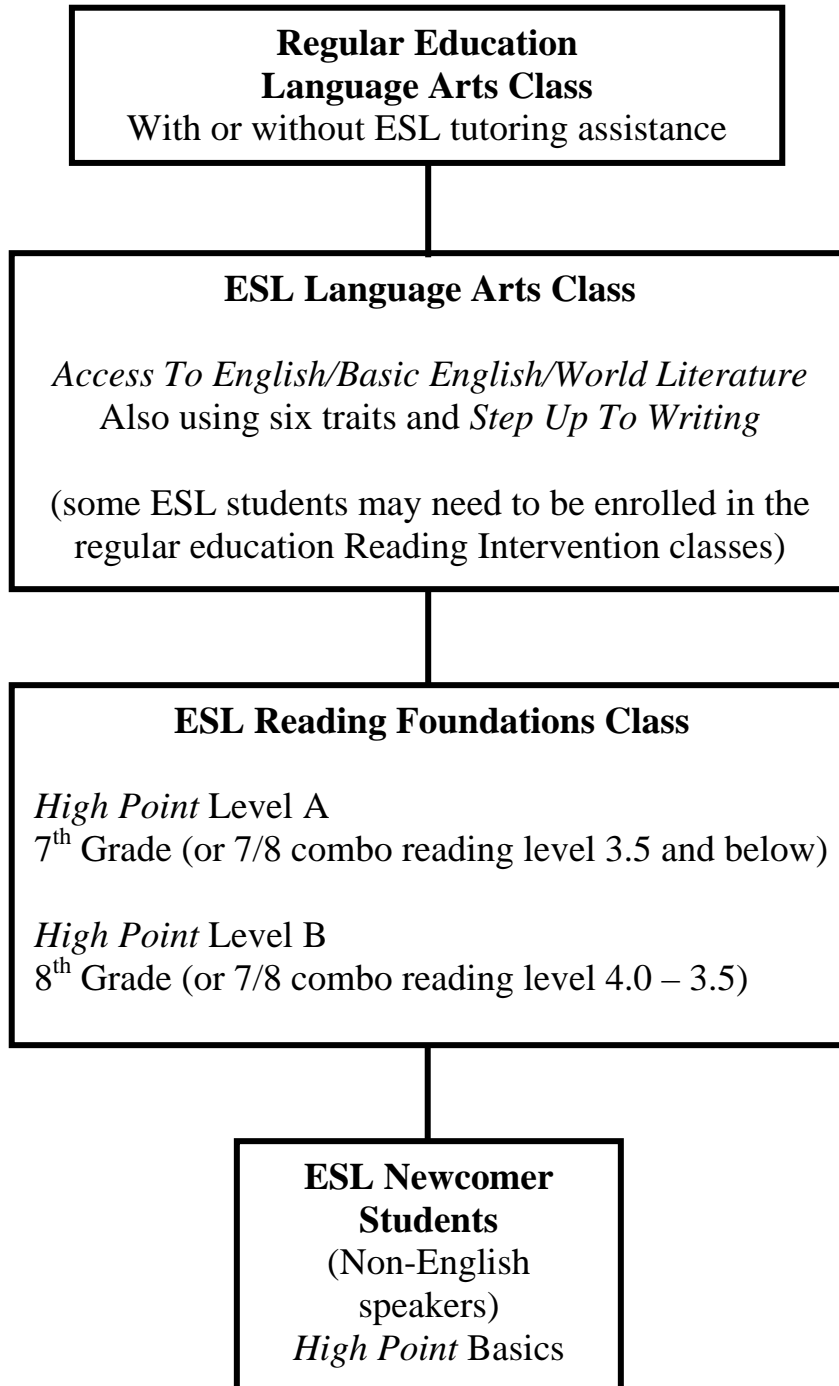




# ASD Middle Level Special Education 3-Tier Reading Delivery Models



## ASD Middle Level Bilingual Multicultural Education 4-Tier Reading Delivery Model



# Fast ForWord

## What is it?

Fast ForWord is a program that provides computer-based instruction for language and reading skill development. The program is designed to improve phonemic awareness and processing skills, leading to an improvement in reading skills. Rather than replacing existing reading programs, Fast ForWord is a tool that works well in conjunction with or as a precursor to existing programs.



## Who needs it?

Research has shown that Fast ForWord can be a valuable intervention for a number of populations, including special education students, English language learners, students with attention problems, and those scoring below proficient on reading benchmarks.

## How does it work?

Students identified as candidates for Fast ForWord would ideally be scheduled into a FF program for approximately one semester, or until they had completed at least two of the Fast ForWord products (including Fast ForWord to Literacy and Fast ForWord to Literacy Advanced). Students need to work on the program for 48 minutes per day, five days a week and generally finish one product per quarter.

## Scheduling Options

Ideally, students should receive reading instruction in addition to the Fast ForWord program. Fast ForWord can be scheduled as an elective or in place of another core class where a student may be failing due to reading difficulties. Fast ForWord can also be utilized during an after or before-school program, although regular attendance is critical for a successful intervention.

## Questions?

For more information, contact:

Darla Jones  
Coordinator of Educational Technology, Secondary  
742-4433

## READING ASSESSMENTS

### *Assessment Spreadsheet*

Reading Intervention teachers should keep a spreadsheet of the students in their classes and the assessments given. Recording pre/post scores as well as any formative assessments given throughout the year is helpful for monitoring student progress. Below is a list of recommended formative and summative assessments.

### *Standards Based Assessments (SBA's)*

The SBA's are given in the spring of each academic year. Testing history can be found on the Assessment Reporting System (ARS), which teachers access through the District Connection. Students who score below proficient on the SBA's should be recommended for a Reading Intervention class. Students who score proficient but by a narrow margin should be monitored closely for possible placement into a Reading Intervention class. Record the most current SBA reading scores for your students on your assessment spreadsheet.

When analyzing the testing history of your students, look closely at the Developmental Reading Assessment (DRA) results used in elementary school. Upper intermediate teachers administer this assessment on any new student as well as students who are below proficient on the SBA's. Below is an interpretation table:

Total Score	DRA Stage	Grade Level
54-63	Transitional	Second
64-73	Extending	Third
74-83	Intermediate	Fourth
84-93	Advancing Intermediate	Fifth
94-103	Middle School	Sixth
104-113	Extending Middle School	Seventh
114-128	Independent Middle School	Eighth

### *Gates-MacGinitie*

The Gates-MacGinitie Reading Assessment was used districtwide in the middle school division from 2004 – 2007. It was removed in spring 2007. A two-year study was conducted by the ASD Assessment Department, which showed the results on the Gates-MacGinitie were closely aligned with those of the SBA's. Because of its high correlation, it was determined by the Middle School Language Arts Curriculum Committee (MSLACC) that it was no longer necessary to administer and could gain back up to four periods of instructional time. At this time, the Gates-MacGinitie should only be

administered to students who are new to the state, or to students who have no SBA testing history. (Refer to attachment for more information.)

### ***Bridges to Literature Assessments (McDougal Littell)***

After the reading teacher has been assigned students, it is important to confirm that students have been placed appropriately. The *Bridges to Literature Placement Test* can help determine a reading grade equivalent score. Record these results on your assessment spreadsheet.

Xerox copies of the test from the Power Planning booklet on p. 3. (Please do not use the blackline masters found in the Assessment Booklet or the Reading Toolkit. There are inaccuracies on these documents. Only use the Power Planning Booklet for your assessment needs.)

Each level of *Bridges to Literature* has a similar placement test but with different passages and questions. The gold test is designed for sixth grade on-level students, the red test is designed for seventh grade on-level students, and the green test is designed for eighth grade on-level students. It is a silent, group reading test with eight passages and 56 questions. The test items are designed using the cloze technique. Do not give this test during one class period. Spread it over a few days to help students from tiring too quickly. This test can be completed using Scantron forms. (The forms need to have at least 56 answer blanks in alpha A-E for each item.) Be sure to exit students who score in the high range, which indicates they do not need a reading support class. It is quite possible for some students to perform poorly on the SBA's because of poor attitude, confusion, etc. Using the *Bridges to Literature Placement Test* will assure the reading teacher that a support class is necessary for students.

Two Progress Checks are also available. The first one covers units 1-4 and the second one covers units 5-8. Questions on the Progress Check cover skills taught in those units only. A Midyear Test and an End-of-the-Year Test are also part of the *Bridges to Literature* battery of assessments. Use these as formative tests and record results on your assessment spreadsheet. The End-of-the-Year Skills Test is cumulative.

### ***San Diego Quick Informal Reading Inventory (optional)***

The *San Diego Quick* is an informal reading inventory. This assessment can be given one-on-one with each student while the rest of the class is working independently. Record these results on your assessment spreadsheet. It is made up of leveled word lists that students read aloud to the teacher. The results provide teachers with independent, instructional, and frustration reading levels for students. Remember these reading levels are based on a word call test only. Use the results in that context remembering that many struggling readers can be excellent word callers but have limited comprehension. (Refer to the attachments for the directions and the materials needed in order to give this informal reading inventory.)

### ***Phonics Assessment***

The REWARDS phonics programs (Sopris West) have assessments built into them. Teachers should use the pretest described on p. 367 of REWARDS Intermediate or p. 339 of REWARDS Secondary. Record these results on your assessment spreadsheet. (There is no pretest available for the REWARDS Plus program.) The pretest is an excellent measure for assessing the decoding skills the students already have in place. It is necessary to test students one-on-one to hear firsthand how students try to decode multisyllabic words. You can also turn the pretest into a post test after the lessons are taught to document student growth. The words selected as test items are the words that are explicitly taught within the lessons. In addition, there is a generalization test available in REWARDS. This test assesses decoding skills on words that have not been explicitly taught in the lessons. The generalization test can be used at the end of instruction to determine if students are transferring the skills that have been taught.

### ***Fluency Assessment***

Give a one-minute fluency test to each student at the beginning of the year. Count the correct words per minute. (Pay close attention to student miscues and subtract these from totals.) Record these results on your assessment spreadsheet. (Refer to the attachment for recommended oral fluency norms for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders.) Continue taking fluency snapshots throughout the year to monitor student progress. Passages for fluency snapshots can be retrieved from the Jamestown *Reading Fluency* program. More information can be found on p. 9 in the Teacher Notes that accompanies the Jamestown *Reading Fluency* program. The REWARDS phonics program also has fluency passages built in throughout it, which might be useful to use for fluency assessment.

## Hasbrouck and Tindal's Oral Reading Fluency Norms

### GRADE 6

Percentile	Fall WCPM	Winter WCPM	Spring WCPM	AWI
90	177	195	204	0.8
75	153	167	177	0.8
50	127	140	150	0.7
25	98	111	122	0.8
10	68	82	93	0.8

### GRADE 7

Percentile	Fall WCPM	Winter WCPM	Spring WCPM	AWI
90	180	192	202	0.7
75	156	165	177	0.7
50	128	136	150	0.7
25	102	109	123	0.7
10	79	88	98	0.6

### GRADE 8

Percentile	Fall WCPM	Winter WCPM	Spring WCPM	AWI
90	185	199	199	0.4
75	161	173	177	0.5
50	133	146	151	0.6
25	106	115	127	0.6
10	77	84	97	0.6

Source: <http://www.readingrockets.org/article/11200>

WCPM = Words Correct Per Minute

AWI = Average Weekly Improvement

*You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency- building program. In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.*

## **Gates-MacGinitie Reading Test (GMRT) for New-to-State Students**

*If you need reading assessment information on new-to-state students, you may use the Gates-MacGinitie (GMRT). This is the only use of the GMRT that is district approved. Please follow the guidelines below. For all other students, use SBA (Standards Based Assessment) results to help with placement issues along with other available testing information.*

1. Testing materials may be borrowed from the Language Arts Department Chair, Reading Specialist, or Counseling Department Chair at your school. Please use the following test booklets:
  - 6th Grade – Level 6, Form S
  - 7th Grade – Level 7/9, Form S
  - 8th Grade – Level 7/9, Form T
2. Use Scantron answer sheets, form #25160, for quick scoring. Its numbering/lettering system is unique and matches the GMRT test questions.
3. Follow the *Directions for Administration* carefully. This is a timed test.
  - Vocabulary Subtest – 20 minutes
  - Comprehension Subtest – 35 minutes
4. Use the *Manual for Scoring and Interpretation* to convert raw scores to norming data. The Assessment Reporting System (ARS) accessed from the District Connection will no longer be available for converting raw scores to norming data; however, the data from past testing will stay in the system.
  - 6th Grade - pp. 46-47
  - 7th Grade - pp. 42-43
  - 8th Grade - pp. 56-57
5. Use the results from this assessment as a screening tool. A student who scores below 25% (percentile rank/PR) should be considered for a Reading Intervention class. For more information on the meaning of percentile ranks, refer to pp. 24-25 in the *Manual for Scoring and Interpretation*. Although other kinds of scores are available, percentile rank is the approved score to use. Common terminology implemented districtwide will result in improved communication among staff, parents, and students.

For more information on the GMRT, contact Amy Goodman (Middle School Literacy Support Teacher) at 267-0221.

## PHONICS FOR OLDER LEARNERS

REWARDS Intermediate, REWARDS Secondary, and REWARDS Plus (Science and Social Studies) are all written by Dr. Anita Archer and are published by Sopris West. A training video produced by Sopris West is available in your school. In addition, each school has another training video that was produced locally. The ASD video features Anne Barnett, a former ESL teacher at Clark, teaching lesson #6 of REWARDS Secondary from beginning to end in a 45-minute class period. All the REWARDS materials are loosely scripted programs written specifically for the older learner. Only use the REWARDS program if you have a year-long reading support class. Semester-long classes do not have enough time to use REWARDS in addition to *Bridges to Literature*.

*Which REWARDS levels should you use?*

Use the following recommended materials for the grade level students you have been assigned. You may reach down if an easier level is needed, but you may not reach up. This ensures no student will end up repeating a program if he/she moves to another school.

REWARDS Intermediate: 6<sup>th</sup> grade students who read at the 2.5 to 5<sup>th</sup> grade reading level and who orally read between 60 and 120 words per minute would benefit from REWARDS Intermediate. (6<sup>th</sup>-8<sup>th</sup> graders should orally read 120-150 correct words per minute.)

REWARDS Secondary: 7<sup>th</sup> grade students who have difficulty reading words of three or more syllables in length and orally read between 60 and 120 words per minute would benefit from REWARDS. (6<sup>th</sup>-8<sup>th</sup> graders should orally read 120-150 correct words per minute.)

REWARDS Plus: 8<sup>th</sup> grade students who read at least at the 4<sup>th</sup> grade level but continue to have decoding and fluency problems would benefit. (6<sup>th</sup>-8<sup>th</sup> graders should orally read 120-150 correct words per minute.) There are two possible entry points: at the beginning of the review lessons or at the beginning of the application lessons. If students have no experience with REWARDS from previous years, they should go through the review lessons. Although REWARDS Plus is published for both science and social studies, they are not both necessarily available at every school.

*Fast Facts to help you implement REWARDS:*

- Dr. Archer recommends teaching the REWARDS program daily as an intensive intervention. Classroom teachers sometimes find it more successful to break up the routine with other components from the reading program.
- Use the REWARDS pretest to better inform you of the word attack skills your students already have.

- Student motivation is influenced by your personal enthusiasm. If you reflect a belief that this program is important and will make a difference in students' reading ability, that enthusiasm will affect your students' view of the program. Remember that struggling readers benefit from explicit, sequenced instruction. Just like daily exercise, it is not necessarily fun. However, hard work pays off and students will be motivated by their progress. In addition to verbal praise, some classes will benefit from a formal incentive program.
- Most teachers find that the twenty lessons in REWARDS Secondary can take close to six weeks to complete. REWARDS Intermediate has 25 lessons. REWARDS Plus generally takes nine weeks to complete; there are different entry points into the program. All lessons are structured around a 50-60 minute class period, which means lessons may overlap more than one day.

*REWARDS Components:*

- Teacher's Edition
- Consumable Student Workbooks
- Posters
  - Strategies for Reading Long Words
  - Prefixes, Suffixes, and Vowel Combinations
- Transparencies
- Sopris West Training Video
- ASD Training Video

## ORAL READING FLUENCY

Fluency and comprehension go hand in hand. If a student cannot read a passage quickly and accurately, comprehension suffers. Many struggling readers have not attained the necessary speed (see table on p. 11), which often is the reason for them being behind developmentally. A seventh grader who reads only 80 words correct per minute (wcpm) will struggle in comprehending on-level material.

Jamestown's *Reading Fluency* contains high interest, leveled passages of both fiction and non-fiction for students to practice in a repeated reading protocol. Students work with fluency partners at similar levels timing each other for one minute. They learn to recognize and record miscues so the number of correct words per minute can be calculated.

The Jamestown *Reading Fluency* materials are available from a first grade readability level (level A) through a tenth grade readability level (level J). Do not confuse this with a student's grade or age level. Students should be placed at their independent reading level and not their instructional reading level. They need to practice on text that is easy for them to read. The program includes student record books. The student record books should not be used consumably. Students need to be trained to use a transparency and a Vis a Vis marker to record their fluency partner's miscues. Duplicate the record-keeping graphs and place these in manila folders for each student. There are also Teacher Notes to help you set this program up in your classroom. *Reading Fluency* should be used at least two times a week. If you are using REWARDS or REWARDS Plus, do not use Jamestown *Reading Fluency* until after you complete it since fluency passages are built into these phonics programs. The Jamestown fluency program is to be used alongside *Bridges to Literature*.

With teacher modeling and practice, a routine can be set up that will not take more than 10 minutes of class time for the *Reading Fluency* program. Monitor student progress carefully throughout the year and move students up in reading level when they are ready. Refer to the recommended fluency rates on p. 9 in the Teacher Notes.

### *Jamestown Reading Fluency Components:*

- Teacher Notes
- Nonconsumable Student Workbooks

Level A	Readability 1.0	Level F	Readability 6.0
Level B	Readability 2.0	Level G	Readability 7.0
Level C	Readability 3.0	Level H	Readability 8.0
Level D	Readability 4.0	Level I	Readability 9.0
Level E	Readability 5.0	Level J	Readability 10.0

## CORE INTERVENTION PROGRAM

*Bridges to Literature* published by McDougall Littell is a transitional reading program that uses engaging literature selections, combined with strategies and skills instruction, to help less-proficient readers prepare to read on-level literature. Each level of *Bridges* provides on-level instruction in reading comprehension, literature, and vocabulary skills through selections that include a mix of classic and contemporary stories, poetry, drama, and nonfiction. The literature selections contain high-interest, age-appropriate material with readability levels that address the needs of students reading 1–3 years below grade level.

There are three levels to the program: gold (3.5 – 4.5), red (4.5 – 5.5), and green (5.5 – 6.5). Use gold in 6<sup>th</sup>, red in 7<sup>th</sup>, and green in 8<sup>th</sup>. You may reach down for easier material, but do not reach up. Districtwide alignment will ensure students who move from school to school will not repeat any part of the program and will continue to move forward.

The placement test can be used as a baseline measure. Administering the mid-year reading test and the end-of-the-year reading test will allow the teacher to track student growth. The ultimate goal is to accelerate struggling readers to the point where they can exit the Reading Intervention class and function successfully in on-level language arts classes. This intervention program should be used daily. Teach the text from beginning to end, or pull out genre units in a sequence that best meets the needs of the students. The reading/writing GLE's have been correlated to the *Bridges to Literature* program. You can access these at:

<http://www.asdk12.org/MiddleLink/LA/intervention>

Each school selected sets of high interest trade books with low readability to supplement *Bridges to Literature*. These books have been approved by the MSLACC (Middle School Language Arts Curriculum Committee). This list is posted on the Middle Link at the above Web site. At the end of each *Bridges to Literature* unit, use the trade books to help students apply the skills and strategies they have learned. Setting up literature circles will allow you to use more than one book title at a time, which provides for more student choice.

### ***Bridges to Literature Program Components:***

- Teacher's Edition
- Student Text
- Skillbuilder Workbook (consumable)
- Power Words (copymasters)
- Power Planning (includes assessment blackline masters)
- Reading Toolkit
- Audiolibrary CD (available in Spanish, too)
- Reading Coach CD (computerized instruction)
- Low Readability Trade Books (varies from site-to-site)

## San Diego Quick Assessment (OPTIONAL)

The *San Diego Quick Assessment List* is a very useful, quick way to determine a child's *approximate instructional reading level*. It is certainly *not* a substitute for giving an Individual Reading Inventory with its graded word lists and graded reading passages. However, if a reading teacher merely wants a *very easy, quick estimation of a child's approximate instructional reading level*, we have found it to be fairly useful for that purpose.

### *Administration*

1. Type out each list of words on index cards.
2. Begin with a card that is at least two years below the child's grade-level assignment.
3. Ask the child to read the words aloud to you. If he or she misreads any on the list, drop to easier lists until he or she makes no errors. This indicates the *base level*.
4. Write down all incorrect responses, or use diacritical marks on your copy of the list. For example, *acrid* might be read and recorded as *acid*. *Molecule* might be recorded as *mole* (long o) *cule*.
5. Encourage the child to read words that he or she does not know so that you can identify the techniques he or she uses for word identification.
6. Have the child read from increasingly difficult lists until he or she misses at least three words.

### *Analysis*

1. The list in which the child misses no more than *one of the ten words* is the level at which he or she can read *independently*. Two errors indicate the *instructional reading level*. Three or more errors indicate material that *may be too difficult (frustration reading level)*.
2. An analysis of the child's errors is useful. Among those that occur with the greatest frequency are the following:

#### **Error**

reversal  
consonant  
consonant blend  
short vowel

#### **Example**

*how* for *who*  
*book* for *look*  
*string* for *spring*  
*note* for *not*

long vowel  
prefix  
suffix  
miscellaneous

*rod* for *road*  
*protest* for *pretext*  
*entering* for *entered*  
(omission of accent, etc.)

3. As with other reading assessment devices, teacher observation of student behavior is very important. Such things as posture, facial expression, and voice quality may signal nervousness, lack of confidence, or frustration while reading.
4. The teacher record sheet and student word lists follow.

Teacher Record Sheet - *San Diego Quick*

<b>P</b>	<b>One</b>	<b>Two</b>	<b>Three</b>	<b>Four</b>	<b>Five</b>
you	road	our	city	decided	scanty
come	live	please	middle	served	business
not	thank	myself	moment	develop	amazed
with	when	town	frightened	silent	considered
jump	bigger	early	exclaimed	wrecked	discussed
help	how	send	several	improve	behaved
is	always	wide	lonely	certainly	splendid
work	night	believe	drew	entered	acquainted
are	spring	quietly	since	realized	escaped
this	today	carefully	straight	interrupted	grim
<b>Six</b>	<b>Seven</b>	<b>Eight</b>	<b>Nine</b>	<b>Ten</b>	<b>Eleven</b>
bridge	amber	capacious	conscientious	zany	galore
commercial	dominion	limitation	isolation	jerkin	rotunda
abolish	sundry	pretext	molecule	nausea	capitalism
trucker	capillary	intrigue	ritual	gratuitous	prevaricate
apparatus	impetuous	delusion	momentous	linear	risible
elementary	blight	immaculate	vulnerable	inept	exonerate
comment	wrest	ascent	kinship	legality	superannuate
necessity	enumerate	acid	conservatism	aspen	luxuriate
gallery	daunted	binocular	jaunty	amnesty	piebald
relativity	condescend	embankment	inventive	barometer	crunch

*(This record sheet does not have the PP level in order to conserve space. It is included in the student word lists that follow.)*

<p style="text-align: center;"><b><u>PP</u></b></p> <p>see play me at run go and look can here</p>	<p style="text-align: center;"><b><u>P</u></b></p> <p>you come not with jump help is work are this</p>
<p style="text-align: center;"><b><u>One</u></b></p> <p>road live thank when bigger how always night spring today</p>	<p style="text-align: center;"><b><u>Two</u></b></p> <p>our please myself town early send wide believe quietly carefully</p>

<p style="text-align: center;"><b><u>Three</u></b></p> <p>city middle moment frightened exclaimed several lonely drew since straight</p>	<p style="text-align: center;"><b><u>Four</u></b></p> <p>decided served develop silent wrecked improve certainly entered realized interrupted</p>
<p style="text-align: center;"><b><u>Five</u></b></p> <p>scanty business amazed considered discussed behaved splendid acquainted escaped grim</p>	<p style="text-align: center;"><b><u>Six</u></b></p> <p>bridge commercial abolish trucker apparatus elementary comment necessity gallery relativity</p>

<p style="text-align: center;"><b><u>Seven</u></b></p> <p>amber  dominion  sundry  capillary  impetuous  blight  wrest  enumerate  daunted  condescend</p>	<p style="text-align: center;"><b><u>Eight</u></b></p> <p>capacious  limitation  pretext  intrigue  delusion  immaculate  ascent  acid  binocular  embankment</p>
<p style="text-align: center;"><b><u>Nine</u></b></p> <p>conscientious  isolation  molecule  ritual  momentous  vulnerable  kinship  conservatism  jaunty  inventive</p>	<p style="text-align: center;"><b><u>Ten</u></b></p> <p>zany  jerkin  nausea  gratuitous  linear  inept  legality  aspen  amnesty  barometer</p>

**Eleven**

galore

rotunda

capitalism

prevaricate

risible

exonerate

superannuate

luxuriate

piebald

crunch