

SECONDARY CLASSROOM VOCABULARY: DATA FROM TYPICALLY

DEVELOPING STUDENTS

BY

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ABSTRACT

Students who use augmentative and alternative communication (AAC) need access to specific vocabulary to participate fully in general education classrooms. To date, there is no research on the vocabulary used in secondary level classrooms. In this study, the vocabulary used by 39 naturally speaking students in 5 secondary level general education classrooms was recorded and analyzed. Teacher vocabulary predictions for each class were collected and compared to recorded vocabulary use. Number of different words used, use of core vs. fringe vocabulary, and teacher prediction abilities varied widely according to several variables including instructional format, subject area, and grade level. Findings suggest higher lexical diversity in non-lecture-based classes and a higher proportion of fringe vocabulary use in social studies courses. More effective teacher prediction appears to be correlated with inclusion of non-curricular fringe terms and use of non-lecture-based instructional formats. These findings illustrate the fact AAC vocabulary use in secondary classrooms is complex and influenced by numerous factors, and the exact nature of these relationships may be clarified by further research. Teacher prediction appears to be a more effective vocabulary selection method for non-lecture-based classes, though further research is needed to confirm this finding.

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As inclusive education becomes more common throughout schools across the United States (Calculator & Black, 2009), new challenges have presented themselves to educators and related professionals. Students with increasingly significant intellectual and communication disabilities are expected to be included in the same classes as their peers who are developing typically. Many of these students have complex communication needs (CCN), that is, natural speech does not fully meet their daily communication needs. This population poses a particular challenge to inclusion in academic classrooms. This challenge increases significantly when the students advance to higher grade levels (Kent-Walsh & Light, 2003). Students with CCN cannot be expected to succeed in an inclusive academic environment without adequate supports to address their particular constellations of needs and abilities (Calculator & Black, 2009).

In order for students with CCN to participate in classroom discussions, group projects, oral presentations, and other demands of secondary level classrooms, they may require augmentative and alternative communication (AAC) (Calculator, 2009). AAC systems can take many forms, including manual sign or gesture systems, facial expression, low-technology communication boards or books, and complex high-technology speech generating devices (SGDs). The usefulness of any AAC system depends largely on the vocabulary stored within it (Morrow, Mirenda, Beukelman, & Yorkston, 1993). Many speech language pathologists have heard numerous stories about AAC system failures or abandonment due to lack of availability of useful, appropriate, or motivating vocabulary (Balandin & Iacono, 1999).

If a student who uses AAC is expected to participate in a high school general education classroom she needs appropriate vocabulary stored in her AAC system or she will face serious participation limitations. She may not be able to display her knowledge if the vocabulary she needs is not in her system, which may lead to a cascade of low expectations

based on the assumption that she does not possess knowledge that she is merely unable to demonstrate. Identifying the need for appropriate vocabulary is only the first step, however. The next step should be determining how to choose said vocabulary. This study aims to examine the language used by students in secondary classroom environments who are typically developing in order to inform vocabulary selection for AAC systems. Armed with the same vocabulary that her peers have available to them, a student with CCN has a better chance to participate as an equal in secondary general education classrooms.

Inclusion

Before exploring the specifics of how to supply students with the vocabulary they need to succeed in the general education classroom, their needs in the general education setting should be addressed. Educational inclusion has been a contentious issue for decades, and it is far from resolved. While inclusion of students with AAC needs has the potential to be difficult and time-consuming, there are numerous documented benefits of general education placement for such students (Finke, McNaughton, & Drager, 2009) .

Social benefits. Children with disabilities benefit on many levels from interaction with peers who are typically developing. Peer interactions aid development of not only friendships (Finke et al., 2009) but also self esteem, life skills (Thirumanickam, Raghavendra, & Olsson, 2011), and age-appropriate interests (Anderson, Balandin, & Clendon, 2011). In a descriptive study of students with CCN educated outside of the general education environment, Thirumanickam et al., (2011) found that students with CCN in non-inclusive educational settings tended to have fewer opportunities to learn valuable language and social skills, and the lack of such skills in turn created further challenges during rare instances of peer interaction. These students also were more likely to cite their parents' friends, instead of their peers, as their own friends. Their social circles, in general, were

more restricted and included more paid workers than the circles of their typical peers.

The general education environment provides frequent and naturalistic opportunities for peer socialization (Hunt-Berg, 2005). While adequate time and opportunities for shared experiences is a vital component in building friendships between students with disabilities and typical peers (Anderson et al., 2011), merely placing a student in a classroom with peers who are developing typically is not sufficient to meet her social needs. Obstacles to inclusion beyond physical proximity and shared experiences often appear. General education teachers with experience in inclusion have reported that, as children get older, the interests of those with disabilities can become more divergent from those of their peers (Kent-Walsh & Light, 2003). Earlier and more frequent exposure to peers, however, may aid in developing age appropriate interests. Some peers have also reported that they initially feared their classmates who use AAC, but acceptance came with time and increased familiarity (Anderson et al., 2011). The concept that acceptance comes with familiarity is common throughout the literature (Beck, Thompson, Kosuwan, & Prochnow, 2010; Calculator, 2009). Peers also stated that, as they got to know the students using AAC, they discovered personality traits and common interests that helped sustain their friendships (Anderson et al., 2011).

Peer friendships initiated in the classroom can extend beyond the school walls as well. Once relationships are established in the classroom, peers who are developing typically can facilitate participation and inclusion in activities outside of school (Anderson et al., 2011). If students with CCN become acquainted with students in their local schools, these same friends are likely to live nearby. These more local friendships can more easily transfer from school to home (Calculator, 2009). Research across the fields of speech-language pathology and special education show that the social opportunities provided in general education settings can lead to improvements and progress both in school and in general life quality (Thirumanickam et al., 2011).

Communication development. Thirumanickam et al. investigated student AAC users in restrictive educational settings and found that none of the participants used their AAC systems or devices outside of dedicated speech-language therapy sessions (2011). This finding is a prime example of the difficulty noted by numerous researchers and clinicians with respect to the generalization of AAC and other communication skills when they are taught in isolated contexts (Calculator & Black, 2009). The general education classroom provides a natural setting that includes built-in reasons to communicate across multiple activities and with multiple partners (Calculator & Black, 2009; Hunt, Soto, Maier, Muller, Goetz, 2002). Studies have shown that students who use AAC can and do make gains in communication and AAC skills when placed in inclusive classrooms (Hunt et al., 2002; Kent-Walsh & Light, 2003). In their study of the Unified Plans for Support (UPS) framework for collaborative teaming in inclusive education, Hunt et al. (2002) found that three elementary-aged students who used AAC in general education classrooms improved communication skills such as peer interaction and social initiation to a level that equaled, or more closely approximated, the level of their peers who were developing typically. These students also improved in the frequency of use of their AAC systems in the classroom. Kent-Walsh and Light (2003) interviewed eleven general education teachers experienced in inclusive education, and these teachers reported gains in speech skills, AAC use, and social interaction among the students with CCN in their classrooms.

Besides increased opportunities and reasons to communicate, inclusive classrooms also provide typical peers and teachers who can act as natural models for effective language and social skills (Calculator & Black, 2009). Peers have even been known to help program their classmates' AAC devices (Finke et al., 2009). It is reasonable to predict that these peers could facilitate AAC use outside of school contexts where they regularly interact with the students with CCN. General education classrooms provide multiple resources and

opportunities for learning and practicing communication skills that would not be available in more restricted settings.

Academic benefits. It's often difficult to know exactly what students with CCN know and are capable of, since they have difficulty expressing their knowledge and demonstrating their skills. When these students are separated from the general education setting and curriculum, expectations that fall below those that would be age and grade-level appropriate become more likely (Kent-Walsh & Light, 2003). However, when these students are considered part of the general education system, in class alongside their peers who are developing typically, teachers and other professionals may find it easier to have higher expectations for these students (Calculator & Black, 2009). General education teachers have reported that one of the primary benefits of teaching in inclusive classrooms is witnessing students with CCN exceed their initial expectations (Kent-Walsh, 2003). A vital component of higher expectations in general education is access to and accountability for the general education curriculum. When students with CCN are expected to learn the same material as their peers who are developing typically, opportunities for learning expand exponentially (Calculator & Black, 2009; Hunt et al., 2002). Modified or adapted materials, activities, and expectations can make the general education curriculum and merit-based letter grades a possibility for students who use AAC (Kent-Walsh & Light, 2003). Some peers who are developing typically at the elementary level even reported mutual helping relationships with classmates with CCN where the peer both gives and receives academic assistance from the student with CCN (Anderson et al., 2011). This kind of helping relationship would not be possible in a non-general education setting.

Life skills. General education classrooms provide opportunities to learn non-academic, functional skills that may be useful later in life. For example, the self-monitoring and time management learned in general education classrooms can contribute to success in

the work world. Similar skills can be learned in segregated special education classrooms but higher expectations regarding these skills may be more prevalent in general education settings. Similarly, students with CCN learn to request assistance from peers and use more natural supports in the general education setting, which can resemble the situations in which they will find themselves as adults more closely than special education settings (Calculator & Black, 2009). Increased participation in general education has been shown to encourage more independent and self-determined behavior in students who use AAC (Hunt-Berg, 2005). Even the increased challenges faced in the general education setting – such as increased noise or activity level – can, with the right supports, provide opportunities for students to develop self-regulation and coping skills that will benefit them throughout their lives (Finke et al., 2009).

Benefits for peers who are developing typically. Students with CCN or AAC needs are not the only ones to benefit from their inclusion in general education classrooms. Peers who are developing typically also benefit in several ways. Peers have been reported to learn acceptance, compassion, and an appreciation for diversity through their experiences with classmates with disabilities. Teachers report that they see peers who are developing typically learning valuable collaboration, communication, and leadership skills through their interactions with peers with CCN (Kent-Walsh & Light, 2003; Finke et al., 2009). Some even report that peers learn important skills for future employment or discover a passion for working with people (Kent-Walsh & Light, 2003; Anderson et al., 2011). Inclusion in general education settings fosters the development of such attitudes and abilities in peers who are developing typically.

Challenges. Inclusive education is not often easy; numerous challenges face educators and staff when facilitating inclusion of students with CCN in general education classrooms. Teachers report additional time requirements for planning and adaptation of

lessons (Finke et al., 2009), increased stress (Hunt et al., 2002), inadequate time and training to learn to use students' AAC systems, and uncertainty about how to assess non-speaking students (Kent-Walsh & Light, 2003). Students who use AAC in inclusive classrooms may have difficulty completing tasks in the allotted time, meeting increased communication and social demands (Finke et al., 2009), participating in abstract or less experiential subjects such as math and language arts, and demonstrating the full extent of their knowledge with limited communication skills (Kent-Walsh & Light, 2003).

Several strategies can be used to address these challenges. Multiple educators state that successful inclusive education benefits from and even requires effective collaborative teaming (Soto, Muller, Hunt, & Goetz, 2001; Hunt et al., 2002; Hunt-Berg, 2005; Kent-Walsh & Light, 2003). Collaborative teaming requires regular team meetings (Soto et al., 2001) and should include the general education teacher and any other professionals who interact with and support the student with CCN on a regular basis including speech language pathologists, educational assistants, inclusion support teachers, parents, etc. (Hunt et al., 2002).

Collaborative teaming reduces time requirements, stress, and workload experienced by all team members by distributing tasks amongst many people (Hunt et al., 2002).

Multidisciplinary teams can work together to effectively solve complex problems such as how to assess a non-speaking student, and the regular meetings amongst professionals can facilitate training for use and maintenance of students' AAC systems. Hunt et al. (2002) found that successful collaborative teaming decreased the student's need for assistance from a one-on-one educational assistant due to integrated supports and adaptations being implemented throughout the school day. The multiple components that contribute to effective collaborative teaming are beyond the scope of this study, but numerous studies addressing this topic exist in the literature (see Hunt et al., 2002; Soto et al., 2001; etc.).

Implementation of AAC can also help address some of the above stated challenges of

inclusive education. AAC use, alongside speech and language therapy to address communication skills, can help students with CCN meet the higher demands for language use and social skills encountered in the general education classroom. It seems reasonable to speculate that with appropriate vocabulary provided in an AAC system, a student may be able to complete classroom tasks more completely, efficiently, and independently than would be possible without such support. The challenge of participating in language-heavy or abstract subjects such as English and math may be eased by judicious AAC use, as could the difficulty of expressing one's knowledge without natural speech.

In order to receive these benefits from AAC, however, the system must provide the appropriate quantity and quality of vocabulary to the student. Involvement with the general education curriculum may very well require a larger and more specialized vocabulary than would be required in a less inclusive setting, and this need poses a serious challenge for educators and related professionals. The first step toward tackling the vocabulary challenge is identifying the vocabulary necessary for a student with CCN to succeed in the general education classroom and curriculum.

Vocabulary

AAC vocabulary research spans back to the late 1980s and early 1990s (Bryen, 2008). It has been studied with more intensity and in more depth than many other topics in the AAC literature (Baker, Hill, & Devylder, 2000). Its significance can be illustrated by the consequences of poor vocabulary implementation in AAC practice. Poor vocabulary access and use, even outside of the realm of AAC, can lead to profound communication difficulties (Yorkston, Honsinger, Dowden, & Marriner, 1989). Both research and clinical experience have shown that poor or inadequate vocabulary in an AAC system often leads to its abandonment (Balandin & Iacono, 1999), and many researchers state that AAC systems are

ineffective without relevant vocabulary (Morrow et al., 1993).

On the other hand, research suggests that an AAC system equipped with appropriate vocabulary can open many doors. Access to good vocabulary may lead to more rapid and efficient communication (Beukelman, McGinnis, & Morrow, 1991), richer narrative discourse (Crestani, Clendon, & Hemsley, 2010), increased success in acquiring jobs and maintaining employment, accurate reporting of abuse and crimes, and fuller participation in educational settings (McNaughton & Bryen, 2007). While quality vocabulary provides many benefits, no AAC system has an infinite capacity for words and phrases (Liu & Sloane, 2006; Beukelman et al., 1991). Similarly, many AAC users require or prefer a narrower set of displayed or stored words to ensure ease and speed of retrieval. Therefore, vocabulary must be chosen with a great deal of thought and planning in order to utilize limited space as advantageously as possible (Morrow et al., 1993). Natural speakers are not generally aware of the vocabulary they use or hear in even the most familiar environments (Dark & Balandin, 2007), so mere guessing on the part of professionals or acquaintances is unlikely to supply the words that AAC users need.

Vocabulary selection, as defined by Yorkston, is "the process of choosing a small list of appropriate words or items from a pool of all possibilities" (1988, p. 189). This process can be performed by a number of people, including the AAC user him or herself. However, research has shown that a single person is unlikely to do the job properly by him or herself (Morrow et al., 1993; Fallon, Light, & Paige, 2001; Ball, Marvin, Beukelman, Lasker, & Rupp, 1999; Beukelman et al., 1991). In many instances, such as when the AAC user is a child or a pre-literate adult, other individuals may perform the bulk of the selection task (Beukelman, Jones, & Rowan, 1989; Graves, 2000). Regardless of who is involved, the selection process should reflect several qualities to make it effective. Both Yorkston et al. (1989) and Beukelman et al. (1991) state that the process should be dynamic, and the

vocabulary set should be frequently updated. The vocabulary selection task is never fully complete, just as the vocabulary set on an AAC device on any given day should not be considered sufficient for the rest of the user's life. Yorkston et al. (1989) added that the initial selection process should aim to create a vocabulary that is both individualized and functional, taking into account the environments and activities with which the user is routinely involved.

Selection methods. Most researchers agree that multiple vocabulary selection methods are necessary to build a useful AAC vocabulary (Yorkston et al., 1988; Yorkston et al., 1989; Liu & Sloane, 2006). The specific group of selection methods chosen depends largely on the characteristics of the individual who will be using the AAC system and the environments in which she will communicate (Yorkston et al., 1988; Beukelman et al., 1991).

Standard vocabulary lists. Numerous standard vocabulary lists from outside the field of AAC already exist. These lists derive from sources for English Language Learners, literacy development, and Natural Language Programming in the computer science field. Due to being developed for purposes other than AAC, their usefulness for this context cannot be assumed. Yorkston et al. (1988) compared several standard vocabulary lists to the vocabulary sets of 9 adult AAC users ranging in age from 20 to 42. They found that standard vocabulary lists are good sources of frequently used structure words, but they are limited in utility beyond these word sets. Structure words consist of "small" words such as prepositions, articles, and pronouns, which serve syntactic purposes but do not possess semantic content by themselves. Structure words are necessary for utterances to be grammatically correct. They are contrasted with content words, such as nouns, verbs, and adjectives, that tend to carry most of the meaning of utterances. Yorkston et al. (1988) also found that, when comparing standard vocabulary lists with in-use vocabulary sets from the 9 adult AAC users' systems, none of these standard lists accounted for the entirety of any single user's vocabulary. They concluded that such standard lists are valuable but not sufficient to

identify all of the vocabulary needed by AAC users.

Informants. Someone who knows the AAC user and/or the environments and activities in which she participates can also serve as a source of useful vocabulary. Word lists can be gathered from informants via several means, including interview, asking them to write words on a blank piece of paper, prompting them to list words within supplied categories, or asking them to select words from a checklist (Yorkston et al., 1988; Morrow et al., 1993; Dark & Balandin, 2007). Useful informants can include the AAC user him or herself, parents, speech-language pathologists, friends, personal care staff, and teachers (Ball et al., 1999; Beukelman et al., 1991). Morrow et al. (1993) found that, when multiple informants are used, each informant tends to provide some unique words that no other informants provided. This finding supports the common conclusion in the research that multiple informants are necessary to produce the appropriate breadth and depth of vocabulary needed (Fallon et al., 2001; Beukelman et al., 1991). For example, informants involved in selection of vocabulary for a preschool aged AAC user should include not only relevant adults but also peers to ensure that adult informants are not imposing their own viewpoints on the vocabulary selected (Morrow et al., 1993; Beukelman et al., 1991). An insufficient number of informants can also lead to underestimation of the AAC user's expressive language abilities, therefore limiting the quality and quantity of vocabulary to which the user has access (Fried-Oken & More, 1992). In a study investigating word selection by adults with CCN, support staff, and speech language pathologists, Dark and Balandin (2007) found that the most accurate informants were the adults with CCN themselves, followed by the speech language pathologists. Therefore, multiple informants with various relationships and experience with the AAC user should be included in the selection process to ensure inclusion of as many useful, individualized words as possible.

Language Samples. When seeking vocabulary used in a particular context, it is often

advantageous to record samples of what participants say in the course of completing typical activities in that environment. Transcripts of these language samples can then be analyzed for vocabulary use, including the frequency with which particular words are used. Such samples and analyses can provide a relatively accurate picture of what words are commonly used or required in various settings, especially context-specific terms that may be used frequently in some contexts but rarely in others. This method has some limitations, however. Consideration should be given to whether the speakers in the sample are AAC users, individuals with CCN, or individuals who are natural speakers. It has been argued that the speech of contemporaries who use natural speech can provide appropriate vocabulary for AAC users in shared environments (Balandin & Iacono, 1999), but research has not yet confirmed whether the vocabulary from such samples is truly ideal for populations with CCN since the communication demands of AAC users are not always comparable to that of natural speakers (Dark & Balandin, 2007). Conversational samples also often lack many familiar nouns (Yorkston et al., 1988) that may be useful for AAC users for preventing or repairing communication breakdowns. Similarly, AAC users often want particular words included in their systems regardless of frequency of use, and vocabulary frequency studies from language samples cannot identify these words (Liu & Sloane, 2006). Communication samples lose their representativeness if they are too small, and varying sizes of samples can prevent comparison of vocabulary frequency amongst studies (Beukelman et al., 1989). Collecting, transcribing, and analyzing language samples is also time-consuming and requires resources, such as recording equipment, that many AAC teams may not possess. Regardless of this method's difficulty, however, it remains a fruitful research path in the AAC field.

Environmental inventory. Another method that focuses on the words needed in specific contexts is environmental inventory, also referred to as ecological inventory. Words are selected by observing the AAC user's communicative environments and noting which

words are used by the participants. This method resembles collecting language samples, but instead of recording whole utterances, single words and phrases are written down by the observer(s). Vocabulary selection for a preschooler, for example, could include observing preschool students who are developing typically and writing down words that they say that seem significant in that context. Environmental inventories are effective for finding context-specific vocabulary, but function words are often not noticed or included, so Yorkston et al. (1989) suggest combining environmental inventory with standard vocabulary lists to produce a more comprehensive AAC vocabulary. This method requires less time and fewer resources than collection of language samples, but it depends heavily on the observational skills and judgment of the observer.

Communication diaries. Communication diaries also require documenting words used in various environments, but the utterances or communication attempts made by the AAC user, not peers who are developing typically, are documented (Beukelman et al., 1991). This process can resemble that of environmental inventory, but it tends to result in more individualized word lists. This method can also be useful as a problem-solving tool to track failed communication attempts and the situations surrounding them so that compensatory AAC strategies can be implemented in similar situations in the future. In instances where the AAC user already has an AAC system or device and is looking to replace or upgrade it, exact records of word use can often be obtained from the device itself (Beukelman et al., 1991). This variation on the communication diary method results in a highly personalized, highly functional vocabulary that is likely to be used successfully in the future. As stated previously, however, no single selection method is as effective as an individualized combination of methods based on the individual AAC user's characteristics and needs.

Core and Fringe Vocabulary. Research has shown that a relatively small number of words, a few hundred or less, comprise the core vocabulary of a language (Baker et al., 2000;

Hill & Romich, n.d.). This small group of words is frequently used by most speakers, regardless of age, and can express almost any message needed. Core vocabulary tends to be highly similar across activities and environments (Banajee, Dicarlo, & Stricklin, 2003; Yorkston et al., 1988) and contains a large proportion of structure words (Balandin & Iacono, 1999; Yorkston et al., 1988). Fringe vocabulary encompasses all remaining words in the lexicon. Fringe vocabulary, while often important for efficient and specific communication, often does not carry over from one environment to another. Expressing opinions and demonstrating one's personality require fringe vocabulary (McNaughton & Bryen, 2007). One person's fringe vocabulary may not resemble another person's, and the fringe vocabulary used by a single person will vary across different activities and locations.

A slightly divergent meaning of the term "core vocabulary" is occasionally used in the literature, denoting the frequently-used words specific to certain contexts. These context-specific core words still comprise mostly structure words, but more unique content words, such as specific nouns and verbs, are often included as well. For the purposes of clarity, this variety of core vocabulary will be referred to as "context core vocabulary" in this study. While it remains similar across individual speakers in a shared environment, context core vocabulary from one environment tends to differ from that of another context. Balandin and Iacono (1999) and Dark and Balandin (2007) noted this phenomenon in their vocabulary analyses of both naturally speaking and AAC using adults, stating that certain words in context core vocabulary for one context may be considered fringe vocabulary in other environments. Their frequency of use in particular situations, however, merits their description as "core" vocabulary for these contexts.

Various studies have determined core vocabulary by slightly differing criteria. Stuart, Vanderhoof, and Beukelman (1993) found that the 250 most frequently used words in their sample of the conversational speech of 5 elderly women comprised the core vocabulary,

accounting for approximately 80% of the entire sample. In their investigation of the narrative vocabulary of 18 5-7 year old children who were typically developing, Crestani et al. (2010) also used the 80% criteria mark and found a core vocabulary of 173 words. Dark and Balandin (2007) studied samples of language used by 6 adults with CCN and found a core vocabulary of 350 words that accounted for 70-80% of the sample. A study aiming to find the general core vocabulary of the Thai language found that a core of 100 words accounted for approximately 50% of all words in the samples analyzed (Chompoobutr, Boriboon, & Phantachat, 2001). Investigators have also used criteria other than the number of words that account for a certain percentage of the sample. Balandin and Iacono determined core vocabulary in one of their earlier studies by identifying the words used by at least 50% of participants in their samples, and in a later study (1999) they determined that core words were those used with a frequency of at least 0.5 per 1000 words. While creating a system for recording and reporting details of individual AAC device use, Hill and Romich (n.d.) compiled a 440-word core vocabulary list specifically addressing AAC use by reviewing vocabulary frequency research which is updated as research evolves. See Appendix A for the list.

Knowledge of core and fringe vocabulary is critical for AAC implementation for several reasons. Both types of vocabulary are necessary for effective and efficient communication, and AAC systems that contain both core and fringe vocabulary tend to be used more frequently (Banajee et al., 2003). As stated above, fringe vocabulary is especially important for helping the AAC user express his or her individuality. Core vocabulary, on the other hand, is a powerful tool for establishing autonomy and self-determination (Baker et al., 2000). Grammatically correct, well-constructed messages ensure better comprehension and denote the communicative competence of the speaker. In the absence of fringe vocabulary, core words can approximate equivalent meanings through circumlocution, which can be a

useful but time-consuming strategy when desired fringe vocabulary is not present in a system (Liu & Sloane, 2006). Well-selected fringe vocabulary can eliminate the need for this kind of circumlocution, but fringe vocabularies require frequent updating and modification to maintain their usefulness (Balandin & Iacono, 1999). One cannot identify effective fringe vocabulary from standard vocabulary lists but must use other, more time-consuming methods like environmental inventory or informant interviews (Beukelman et al., 1991). As a result, fringe vocabulary is by far the more difficult of the two types of vocabulary to provide to AAC users.

Vocabulary research. Early vocabulary frequency studies in the AAC field focused heavily on the vocabulary of children (Stuart, Beukelman, & King, 1997), but more recent research has branched out into adult populations as well (see Balandin & Iacono, 1999; Bryen, 2008; Dark & Balandin, 2007; Graves, 2000; King, Spoeneman, Stuart, & Beukelman, 1995; Stuart et al., 1997; etc.). Investigators have obtained samples and analyzed the vocabulary of individuals ranging in age from toddlers to elderly adults. Participants have included both natural speakers and individuals with CCN. Samples have been recorded in various contexts including places of employment, schools, and home; participants have been engaged in small talk, storytelling, and recreational activities. Studies have even investigated the vocabulary use of different languages, including American English, Scottish English, Thai, and Mandarin (see Appendix B).

Some earlier vocabulary research designed for other purposes laid the groundwork for many of the later AAC-focused studies. For example, in the late 1970s Hopkins (1979) conducted semi-structured interviews with 125 typically-developing 1st grade children. The interviews consisted of four open-ended questions designed to elicit oral language. She compiled word lists from all participants into a single composite list containing 100,549 total words and 3928 different words, with a core vocabulary of 250 words accounting for 79% of

the total words spoken. The purpose of this study was to aid vocabulary selection for textbooks, spelling tests, and vocabulary lists to be taught in the classroom. In an early study focusing explicitly on AAC, Beukelman et al. (1989) recorded classroom language samples of 6 preschoolers who were typically developing. They calculated frequency and commonality of word use across participants, finding that 250 words comprised a core vocabulary of words that were used at least 5 times per 1000 words across the composite sample of all participants. They also found that the 25 most frequently used words in the composite sample were used by all 6 participants.

Fried-Oken and More (1992) compared word lists obtained from parent and clinician questionnaires to the vocabulary acquired from language samples collected from peers who are developing typically. Word lists were obtained from parents and clinicians of 15 children with CCN ranging in age from 3 to 5 years as well as from the parents of 30 gender- and age-matched children who were developing typically. Parents and clinicians were asked to list the 110 most important words for their child or client to be able to say. Language samples were recorded for the 30 children during a play session with language elicited by a research assistant. The authors found that the parent- and clinician-generated lists accounted for many but not all of the words used in the language samples, and they concluded that their study did not adequately determine how many sources were necessary for ideal vocabulary selection, though more appeared to be better. They also noted the significant impact that environment seemed to have on vocabulary use and the need for further research to address it.

Marvin et al. (1994) acquired language samples at home and at school from 10 preschoolers who were typically developing, comparing the results when multiple samples were obtained on the same day versus different days. They found that Type-Token Ratio (TTR) or lexical diversity was similar across settings and different sampling schedules. They also found that the core vocabulary across settings was very similar. However, one third of

the words in the composite samples were used in one context but not the other. Ball et al. (1999) also investigated preschool language use at home and at school. They collected samples from ten children who were developing typically and found that nearly half of the children's utterances in both settings qualified as "generic talk," a specific subset of small talk. They provided a list of generic talk utterances, many of which consisted of single words. Similarly, Banajee et al. (2003) collected language samples from 50 toddlers ranging in age from 24 to 36 months during different activities in a preschool setting. They found that core vocabulary used by these children consisted largely of structure words and verbs.

Crestani et al. (2010) evaluated the vocabulary use of children aged 5 to 7 years during narrative tasks such as story retelling and recounting of personal narratives. They found that a core vocabulary of 173 words accounted for 80% of the total words used during all tasks, though diversity of vocabulary use increased with the age of the participants. Existing AAC-related word lists contained many but not all of the words used by the participants.

Research on the vocabulary used by adults in various settings has become more prevalent in recent years, though some earlier studies were conducted as well. For example, Stuart et al. (1993) collected language samples from 5 elderly women, ranging in age from 63 to 79, as they participated in typical daily activities. The 200 most frequently used words were responsible for approximately 78% of the total words used, so the core vocabulary was designated as the 250 most frequently used words. The investigators also found that the most frequently used 99 words were used by all participants at least once. King et al. (1995) also obtained language samples from adults during typical daily activities, though their participants included 10 each from three age cohorts: young adults 20-30 years old, young-old adults 65 to 74 years old, and old-old adults 75 to 84 years old. The language samples were analyzed for occurrence of small talk, and it was found that small talk use decreased

with age. Similarly, MLU increased with age. The investigators included lists of the most frequently used small talk utterances, and while their analyses were not focused specifically on vocabulary, their findings relating to small talk use are highly relevant to vocabulary selection for AAC.

Stuart et al. (1997) investigated the vocabulary use of 20 adults ranging in age from 60 to 85 years, recording language samples at alternating times throughout the participants' typical daily routines. The 250 most frequently used words accounted for 78% of the total words used by all participants. All participants used the 75 most frequently occurring words. The investigators provided a list of the words used with an occurrence of 0.5 per 1000 words. When investigating the vocabulary and topic use of adult employees during meal-time breaks, Balandin and Iacono (1999) discovered a core vocabulary of 347 words accounting for 78% of the total sample. This core vocabulary set consisted largely of structure words. The fringe vocabulary, the investigators found, was manageable from an AAC vocabulary selection standpoint. This finding suggests that useful fringe vocabularies from other contexts could be obtained in a similar manner.

Finally, Dark and Balandin (2007) recorded language samples from adults but also obtained predictions of the vocabulary to be used during two leisure activities, sailing and visiting an internet cafe. The predictions were performed by 6 adults with cerebral palsy (CP), 8 support staff workers, and 1 speech-language pathologist. Participants were asked to list a certain number of words that they thought would be used, but specific instructions were not given for the prediction task. Language samples were recorded from each leisure activity: 5 support staff workers were recorded during sailing, and 2 support staff workers and 3 adults with CP were recorded during the internet cafe visit. Vocabulary predictions for both settings consisted largely of fringe vocabulary, whereas language sampling found that the majority of the total words used were core vocabulary. Vocabulary predictions ranged from

48% to 68% accuracy, i.e. 48-68% of the words predicted were actually used during the language samples. The investigators concluded that these results suggest that, despite familiarity with a specific context or activity, participants are not always able to predict the vocabulary used in those contexts. They also found that participants tended to ignore core vocabulary when predicting single words to be used in specific contexts. The most accurate vocabulary predictions were made by individuals with CP, followed by the speech-language pathologist. The investigators acknowledged the fact that, in some contexts, words that would otherwise be considered fringe vocabulary may be used frequently enough to be considered core vocabulary within that context.

Appendix B lists a selection of vocabulary and related studies, including those described above. The list is not exhaustive, but it includes all studies found for the purposes of the present study as well as the those listed in several online resources (Beukelman, n.d., Hill & Romich, n.d.). The table provides an overview of the areas currently covered – and not covered – by AAC vocabulary research to date.

Such studies and word lists obtained from them can provide valuable resources for individual AAC users and their support teams. AAC device designers also refer to such sources to inform the pre-programmed vocabulary included in many devices on the market (Stuart et al., 1997). However, the existing research is far from exhaustive. There is a need for studies that investigate more specific populations and communication environments (Balandin & Iacono, 1999). One such environment is the secondary level classroom.

Secondary classroom language. While the vocabulary used in secondary classrooms has not been formally studied, related studies have uncovered some potentially relevant information. When studying the vocabulary that preschoolers use at school versus home, Marvin, Beukelman, and Bilyeu (1994) found that a significant amount of words were used in one setting and not the other. Similarly, Beukelman et al. (1991) surmised that the difference

between non-school, conversational vocabulary and that used in academic classrooms increases with grade level. However, findings derived from studies such as Marvin et al.'s (1994) described above cannot be assumed to apply fully to older students, since evidence demonstrates that communication patterns differ among age groups (Stuart et al., 1997). Studies specifically targeted toward middle and high school age classroom language use are needed to draw accurate and reliable conclusions about vocabulary use in that setting.

Communication in classrooms requires the ability to express a wide range of communicative intents (Calculator, 2009), and the words used to express those intents vary depending on subject area (Beukelman et al., 1991). This variance of vocabulary use is especially prevalent at the secondary level, where students travel from class to class throughout the day, with each subject addressed in discrete class periods by different instructors and in different groupings of students. Material and concepts taught within various subject-areas change frequently throughout semesters and school years, so the fringe vocabulary in academic classrooms changes rapidly (Balandin & Iacono, 1999). Little is known about the details of classroom language, such as the proportion of content and structure words used in classrooms (Marvin et al., 1994). Conversational speech often requires few nouns due to the ability to replace them with gestures or pronouns (Yorkston et al., 1988), but these options may not be as effective in a classroom environment where nouns express specific curricular concepts. This supposition needs confirmation from research.

Giving careful consideration to the vocabulary selection methods described above, one can explore the most suitable options for identifying secondary classroom vocabulary. Standard vocabulary lists drawn from non-AAC studies and sources can provide useful core vocabulary (Yorkston et al., 1989) despite their lack of classroom-specific fringe vocabulary. Informants may also provide valuable insight into the words necessary to succeed in classrooms. Classroom teachers are intimately familiar with the curriculum they teach, so

they should serve as informants for their students' AAC systems (Beukelman et al., 1991). Their access to and familiarity with the general education curriculum can help align the student's AAC system with the curriculum, which can facilitate the student's active participation in the classroom (Calculator, 2009). However, some caution is advised when using teachers as informants, since research has shown that adults do not always accurately predict the vocabulary used by children in school or home controls (Ball et al., 1999; Fried-Oken & More, 1992). The use of multiple informants or selection methods, as recommended by numerous investigators (Fallon et al., 2001; Morrow et al., 1993), may help compensate for this potential limitation.

Vocabulary frequency data from existing studies may serve some use when identifying vocabulary for secondary classroom use, but likely only core vocabulary from these sources will be applicable. The fringe vocabulary, since it is so context-specific, will need to be obtained via other methods (Beukelman et al., 1991). In a study that sampled the workplace meal-time conversation of speaking adults, Balandin and Iacono (1999) suggested that it is logistically possible to identify a context-specific fringe vocabulary via language sample collection and analysis. It seems logical to infer that sampling the classroom vocabulary of students at the secondary level who are typically developing may likewise provide useful fringe vocabulary.

Purpose

This study aims to support adolescent AAC users' successful classroom participation at the secondary level by recording and analyzing the curriculum-related vocabulary used in the classroom by middle and high school students who are developing typically. This study will also investigate the ability of general education classroom teachers to predict the vocabulary used by their students. The vocabulary lists generated for each classroom context

may be of use for students with CCN in similar secondary general education classrooms, and the results of the teacher prediction analysis will help evaluate the effectiveness of that vocabulary selection method for this context.

Chapter II: Methods

Participants

Ethical approval was obtained from the Human Subjects Committee of Lawrence (HSCL) at the University of Kansas. Inquiry letters were sent via email to several school districts in the Kansas City, Lawrence, and Topeka, Kansas areas. The superintendent of a small, rural school district in the area surrounding Kansas City responded and expressed interest in having his teachers and students participate in the study. After a briefing on the study's intent, the superintendent and the high school principal nominated five language arts and social studies teachers at the middle and high school levels whose classroom instructional styles were deemed appropriate for the study. All five teachers agreed to participate. Parents of all involved students were given the choice to opt out of the recording, and those students were excused during the recorded class period.

The students in all participating classrooms totalled 49. Class 1 was a seventh grade language arts classroom with 17 students present on the day of recording. Class 2 was a seventh grade social studies classroom with the same 17 students as Class 1. Class 3 was a ninth grade U.S. History class consisting of 9 students. Class 4 was a tenth grade language arts class consisting of 13 total students, but only three groups of 3 students were recorded during a small group discussion. Class 5 was an eleventh and twelfth grade Western Civilization class consisting of 10 students.

Data Collection

Prior to class recordings, each teacher was given a vocabulary prediction sheet (Appendix C) on which they were asked to record a list of 20 words that they predicted would be necessary for their students to use during class discussion on the targeted day. The instructions on the sheet urged teachers to focus on curriculum-specific (i.e. fringe) words

and not report "small" or "common" words such as "the," "and," "her," etc. (i.e. core vocabulary). The investigator confirmed whether each sheet was completed before beginning the recording and collected each sheet either before or after the completion of the recording.

Classroom speech was recorded using an Olympus DS-40 Digital Voice Recorder. The recorder was placed near the front of each classroom with the microphone facing the students, with the exception of Class 4, during which the investigator placed the recorder on a desk in the center of a small group discussion. All speakers in the classroom were recorded. The investigator began the recording shortly before each class commenced, remained in the room during the class period to take contextual notes and to ensure operation of the recording device, and stopped the recording after each class period was complete. Class 4 was an exception in that the investigator began recording as the small discussion groups formed and stopped recording after the groups completed discussing the assigned topic. Recording lengths ranged from approximately 10 minutes to 50 minutes, with a mean of 38:35 minutes and a median of 45:18 minutes.

Transcription

Each recording was orthographically transcribed by the investigator according to a predetermined set of transcription rules (Appendix D). Transcription was completed using the Systematic Analysis of Language Transcripts (SALT) program. A sample transcript is provided in Appendix E. The speech of all students was transcribed without differentiating between individual speakers; teacher utterances were not transcribed.

All class periods were transcribed in their entirety, with the exception of Class 4, which presented some challenges. Three different recording devices (the device described above as well as an older Digital Voice Recorder and an iPad with a voice recording application) were used to capture the utterances of three different discussion groups, but the

recording quality varied greatly. The digital voice recorders themselves varied in quality, and two of them had directional microphones which presented the dual challenge of making it difficult to hear all participants in a group as well as picking up on the speech of other groups within range of the microphone. After attempting to transcribe from all three recordings, it was decided to only complete transcription and analysis on the recording from the one group with the best sound quality. This resulted in fewer words being available for analysis, but it also eliminated the risk of insufficient transcription reliability from poor-quality audio recordings.

Transcription reliability was determined by having two speech-language pathology graduate students, experienced in transcription but uninvolved with the present study, independently transcribe approximately 10% of each recorded sample following the same transcription rules as the investigator. Since each recording contained numerous periods of time that contained no relevant content (i.e. long teacher utterances, students discussing off-topic subjects, etc.) ten percent from each sample was selected by locating a time stamp near the middle of each recording and asking each reliability transcriber to record a certain number of utterances beyond that. The number of utterances varied per sample due to the range of sample lengths, but the number approximated at least 10-15% of the total utterances as determined by the investigator's initial transcription. Table 1 shows the total utterances per sample and the number and percentage of utterances transcribed for reliability.

Table 1
Transcription Inter-rater Reliability

Class	Total Utterances	# of Utterances in Reliability Sample	% of Total Utterances in Reliability Sample	Initial Agreement	Consensus Agreement
1	87	15	17.2%	86.00%	N/A
2	297	40	13.5%	71.00%	90.00%
3	185	25	13.5%	74.00%	89.00%
4	94	15	15.9%	94.00%	N/A
5	551	60	10.9%	95.00%	N/A

Reliability transcripts were then compared word-by-word to the investigator's transcripts. An agreement score was calculated with the following formula: agreement divided by agreement plus disagreement multiplied by 100. Initial agreement scores ranged from 71% to 95%. The two transcripts with agreement scores under 80%, from Classes 2 and 3, contained larger numbers of speakers and multiple incidences of overlapping speech. The investigator and reliability transcribers independently re-transcribed the disagreed-upon portions from Classes 2 and 3, compared again, and reached consensus on any remaining disagreements. Agreement scores reached after consensus improved from 71% to 90% for Class 2 and 74% to 89% for Class 3. The majority of transcription disagreements were resolved in favor of the initial transcriber, which suggests that the reliability on the remainder of each transcript would have been similar to the second agreement score.

Analysis

Language samples. Each transcript was converted to a text file (.txt) format. A computer programmer composed a script (Appendix F) in Windows PowerShell that identified each individual word in the files and created a list containing each word, including multiple uses, in the transcript. All unintelligible words, phrases, and utterances were eliminated from the sample. The script then created a list of unique words used in the transcript and derived a vocabulary frequency list, which was exported to an Excel spreadsheet for calculation of summary statistics, including total number of words and number of different words. This script was then modified to exclude the 440 words in Hill and Romich's (n.d.) General Core Vocabulary list (Appendix A) to create a vocabulary frequency list of exclusively fringe words. A context core vocabulary frequency list was also created for each sample by identifying and including the most frequently used words that comprised 80% of the total words used.

Composite total word lists, vocabulary frequency lists, fringe vocabulary frequency lists, and context core vocabulary lists were determined for various combinations of the individual samples. Composite groupings included all middle school samples, all high school samples, all English/language arts samples, all social studies/history samples, and all Lecture-based samples.

Teacher Predictions. The words on each teacher vocabulary prediction sheet were entered into Excel spreadsheets, and both accuracy and coverage percentages were calculated. Accuracy was determined by calculating the percentage of predicted words that actually appeared in the transcripts. The term “coverage” was used to describe how much of what the students said was predicted by the teacher. In other words, how well the teacher's predicted words "covered" the words actually used. Coverage consisted of the percentage of the sample's fringe vocabulary word list for which the teacher's predicted words accounted. This measure was limited to fringe vocabulary, instead of both core and fringe combined, due to the prediction that fringe vocabulary would be more difficult to predict in a classroom setting than core vocabulary and would therefore have more impact on an AAC user's participation. In addition, on the Vocabulary Prediction form given to teachers, they were instructed to only list words that were curriculum-specific and to omit small, commonly used words like "the," "and," and "say." This made it likely that the prediction lists would contain more fringe vocabulary than core.

Accuracy and coverage were calculated for each predicted word list verbatim, but variations or related forms of predicted words and phrases were also considered and resulted in a modified accuracy and modified coverage. For example, if a teacher predicted that the word "invented" would be used during a class period, the modified accuracy and coverage scores would take into account instances of "invent," "invents," and "inventing" as well. Accuracy and coverage were also calculated for the composite groupings described above.

Statistical Analyses. Since all of the samples contained different recording lengths, total number of words, and total number of utterances, the rate of different words used per minute was calculated to allow comparisons of lexical diversity among classes and composite samples. Table 2 shows the number of different words, number of utterances, recording duration, and number of different words used per minute for each class.

Table 2
Different Words Used per Minute

Class	# Different Words	# Utterances	Recording Duration (minutes)	# Different Words per Minute
1	223	87	47.52	4.69
2	479	297	45.27	10.58
3	359	185	45.30	7.92
4	148	94	8.72	16.97
5	802	551	46.12	17.39

Independent t-tests were calculated to find mean differences of a) different words per minute and b) core vocabulary percentage were calculated along three binary variables: instructional format (lecture vs. non-lecture), grade level (middle vs. high school), and subject area (language arts vs. social studies). Effect sizes were calculated using Cohen's *d*.

Chapter III: Results

This study aimed to support vocabulary selection for students using AAC in general education classrooms by exploring the nature of vocabulary used in classrooms as well as teachers' ability to predict it. For the purposes of conveying the results of this study, the term "core vocabulary" refers to the common, frequently-used words contained in Hill and Romich's (n.d.) General Core Vocabulary (GCV) list (see Appendix A). The term "context core vocabulary" refers to the unique list of words that are commonly used within specific samples, as determined by the most frequently used words that account for approximately 80% of the sample. Context core vocabularies may overlap significantly with general core vocabulary, but they will also contain some context-specific words that would be considered fringe vocabulary in other, or more general, contexts.

Class 1

Class 1 was a 7th grade language arts class consisting of 17 students. The topic on the day of recording was advertising, propaganda, and persuasive language techniques. The class period began with the teacher lecturing briefly on a new sub-topic and then asking students to think of a relevant personal example. The students were then provided with a quiet period to write about their personal examples, and then they shared their writing with a partner (e.g. pair-and-share). Finally, the teacher led a class-wide discussion of the personal examples. This sequence was repeated several times for new sub-topics throughout the class period. Occasionally, the initial teacher lecture periods were replaced by students reading aloud from a text. Due to the logistical difficulty of capturing the pair-and-share activities on recording with adequate sound quality, only the class-wide discussions were transcribed. The recording contained a high frequency of multiple speaker overlap and background noise, resulting in some difficulty with transcription.

The recording from this class was 47 minutes and 31 seconds long, and the students produced a total of 87 utterances. Table 3 contains summary statistics for the transcript from Class 1. The Type-Token Ratio (TTR) obtained was 0.43, and a context core vocabulary of 119 words accounted for 80.01% of the total sample.

Table 3
Class 1 Summary Data

Class 1	Total Words	Different Words
Total	524	223
Core:Fringe Ratio	380:144	112:111
% Core Vocabulary	72.50%	50.20%

A total word frequency list, fringe vocabulary frequency list, and context core frequency list are provided in Appendix G.

Table 4 shows the words predicted by the teacher on the Vocabulary Prediction List (Appendix C), their presence or absence in the recorded sample, and their frequency in the fringe vocabulary list (list of different words with the Hill and Romich (n.d.) GCV list excluded).

Table 4
Class 1 Teacher Vocabulary Predictions

Predicted Words	Use in Sample (+/-)	Fringe Frequency
propaganda	-	0%
techniques	-	0%
persuade	-	0%
bandwagon	-	0%
peer pressure	-	0%
stereotypes	-	0%
generalizations	-	0%
repetition	-	0%
appeal to ignorance	-	0%
circular thinking	-	0%
either/or argument	-	0%
red herring	-	0%
straw man	-	0%
scare tactic	-	0%
testimonial	-	0%
loaded words	-	0%
oversimplifying	-	0%
unsupported claims	-	0%

The teacher reported spending approximately 5 hours completing this list, but the investigator inferred that this estimate reflects the time the teacher spent preparing the entire curriculum unit. The teacher reported using student handouts and other curricular materials, such as texts and other readings, as resources for the prediction task. The prediction accuracy was 0%, and the coverage was 0%.

The prediction list was expanded to include variations on the words in the original list, adding the words contained in Table 5. For example, the phrase "circular thinking" was predicted by the teacher, so the modified prediction list included the word "thinking" as well as the variants "think" and "thinks."

Table 5
Class 1 Modified Teacher Vocabulary Predictions

Variants of Predicted Words	Use in Sample (+/-)	Fringe Frequency
to	+	0%
think	+	0%
thinking	+	0%
thinks	+	0%
or	+	0%

When taking variants into account, prediction accuracy increased to 22%, but coverage remained at 0% since the variant words all appear on Hill and Romich's GCV list.

Class 2

Class 2 was a 7th grade social studies class consisting of the same 17 students as Class 1. On the day of recording, the class was reviewing a previously administered test on map and atlas reading. The teacher orally asked the questions on the test, and students answered. If the responses given were incorrect or inaccurate, the teacher asked follow-up questions or otherwise shaped the answers until a correct response was obtained. Students occasionally defended their original answers, and the teacher either negotiated or vetoed these attempts. The recording contained a high frequency of multiple speaker overlap, resulting in significant

difficulty with transcription of certain portions of the recording.

The recording for this class was 45 minutes and 16 seconds in length, and it contained a total of 297 utterances. Table 6 contains summary statistics for the transcript for Class 2. The TTR was 0.34, and a context core vocabulary of 201 words accounted for 80.02% of the total sample.

Table 6
Class 2 Summary Data

Class 2	Total Words	Different Words
Total	1402	479
Core:Fringe Ratio	925:477	177:302
% Core Vocabulary	65.9%	36.9%

A total word frequency list, fringe vocabulary frequency list, and context core frequency list are provided in Appendix G. The teacher for Class 2 did not complete a Vocabulary Prediction List, so data regarding word predictions is not available.

Class 3

Class 3 was a ninth grade U.S. History class containing 9 students. On the day of recording, the topic of instruction was post-Civil War U.S. History, specifically the Bozeman Trail and the Ft. Laramie Treaty. The class began with students sharing current events stories they had researched during their own time. The teacher then lectured on the topic for the day and asked questions, which the students answered. Related documents and visual aids were passed around the room, and students commented and asked questions about them. At the end of the class, students continued sharing current events items they had not had time to share at the beginning of the class period. There was occasional overlapping speech, and several of the students spoke with very low voice volumes, so transcription was difficult for certain portions of the sample.

The recording for Class 3 was 45 minutes and 18 seconds long, and the students

produced a total of 185 utterances. Table 7 contains summary statistics for the transcript for Class 3. The TTR was 0.39, and a context core vocabulary of 176 words accounted for 80.05% of the total sample.

Table 7
Class 3 Summary Data

Class 3	Total Words	Different Words
Total	931	359
Core:Fringe Ratio	665:266	155:204
% Core Vocabulary	71.4%	43.2%

A total word frequency list, fringe vocabulary frequency list, and context core frequency list are provided in Appendix G. Table 8 shows the words predicted by the teacher on the Vocabulary Prediction List (Appendix C), their appearance or non-appearance in the recorded sample, and their frequency in the fringe vocabulary list.

Table 8
Class 3 Teacher Vocabulary Predictions

Predicted Words	Use in Sample (+/-)	Fringe Frequency
Native Americans	-	0%
Sioux	-	0%
reservations	-	0%
career military officers	-	0%
William Tecumseh	-	0%
Sherman	-	0%
Bozeman Trail	-	0%
Fetterman Massacre	-	0%
Crazy Horse	-	0%
Red Cloud	+	0.38%
Fort Laramie Treaty	-	0%
Treaty of 1868	-	0%
Ulysses S. Grant	-	0%
Washington D.C.	-	0%
negotiations	-	0%
translators	-	0%
Great Sioux	-	0%
Reservation	-	0%
Black Hills	-	0%
sacred	-	0%
ritual	-	0%

The teacher reported spending approximately 10 minutes completing this list. The teacher

also reported using the course textbook and primary source documents as resources for the prediction task. Prediction accuracy was 10%, and the coverage was 0.38%.

The prediction list was expanded to include variations on the words in the original list, adding the words contained in Table 9.

Table 9
Class 3 Modified Teacher Vocabulary Predictions

Variants of Predicted Words	Use in Sample (+/-)	Fringe Frequency
reservation	+	0.38%
trail	+	0.13%
crazy	+	0.38%
red	+	0.38%
Fort Laramie	+	0.38%
fort	+	0.38%
Laramie	+	1.13%
of	+	0%
black	+	1.13%
hills	+	0.38%

When taking these variants into account, prediction accuracy increased to 42%, and coverage increased to 6.43%.

Class 4

Class 4 was a tenth grade language arts class containing 13 students. The topic on the day of recording was literary devices used in poetry. The teacher began the class period by giving instructions for the students to find a poem to examine, either from a book or the internet, and then find examples of literary devices, such as alliteration and meter, in their selected poem. The students then formed small groups to share and discussed their examples. Because there was only one recording device, only one small discussion group was recorded. This resulted in 3 students being recorded as opposed to the class total of 13. This recorded sample was also considerably shorter than the other samples, since the small group discussion only comprised the last third of the class period, and the activities preceding the discussion did not lend themselves well to recording (e.g. students were scattered throughout the room

as well as outside the classroom).

The recording for this class was 8 minutes and 43 seconds in length, and a total of 94 utterances were produced by the students in the sample. Table 10 contains summary statistics for the transcript for Class 4. The TTR was 0.36, and a context core vocabulary of 70 words accounted for 80.46% of the total sample.

Table 10
Class 4 Summary Data

Class 4	Total Words	Different Words
Total	408	148
Core:Fringe Ratio	286:122	85:63
% Core Vocabulary	70.1%	57.4%

A total word frequency list, fringe vocabulary frequency list, and context core frequency list are provided in Appendix G.

Table 11 shows the words predicted by the teacher on the Vocabulary Prediction List (Appendix C), their appearance or non-appearance in the recorded sample, and their frequency in the fringe vocabulary list.

Table 11
Class 4 Teacher Vocabulary Predictions

Predicted Words	Use in Sample (+/-)	Fringe Frequency
find	-	0%
poem	+	1.64%
uses	-	0%
literary	-	0%
terms	-	0%
highlighter	-	0%
indicate	-	0%
note	-	0%
example	-	0%
computer	-	0%
print	-	0%
copy	-	0%
repetition	+	1.64%
rhyme	+	4.92%
speaker	-	0%
free verse	-	0%
meter	+	1.64%
alliteration	+	4.10%

consonance	+	3.28%
assonance	-	0%
personification	+	1.64%
form	-	0%
line	+	4.10%
stanza	+	6.56%
figurative language	-	0%
sound devices	-	0%
imagery	-	0%
literary analysis	-	0%
oral interpretation	-	0%

The teacher reported spending approximately 10 minutes completing this list. The teacher also reported using student handouts as a resource for the prediction task. Prediction accuracy was 30%, and coverage was 29.52%.

The investigator expanded the prediction list to include variations on the words in the original list, adding the words contained in Table 12.

Table 12
Class 4 Modified Teacher Vocabulary Predictions

Variants of Predicted Words	Use in Sample (+/-)	Fringe Frequency
examples	+	0.82%
stanzas	+	0.82%
sound	+	2.46%
sounding	+	0.82%
sounds	+	0.82%

When taking variants into account, prediction accuracy increased to 32%, and coverage increased to 35.26%.

Class 5

Class 5 was an eleventh and twelfth grade Western Civilization class comprised of 10 students. The topic for the day of recording was technological innovations of the late 19th century. The teacher gave brief instructions at the beginning of the class period, and then students gave oral presentations on groups of inventions. Other students were then prompted to ask questions and make comments regarding the presentations. Because of the student

presentations, the bulk of the sample contained the speech of two students, but the remaining students spoke sporadically when asking questions or making comments.

The recording for Class 5 consisted of 551 utterances over a period of 46 minutes and 7 seconds. Table 13 contains summary statistics for the transcript for Class 5. The TTR was 0.24, and a context core vocabulary of 253 words accounted for 80.02% of the total sample.

Table 13
Class 5 Summary Data

Class 5	Total Words	Different Words
Total	3330	802
Core:Fringe Ratio	2304:1026	231:571
% Core Vocabulary	69.2%	28.8%

A total word frequency list, fringe vocabulary frequency list, and context core frequency list are provided in Appendix G.

Table 14 shows the words predicted by the teacher on the Vocabulary Prediction List (Appendix C), their appearance or absence in the recorded sample, and their frequency in the fringe vocabulary list.

Table 14
Class 5 Teacher Vocabulary Predictions

Predicted Words	Use in Sample (+/-)	Fringe Frequency
invented	+	1.95%
created	+	0.10%
developed	+	0.39%
made	+	0.12%
patent	+	0.58%
experiment	-	0%
used	+	0%
easier	+	0%
prevent	-	0%
improve	+	0%
wanted	+	0%
new	-	0%
inventions	-	0%
science	-	0%
technology	+	0.10%
electricity	+	0.39%
reliable	-	0%
safety	-	0%

telephone	+	0.19%
pasteurize	-	0%

The teacher reported spending approximately 20 minutes completing this list. The teacher did not report using any resources for the prediction task. Prediction accuracy was 60%, and coverage was 3.8%.

The prediction list was expanded to include variations on the words in the original list, adding the words contained in Table 15.

Table 15
Class 5 Modified Teacher Vocabulary Predictions

Variants of Predicted Words	Use in Sample (+/-)	Fringe Frequency
invent	+	0.19%
inventing	+	0.10%
developing	+	0.10%
patented	+	0.19%
use	+	0%
uses	+	0%
improved	+	0.10%
want	+	0%
wants	+	0%
newer	+	0%
invention	+	0.49%
electric	+	0.39%
phone	+	0.10%
unpasteurized	+	0.49%
pasteurization	+	0.49%

When taking variants into account, prediction accuracy increased to 77%, and coverage increased to 6.44%.

Various groupings of the sample transcripts were also analyzed, including the composite of all transcripts, all middle school samples, all high school, all language arts, all social studies, and all lecture-based class periods.

Total

The total sample comprised all class periods described above with a total of 39

participating students producing a total of 1214 utterances. Table 16 contains summary statistics for the composite transcript of all samples. The TTR was 0.21, and a context core vocabulary of 348 words accounted for 80.02% of the total composite sample.

Table 16
Total Composite Summary Data

Total Composite	Total Words	Different Words
Total	6595	1369
Core:Fringe Ratio	4560:2035	286:1083
% Core Vocabulary	69.1%	20.9%

A total word frequency list, fringe vocabulary frequency list, and context core frequency list are provided in Appendix G.

The teacher Vocabulary Prediction Lists from all classes, except Class 2, were combined into one master list. The accuracy for the composite sample, excluding Class 2, was 25%, and the coverage was 3.79%.

Middle School

The middle school composite sample consisted of both 7th grade classes, Class 1 and Class 2. Both classes consisted of the same group of 17 students. The sample contained both a language arts and a social studies class period, though both classes included a similarly lecture-based instructional format. The students produced a total of 384 utterances in this composite sample. Table 17 contains summary statistics for the composite transcript of all relevant samples. The TTR was 0.31, and a context core vocabulary of 232 words accounted for 80.07% of the total composite sample.

Table 17
Middle School Composite Summary Data

Middle School	Total Words	Different Words
Total	6595	1369
Core:Fringe Ratio	4560:2035	286:1083
% Core Vocabulary	69.1%	20.9%

A total word frequency list, fringe vocabulary frequency list, and context core frequency list are provided in Appendix G.

Since there was no teacher Vocabulary Prediction List for Class 2, prediction data for this composite sample was not able to be calculated.

High School

The high school composite sample consisted of three classes, Classes 3 through 5. The total number of students participating was 22, ranging from ninth through twelfth grade. The composite sample included one language arts class and two social studies classes, with a total of 830 utterances. The instructional format was different for each class period, including small group discussion, lecture, and student presentations. Table 18 contains summary statistics for the composite transcript of all selected samples. The TTR was 0.22, and a context core vocabulary of 296 words accounted for 80.05% of the composite sample.

Table 18
High School Composite Summary Data

High School	Total Words	Different Words
Total	4669	1036
Core:Fringe Ratio	3255:1414	257:779
% Core Vocabulary	69.3%	24.8%

A total word frequency list, fringe vocabulary frequency list, and context core frequency list are provided in Appendix G.

The teacher Vocabulary Prediction Lists from all high school classes were combined into one master list. The accuracy for the composite sample was 31.4%, and the coverage was 5.34%.

Language Arts

The composite sample for language arts classes contained two classes, Class 1 and

Class 4. The total number of students was 20, including 17 seventh grade students and 3 tenth grade students. The students produced a total of 181 utterances during these class periods. The topics included persuasive and poetic language devices, and instructional styles included both lecture and small group discussion formats. Table 19 contains summary statistics for the composite transcript of all Language Arts samples. The TTR was 0.34, and a context core vocabulary of 135 words accounted for 80.19% of the composite sample.

Table 19
Language Arts Composite Summary Data

Language Arts	Total Words	Different Words
Total	932	313
Core:Fringe Ratio	666:266	143:170
% Core Vocabulary	71.5%	13.53%

A total word frequency list, fringe vocabulary frequency list, and context core frequency list are provided in Appendix G.

The teacher Vocabulary Prediction Lists from both language arts classes were combined into one master list. The accuracy for the composite sample was 18.8%, and the coverage was 13.53%.

Social Studies

Three classes, Class 2, 3, and 5, were included in the composite social studies sample. A total of 36 students were recorded, including 17 7th graders, 9 9th graders, and 10 students in the 11th or 12th grade. The topics varied from geography and post-Civil War U.S. History to late 19th century inventions in the Western world. Instructional formats included lecture and student presentations, with a total of 1033 utterances being produced by students across all included samples. Table 20 contains summary statistics for the composite transcript of all included samples. The TTR was 0.22, and a context core vocabulary of 346 words accounted for 80.02% of the composite sample.

Table 20
Social Studies Composite Summary Data

Social Studies	Total Words	Different Words
Total	932	313
Core:Fringe Ratio	666:266	143:170
% Core Vocabulary	71.5%	13.53%

A total word frequency list, fringe vocabulary frequency list, and context core frequency list are provided in Appendix G.

Since there was no teacher Vocabulary Prediction List from Class 2, the teacher Vocabulary Prediction Lists from classes 3 and 5 were combined into one master list. The accuracy for the composite sample was 32.5%, and the coverage was 2.28%.

Lecture-Based Classes

Three of the recorded classes – Classes 1 through 3 – consisted of a lecture-based instructional format. These classes contained a total of 26 students, 17 of which were in the 7th grade and 9 of whom were in the 9th grade. These classes include both language arts and social studies classes, and topics included both persuasive and poetic language devices as well as post-Civil War U.S. History. All class periods contained periods of time during which the teacher lectured to the students and then asked questions relating to the lecture material. The students produced 569 total utterances across all included classes. Table 21 contains summary statistics for the composite transcript of included samples. The TTR was 0.28, and a context core vocabulary of 270 words accounted for 80% of the composite sample.

Table 21
Lecture Composite Summary Data

Lecture	Total Words	Different Words
Total	2857	800
Core:Fringe Ratio	1970:887	229:571
% Core Vocabulary	68.9%	28.6%

A total word frequency list, fringe vocabulary frequency list, and context core frequency list

are provided in Appendix G.

Since there was no teacher Vocabulary Prediction List from Class 2, the teacher Vocabulary Prediction Lists from classes 1 and 3 were combined into one master list. The accuracy for the composite sample was 2.6%, and the coverage was 0.11%.

The other instructional formats that were recorded – small group discussion and student presentations – only contained one exemplar each, so no composite analysis for these formats was possible.

Statistical Analyses

In order to analyze the lexical diversity of words used by the students, the rate of different words used per minute was calculated for each class and then compared across several variables, including instructional format (e.g. lecture vs. other), grade level (e.g. middle vs. high school), and subject (e.g. language arts vs. social studies). Differences between mean different words per minute were calculated by independent t-test, and effect sizes were calculated using Cohen's *d*. Table 22 shows the data for comparison of different words per minute per instructional format. Table 23 shows the data for comparison per grade level, and Table 24 compares subject area.

Table 22

Different Words per Minute by Instructional Format

Instructional Format	Mean	Standard Deviation	t-test	Effect Size
Lecture	7.73	2.95	t(3) = 4.29, p=.023	d = 4.52
Other	17.18	0.29		

Table 23

Different Words Per Minute by Grade Level

Grade Level	Mean	Standard Deviation	t-test	Effect Size
Middle School	7.64	4.16	t(3) = 1.42, p= .25	d = 1.35
High School	14.09	5.35		

Table 24
Different Words Per Minute by Subject Area

Subject	Mean	Standard Deviation	t-test
Language Arts	10.8326	8.68307	t(3) = .19, p=.86
Social Studies	11.9651	4.88170	

There was a statistically significant difference for different words per minute according to instructional format, but not for grade level or subject matter. There were large effect sizes (Cohen's *d*) for instructional format and grade level but not subject matter.

Another measure of lexical diversity analyzed was the percent of total words that were considered core vocabulary according to Hill and Romich's (n.d.) GCV list. Tables 25 and 26 show the comparison of percentage of core vocabulary between lecture-based and non-lecture-based instructional formats and between grade levels. Table 27 shows the comparison of percentage of core vocabulary between the two subject areas, language arts and social studies.

Table 25
% Core Vocabulary per Instructional Format

Instructional Format	Mean	Standard Deviation
Lecture	43.45	6.64
Other	43.12	20.24

Table 26
% Core Vocabulary per Grade Level

Grade Level	Mean	Standard Deviation
Middle School	43.59	9.38
High School	43.14	14.32

Table 27
% Core Vocabulary per Subject Area

Subject	Mean	Standard Deviation	t-test	Effect Size
Language Arts	53.83	5.09	t(3) = 2.92, p=.06	d= 2.80
Social Studies	36.31	7.21		

There was no statistically significant difference in percent core vocabulary amongst any of the variables, but there was a very large effect size (Cohen's *d*) for subject area.

Chapter IV: Discussion

The aim of this study was to support adolescent AAC users' successful classroom participation at the secondary level by exploring vocabulary used in secondary classrooms. Classroom environments create multiple language demands on the student, including the use of specialized vocabulary unique to each class. This study attempted to unravel some of these complexities by recording and analyzing the curriculum-related vocabulary used by middle and high school students in the classroom. Data was also collected on classroom teachers' ability to predict the vocabulary that would be used by their students. The patterns discovered in vocabulary use and teacher vocabulary prediction will be discussed and interpreted, and a discussion of the clinical implications of the findings will follow.

Vocabulary Use

Rate of different word use. The results of this study suggest that lexical diversity may be affected by instructional format, since the number of different words used per minute varied significantly between lecture-based courses and other instructional formats such as small group discussion and student presentations. The effect size for this difference was very large. Specifically, the number of different words used was significantly larger in non-lecture-based class periods. This may be due to the fact that the non-lecture-based samples in this study consisted of longer and more numerous utterances from the students, resulting in a larger pool of total words. Students may use more varied vocabulary when they have more time to speak, as in small group discussions or oral presentations. The narrower topics of discussion imposed by a small group discussion or presentation format may also require more specialized vocabulary above and beyond core words, contributing to a larger number of different words used.

Statistical analysis also showed that grade level (e.g. middle vs. high school) had a

large effect on number of different words used, but the difference was not statistically significant. All of the middle school data was obtained from lecture-based class periods, whereas the high school samples included lecture as well as non-lecture formats, so instructional format was a confounding variable in this comparison. No significant differences were found for different word use by subject area (e.g. language arts vs. social studies). While the samples in this study are not large enough to draw firm conclusions, these findings suggest that while the specific words used in language arts classes may vary significantly compared to those used in social studies classes, the amount of lexical diversity may be similar across both subject areas.

Percent of core vocabulary words used. Results suggest that a class' subject area may affect lexical diversity as measured by the percent of core vocabulary words used in the total sample. The mean percentages of core vocabulary in language arts and social studies classes were not significantly different, but they approached significance with a p-value of .06. There was also a very large effect size ($d = 2.80$). Core vocabulary words, as determined by Hill and Romich's (n.d.) GCV list, comprised a smaller percentage of the total words used in social studies classes than in language arts classes. Conversely, the vocabulary used in language arts classes contained a smaller percentage of fringe vocabulary, whereas students used a larger proportion of fringe vocabulary in social studies classes. Several confounding variables, such as instructional format and grade level, may have affected this outcome, however, so no firm conclusions can be drawn from this data.

No statistically significant differences were found for core vocabulary percentages between instructional formats (e.g. lecture- vs. non-lecture-based) and grade levels (e.g. middle vs. high school). As stated above, the sample sizes are small, and many variables were not controlled for, but these findings suggest that subject area of a class may affect the proportion of core vocabulary used by students. Further research is needed to confirm the

trends observed here.

Teacher Vocabulary Prediction

This study also aimed to investigate the effectiveness of using classroom teachers as informants for AAC vocabulary selection. Teacher prediction lists were analyzed class by class and by several variables in order to determine how well they predicted students' vocabulary use. In general, teachers' vocabulary prediction performance varied widely.

Accuracy. The percentage of teacher-predicted words that were used by students during the recorded class period was designated prediction accuracy. Table 28 summarizes the accuracy data from individual class and composite samples. The data in Table 28 were presented in the Results section for each class and composite, but they are summarized here for comparison between samples.

Table 28
Teacher Vocabulary Prediction Accuracy

Sample	Accuracy
Class 1	0%
Class 3	10%
Class 4	30%
Class 5	60%
Composite – Total (1, 3, 4, 5)	25%
Composite – High School (3, 4, 5)	31.4%
Composite – Language Arts (1, 4)	18.8%
Composite – Social Studies (3, 5)	32.5%
Composite – Lecture-based (1, 3)	2.6%

As can be seen in Table 28, there was a wide variation of prediction accuracy, with multiple uncontrolled-for variables potentially affecting it.

Class 1. The number of total words used by students in Class 1 was relatively small among the samples in this study, since students spent the majority of class time engaged in

listening, individual writing, and partner discussion, none of which produced vocabulary that was included in the sample. When the students spoke to the class at large, their utterances were included in the sample. These utterances included sharing personal examples relating to the concept being discussed, which was persuasive language techniques used in advertising and propaganda. As a result, their language was somewhat informal and often in narrative format. The words that the teacher predicted were specific terms used to label the language techniques under discussion, and the students did not use these terms during their personal narratives or brief responses during class discussion. In fact, when the predicted terms were under discussion, it was typically the teacher who used them, and the students used their own words to define them or provide examples. When students used "their own words" like this, they tended to use core vocabulary and not curriculum-specific fringe terms. In order to communicate on an equal level with his or her peers, an AAC user in this class would not have needed any of the words supplied in the teacher's prediction list.

As described in the Class 1 results, this teacher appears to have integrated her vocabulary predictions into her lesson planning, which may have influenced her choices. When planning a lesson, a teacher may focus more on new terms that the students need to learn to master the curriculum, which may or may not be used in the students' speech during class depending on numerous variables. Such variables may include instructional format, grade level of the class, types of questions asked by the teacher, students' degree of preparation for class, and the individual speaking styles of the students themselves. Some of these factors are addressed later in this discussion.

Class 3. This class was also lecture-based. The teacher lectured for the majority of the class period, but the teacher asked frequent questions requiring brief student responses throughout her lecturing. The students also interjected relatively frequently during the teacher's lecture with comments and questions, and the teacher rarely objected to these

additions. The small class size, consisting of only 9 students, may have affected the frequency and acceptability of student interjections and the relative informality of the lecture format. The words predicted by the teacher were quite curriculum-specific, including mostly proper nouns referring to people, places, and historical events. The teacher gave more opportunities for students to use these context-specific terms than the teacher for Class 1, since she tended to ask closed-ended and narrowly focused questions instead of prompting personal narratives. Some of her questions were wh-questions, requesting names of persons and places relevant to the day's lesson, many of which were included in her prediction list. This increased opportunity for students to use specific terminology may have helped produce a prediction accuracy that was higher than that for Class 1, which had a similar prediction list populated by very specific fringe nouns. However, the accuracy was still low at 10%. Due to the number of uncontrolled-for variables, it is difficult to confidently state which factors influenced this low accuracy. A student who uses AAC would have only needed approximately one tenth of the words on the teacher's prediction list in order to communicate with a vocabulary similar to that of his or her classmates.

Class 4. This tenth grade language arts class consisted of a very different instructional format than classes 1 and 3. The sample consists of a brief, small group discussion in which the students shared examples of literary devices used in poems that they had individually selected prior to the discussion. The prediction list for this class included all of the terms for the literary devices for which students were finding examples, such as "alliteration," "rhyme," and "meter." Additionally, the teacher also predicted some more general nouns, verbs, and adjectives relevant to a literary arts class discussing poetry, including "find," "poem," and "example." These more general words, however, still largely consisted of fringe vocabulary as defined by exclusion of Romich and Hill's (n.d.) GCV list.

Due to the more prescribed nature of the group discussion task, the students used

multiple instances of predicted literary terms, often in a format resembling, "My example for alliteration is...." The students in the small group that was recorded were also explaining some of the terms to one of the students who had been absent during a previous class, so there were several statements of the form, "Meter means..." or "Consonance is when...." The nature of this non-lecture-based classroom activity potentially contributed to a relatively high teacher prediction accuracy of 30%. Nearly one of third of the words predicted by the teacher would have been useful to an AAC user in order for his or her word choice to sound like that of his or her peers. It seemed likely from the teacher's predicted words, especially the more general words that did not include specific literary terms, that she had imagined what students might say during the various activities during this class period, in addition to identifying terms that students would need to understand in order to master the material. This extra consideration of what students might actually say during class beyond curricular terms may have resulted in improved prediction accuracy.

Class 5. The majority of this sample consisted of two upperclassmen students giving oral presentations on late 19th century technological innovations in the Western world. Other students from the class occasionally contributed questions or comments relating to the presentation content. During their presentations, the students used a relatively academic vocabulary interspersed with more informal language as they went "off script" from their presentation notes to explain concepts more fully or answer questions from students or their teacher. The teacher predicted a large number of verbs and nouns specific to the subject of invention and innovation, resulting in a prediction accuracy of 60%, the highest accuracy amongst the four classes. His list also included a larger number of core vocabulary, as determined by Hill and Romich's (n.d.) GCV list, than the other teacher prediction lists, which contributed to his accuracy. Over half of the words predicted by this teacher would have been necessary in order for an AAC user's vocabulary to resemble that of his or her

classmates. This teacher, like the teacher for Class 4, also appears to have devoted some time to imagining what students might say during their presentations, rather than relying primarily on curricular vocabulary. Similar to small group discussions where examples of literary terms are shared with the group, student presentations on similar topics comprise a relatively prescribed context of communication. This more structured classroom activity results in a narrower field of vocabulary to choose from, which may aid the teacher in predicting words more accurately.

Composites. When all four classes with teacher prediction lists were compiled into one sample, the combined teacher prediction accuracy was 25%. However, there was large variation among individual classes, ranging from 0% to 60%, with numerous variables potentially affecting accuracy. Prediction accuracy was higher for high school classes (31.4%) than that of the single middle school class included in the prediction sample (0%), but sample size, instructional format, subject area, and/or the time the teacher spent on the prediction task may have accounted for the difference. Similarly, the prediction accuracy for social studies classes (32.5%) was higher than that of language arts classes (18.8%), but factors such as expected language use of students (e.g. personal narratives, citing examples of literary terms, etc.) may have influenced the variation in prediction accuracy.

Classes with a lecture-based instructional format appear to have resulted in the lowest prediction accuracy at 2.6%. Words predicted by teachers for lecture-based class periods appear to have less likelihood of being used by students, and therefore less usefulness, than predictions for other formats. This may be due to the fact that students say less overall during lectures, and what they say tends to vary widely. Different styles of lecturing and eliciting student participation may also influence variability of student responses, which may make vocabulary prediction more difficult. It was suggestive that, in both teacher prediction lists for lecture-based classes, the words predicted by the teacher were used more often by the

teachers themselves, whereas the students typically contributed by defining or explaining the terms in their own words and/or with personal examples. It would be interesting to see if future research replicates this pattern.

Coverage. The total number of fringe words used by students in each class and composite sample was identified by excluding the core vocabulary words in Hill and Romich's (n.d.) GCV list. The percentage of words in this fringe vocabulary list that was predicted by teachers is called the prediction coverage. Coverage denotes the percentage of necessary fringe vocabulary that would be available to a student if they only had access to the words predicted by the teachers. Table 29 summarizes the prediction coverage per class and composite sample. Similar to Table 28, the data here is presented to facilitate between-sample comparison.

Table 29
Teacher Vocabulary Prediction Coverage

Sample	Coverage
Class 1	0%
Class 3	0.38%
Class 4	29.52%
Class 5	3.8%
Composite – Total (1, 3, 4, 5)	3.79%
Composite – High School (3, 4, 5)	5.34%
Composite – Language Arts (1, 4)	13.53%
Composite – Social Studies (3, 5)	2.28%
Composite – Lecture-based (1, 3)	0.11%

Prediction coverage varied widely across classes, ranging from 0% to 29.52%, and it did not correspond in a consistent way with prediction accuracy. High prediction accuracy did not always appear to correlate with high prediction coverage, nor was low accuracy always associated with low coverage.

Class 1. As described above, this class consisted of a large amount of personal

narratives and real life examples from the students using relatively informal language. Students were expected to understand specific curricular vocabulary terms, but they did not use them in their own speech. Since the teacher for this class predicted only curricular terms, the prediction coverage was 0%. In other words, if a student who uses AAC had access to only Hill and Romich's (n.d.) GCV list and the words predicted by the teacher, she would have had access to 0% of the fringe vocabulary used by the other students during the class period. However, the vocabulary used by students in this class contained the second smallest percentage of fringe vocabulary usage when considering number of different words used (49.8%). A student using AAC still would have had access to 50.2% of the total words used by classmates. The addition of common variants on the words predicted by the teacher (see Table 5) increases this number to 54%. This is not ideal, but in this particular class period a student equipped with only core vocabulary could likely still share some limited personal narratives without access to fringe vocabulary. It appears to be of paramount importance that the AAC team considers the particular language demands in a given classroom when selecting vocabulary that will facilitate participation. In the case of Class 1, the students did not need access to curriculum-specific terms in order to participate successfully. They did, however, benefit from access to non-curriculum fringe vocabulary.

Class 3. Also a lecture-based class, Class 3's teacher prediction coverage was higher than Class 1's but still under 1%. While students in this class used more of the teacher's predicted words than in Class 1, these words were not used very frequently and only comprised a small percentage (0.38%) of the total fringe words used. While fringe vocabulary was in the minority of total words used during this class period (34.1%), they comprised a large proportion of the unique words used (63.1%). These findings mean that many different fringe words were used throughout the class, though they were not often used multiple times. This finding is expected when the a large proportion of the student utterances

were answers to content questions posed by the teacher such as, "Where did _____ occur?" or "Who was involved in _____?" These questions required many different fringe terms to answer them, but many of the terms were only used to answer a single question. An AAC user supplied with core vocabulary and the fringe vocabulary predicted by the teacher would have had access to approximately 71.5% of the total words used by speaking peers during this class period. Adding the variants of predicted words included in the modified prediction list (see Table 9), the student would have access to 74.7% of the total words used.

Class 4. This teacher's prediction coverage was the highest of any class or compilation sample at 29.52%. In the small group format, the each student shared examples of literary terms in their own selected poems, which resulted in multiple uses of many of the literary terms that the teacher predicted. Therefore, unlike in Class 3, many of the fringe vocabulary terms were used more than once in the sample, resulting in higher prediction coverage. This sample also contained the smallest percentage of fringe vocabulary among the different words used (42.6%), meaning that a smaller number of fringe vocabulary words were used overall. High prediction coverage appears to be facilitated by a smaller number of fringe vocabulary words used by students and more instances of use for those fringe words. The students also used a relatively high proportion of core vocabulary words (70.1% of total words, 57.4% of unique words). A student equipped with Hill and Romich's (n.d.) GCV list combined with the teacher's predicted words would have the highest potential to participate in the discussion of any class period recorded in this study. This student would have had access to 78.9% of the total words used by peers, and the percentage increases to 80.7% when adding variants of predicted words (see Table 12).

Class 5. Prediction accuracy for this class was the highest out of all samples at 60%. However, prediction coverage was the second lowest out of all four classes. The students used many of the words the teacher predicted, but these words did not comprise a large

proportion of the entire fringe vocabulary. The fringe vocabulary for this class was the largest out of all classes (71.2% of different words used), so it likely would have been difficult for the teacher to have predicted all or even a large proportion of them. Another factor that lowered this teacher's prediction coverage was his inclusion of several core vocabulary terms in his list, and the incidence of these words was not counted in prediction coverage since coverage only takes into account fringe vocabulary. If coverage of both core and fringe vocabulary had been calculated, coverage would have been higher. Supplied with core vocabulary and the teacher's predicted words, an AAC user in this class would have had access to 71% of the total words used by his or her peers. The student would have access to 72.4% of total words used when including variants of the words predicted by the teacher (see Table 15).

Composites. When the transcripts for Classes 1, 3, 4, and 5 were combined into a single sample, the prediction coverage for the entire sample was 3.79%. The range of coverage was large for individual classes, however, ranging from 0% to almost 30%. The highest coverage (13.53%) for a composite sample was for the two language arts classes, though there are many potentially confounding variables beyond subject area that could have contributed to the prediction coverage. Both of these classes resulted in samples containing a relatively small number of total words when compared to the other samples and composites, and the small corpus size may have made a higher prediction coverage more easily attainable because each correctly predicted word counted for a larger percentage of the whole. The smallest prediction coverage for a composite was that of the Lecture-based classes (<1%). It may be that vocabulary predictions are more difficult for lecture-based instructional formats than other formats, but too many confounding variables (e.g. subject area, grade level, etc.) exist to make a strong conclusion without replication of these findings in additional studies.

Conclusions. The data from this study suggest that several factors may contribute to

difficulty in predicting classroom vocabulary with accuracy and adequate coverage. The lowest accuracy and coverage occurred when (a) the class was instructed in a lecture format, and (b) the teacher prediction included only curricular terms of the type that would appear in a course-specific vocabulary test. The need for students to use a large quantity of fringe vocabulary words beyond curricular terms contributed to lower prediction coverage but not lower accuracy. High accuracy and coverage was potentially facilitated by (a) a small group discussion format and (b) the inclusion of fringe words beyond curricular terms in the teacher predictions. The student presentation format also may have contributed to high prediction accuracy but not higher coverage. Further research is needed to confirm these findings and their generalizability.

Clinical Implications

There are several ways that the findings of this study might inform clinical practice as it relates to AAC vocabulary selection for students in inclusive classroom settings. Useful information may be gleaned from the word lists, vocabulary use analysis, and teacher prediction analysis obtained from this study. However, because of the preliminary nature of this study findings should be used with caution, and the AAC user's vocabulary use should be monitored carefully in order to make adjustments when needed.

Word lists. The word lists obtained from this study (see Appendix G), derived from single class periods focused on specific sub-topics in the course material, have limited applicability to other classes in other schools. Providing a student who uses AAC with the exact words on any of the lists has the potential to support them in class periods covering the same material as was covered during the recordings, but the vocabulary, especially the fringe vocabulary, is unlikely to generalize to other topics, even within the same subject area (e.g. language arts, U.S. History, Western Civilization, etc.). For example, when selecting

vocabulary for a student in a high school U.S. History class, the AAC team should not assume that the word list from Class 3 will meet all of the vocabulary needs of an AAC user in a similar class. The words used were specific to the subtopic being taught under the overarching subject of U.S. History. The vocabulary used when discussing the Ft. Laramie Treaty will not match the vocabulary of other sub-topics, like the Revolutionary War or the Civil Rights movement, within the same course's curriculum. Other factors, such as the instructional style of the teacher, number of students, and geographic region also limit the generalizability of the word lists as well. However, one could use the fringe vocabulary lists from individual classes or composites as checklists from which teachers or AAC teams to select words they think likely to be useful in similar classroom contexts. While the word lists themselves may provide only limited use for clinicians, the analysis of the types of words used reveals some patterns that may support appropriate AAC vocabulary selection.

Vocabulary use analysis. This study's findings on vocabulary revealed that a larger number of unique words were used in class periods that were not lecture-based. Students used a smaller number of different words in lecture-based classes, and the words they used were more likely to be used multiple times. Conversely, in classes with formats that were not lecture-based, such as small group discussions or student presentations, the number of different words students used was larger, and many of these words were used only once. Several factors may contribute to this increased variability of word use, such as longer student utterances, narrower topics of discussion, or increased need for curriculum-specific terminology.

When selecting vocabulary for a student's AAC system, ideally one would add vocabulary for each individual class period, taking into account the instructional format planned for each day. However, this practice is likely to be prohibitively time-consuming, especially at the secondary level when students attend multiple classes taught by multiple

teachers each day. A feasible alternative approach may be to consider various teachers' preferences for different instructional formats. If a teacher prefers to lecture and elicit student participation by asking questions or prompting comments, the student's vocabulary may not need to contain as many different words, and vocabulary selection, therefore, may not require as much planning or updating. However, if a teacher prefers to use non-lecture-based instructional practices, the AAC team may need to include a larger vocabulary and be more vigilant about vocabulary selection throughout the semester or school year.

This study's vocabulary analysis also explored lexical diversity through core and fringe vocabulary and the relative proportions of each that were used by students in various classes. The findings suggested that a larger percentage of core vocabulary words were used in language arts classes, and a smaller percentage of core words were used in social studies classes. Conversely, fringe vocabulary words were used more often in social studies classes than in language arts classes. This finding may have been influenced by the fact that one of the two language arts classes analyzed featured students sharing personal examples of curricular concepts from their own lives. It seems reasonable to expect that these kinds of narratives contain more core vocabulary and less fringe vocabulary. However, the importance of specific terms referring to curriculum-specific people, places, and events in social studies classes may account for the larger proportion of fringe vocabulary use. In light of these findings, AAC teams may find it advantageous to focus more on gathering fringe vocabulary, through environmental inventories and language samples, for social studies courses than for language arts classes where less fringe vocabulary may be required.

The findings in this study are derived from a very small sample, so their generalizability is extremely limited. However, it seems clear that the number of different words used and the proportion of core to fringe vocabulary varies from class to class at the secondary level. AAC teams should keep these variations in mind when identifying

appropriate classroom vocabulary selection methods at the secondary level. The above conclusions are preliminary at best, but they provide a potential starting point for vocabulary selection as well as highlight needs for further research.

Teacher prediction analysis. This study revealed a large variability in the effectiveness of teacher vocabulary predictions. Effective prediction needs to take into account both accuracy and coverage. Accuracy is significant because vocabulary prediction is a time-consuming endeavor, and classroom teachers have limited time. If the majority of the words they predict are not used and therefore are not needed by their students, vocabulary prediction may not be a worthwhile use of teachers' time. It also may not be an appropriate method of vocabulary selection for the AAC team to employ. Therefore, prediction accuracy needs to be measured in order to decide whether prediction tasks should continue as well as whether the teacher requires additional training to increase his or her accuracy and efficiency at predicting words. Coverage, on the other hand, is more directly concerned with the student who uses AAC and his or her ability to participate in the classroom. If the teacher prediction has inadequate coverage, then the student may find classroom participation difficult or even impossible due to lack of access to necessary vocabulary. Therefore, it is important for AAC teams to be aware of the factors, discussed below, that contribute to improved accuracy as well as coverage when they choose to use teacher prediction as a vocabulary selection method.

The findings from this study's analysis of teacher vocabulary prediction found that the best predictions were obtained for classes that were not lecture-based. AAC teams may therefore wish to put more emphasis on other vocabulary selection methods for lecture-based classes. Prediction effectiveness also improved when teachers included words that were not exclusively curriculum-based or of the type that would appear on a vocabulary quiz or test for the course. The type of instructions given to teachers for prediction tasks, therefore, may

have a significant impact on prediction accuracy and coverage, and should be carefully considered by AAC teams when using this selection method. Teacher training may also be advantageous, though further research is needed to determine the most effective approaches. Teachers may benefit from listening to recordings of their classes to become more aware of what their students actually say. It may also be helpful to encourage teachers to write brief, imaginary “scripts” of what they think their students might realistically say during class.

In the analysis of teacher predictions, the investigator included variations of some of the words on the prediction lists in order to obtain expanded prediction lists. In all cases, these modifications increased both the accuracy and coverage of the teacher predictions, even those whose unmodified lists resulted in 0% accuracy and coverage. Therefore, AAC teams should consider including not only the exact forms of predicted vocabulary but also variations, or possibly root forms, to increase the versatility and usefulness of vocabulary sets.

Conclusions. The results from this study suggest effective vocabulary selection for secondary classroom participation is a complex task, and its effectiveness can be influenced by numerous variables. For example, a smaller and more consistent vocabulary tends to be used in lecture-based classes, where students use a smaller number of unique words and tend to use individual words more than once per class. However, teacher prediction appears to be least effective for lecture-based classes, despite the students’ use of a smaller vocabulary set. Given this information, AAC teams may need to focus their limited time and resources on selecting vocabulary for situations, like oral presentations, in which the selection process is more likely to succeed in producing an appropriate vocabulary set. A contrasting approach, however, may prove necessary as well. In the contrasting approach, AAC teams would focus their efforts on selecting vocabulary for more complex classroom environments, like a classroom in which a teacher employs a lecture-based format and requires students to

contribute a large variety of utterances, where vocabulary use is more variable and more difficult to predict. Vocabulary selection priorities will vary student by student, depending on their innate communication abilities as well as the language demands of the classes they attend.

Based on these findings, SLPs and AAC teams supporting AAC users in secondary general education classrooms should perform these key steps: (a) determine relevant teachers' preferred instructional formats, (b) identify relevant subject areas, (c) choose the most appropriate vocabulary selection methods, (d) determine how the vocabulary set will be updated and maintained, and (e) create vocabulary sets. Information gathered in steps (a) and (b) should inform the decisions made in steps (c) through (e), and careful attention should be paid toward the quality of both core and fringe vocabulary available to the student.

Limitations of the Study

Some methodological limitations affect the strength of any conclusions that can be drawn from this study.

Participants. The language of a small number of students was recorded in this study, limiting the generalizability of the results due to small sample size. Similarly, all students were from a small number of classrooms in a single school district, which limits generalizability to students or classrooms in other geographic regions with different demographic compositions. The students recorded were adolescents who were typically developing, in order to collect a vocabulary sample that represented average student performance. However, more valid vocabulary usage results may be obtained by recording the classroom language of successfully integrated AAC users, since their language use may differ in significant ways from that of their peers who are natural speakers (Stuart et al., 1997). However, until there are larger numbers of AAC users in general education

classrooms, peers who are developing typically will likely have to provide the majority of the language data for these studies.

When obtaining teacher vocabulary predictions, the investigator collected information regarding the amount of time teachers spent on the prediction task and any materials or resources they used. However, information about the teachers themselves was not obtained. Information such as number of years teaching, level of education, and previous experience teaching students with CCN could significantly influence teachers' abilities to predict what words their students will use in the classroom. However, this information was not available for analysis in this study.

Data collection. The recording equipment used in this study resulted in limited audio quality on some of the samples. For example, not all of the small group discussions in Class 4 were able to be transcribed due to low audio quality and background noise obscuring pertinent utterances. Higher quality recording equipment with better use of directional or lavalier microphones may have eliminated this problem.

Transcription. All student speech on the recorded samples was transcribed, but individual speakers were not identified in any way due to the need to maintain confidentiality. Some previous studies of vocabulary use (see Banajee et al., 2003; Beukelman et al., 1989; etc.) performed analysis of across-speaker commonality of vocabulary items, but this type of analysis was not possible. The ability to identify individual student speakers and their vocabulary use would have allowed for additional vocabulary analysis.

Analyses. The criteria used in this study to determine context core vocabulary for each sample resulted in cut-off points that favored words beginning with letters earlier in the alphabet due to the ranking hierarchy used in the Excel spreadsheets containing the vocabulary lists. This effect had a particular effect on words used less frequently, such as those used only one or two times in the sample. Words used more than two times in the

samples are relatively certain of being authentic context core vocabulary words, so the lists are useful in identifying these words. However, the label of context core vocabulary may or may not apply to the less-frequently used words included in this study's context core lists. Because of this effect, these lists may not reflect the true context core vocabulary from these class periods, so this method of determining context core vocabulary is not ideal.

To facilitate comparison of vocabulary data, classes were grouped by variables such as grade level, subject area, and instructional format. Labeling classes by the first two variables was relatively straightforward, but the final variable, instructional format, has more room for interpretation. The investigator categorized classes as lecture- or non-lecture-based according to her judgments during observations in the classroom during the recording. The investigator labelled classes as lecture-based when a) the teacher presented and explained material during a large proportion of the class; b) the teacher spoke more than the students; and c) the students only contributed answers, questions, or comments related to the teacher's utterances. Reliability of classification into lecture and non-lecture formats was not obtained, since the investigator's judgment alone was the deciding factor. The same classes might have been labeled differently by other individuals, so findings based on the lecture- and non-lecture-based categories may not apply universally.

Finally, discussion of teacher vocabulary prediction accuracy and coverage in this study focused solely on the unmodified prediction lists, excluding common variations of the words that the teachers predicted. Further analysis of modified accuracy and coverage scores including these variants, beyond establishing the fact that including variants of predicted words increases accuracy and coverage, could reveal some interesting or clinically useful patterns regarding teachers serving as informants for AAC vocabulary selection.

Future Research

This study was an attempt to fill in a gap in the AAC research, that of language use in classroom settings at the secondary level. This study was preliminary, using a small and limited sample, so there are numerous remaining areas in which additional research is needed.

Future studies could confirm whether the findings from this study are replicable in other student populations. Additional analysis could be performed on the word lists collected during this study. For example, vocabulary from the social studies composite sample could be analyzed for the proportions of names of historical figures, places, and events. Results of this type of analysis could help AAC teams decide which categories of curricular terms are more valuable or more frequently used in the classroom.

Future studies of classroom language use should include larger samples, including larger numbers of students, classrooms, and teachers. Collection of samples over multiple class periods could also provide valuable information. Inclusion of students who use AAC in the samples has the potential to provide more valid results to apply to future AAC practice.

It would be advantageous for researchers to collect more data on the age range sampled in this study, as well as younger and older students in both elementary school and at the post-secondary level. This study included only classes in the humanities, and additional studies of similar classes is warranted, but classes in other subject areas such as science, mathematics, and the arts should be investigated as well. It would be useful to investigate components of classroom language other than vocabulary, such as discourse structure, syntax, and pragmatics.

This study addressed instructional format as it relates to lecture-based classes, but the sample did not contain many samples of additional formats. It would be useful to investigate the impact of various instructional formats on student language use. Non-academic language use by students also impacts AAC practice, since academics do not comprise the entirety of

the school experience for students.

Core and fringe vocabulary were a significant focus of this study, and this classification of vocabulary types is a powerful tool when selecting and organizing vocabulary for AAC systems. Current AAC systems use multiple ways to store and display both core and fringe vocabularies, but it is unclear which organizational structures are most effective for different AAC users. Once classroom vocabulary is better understood, it will be necessary to identify the best way to store and organize such vocabulary on students' AAC systems for optimal accessibility and efficiency of use.

This study focused on single word vocabularies, and it appears to be the case that classroom language at the secondary level requires the generation of a large number of unique multi-word utterances, but the usefulness of pre-programmed phrases and sentences is unknown. Ideal methods for identifying and selecting such pre-stored messages are not yet known.

Additional analysis of teacher vocabulary prediction is needed to draw stronger conclusions about its value as an AAC vocabulary selection method. Other informants should be investigated as well, including classmates who are typically developing, school-based speech language pathologists, paraeducators, and special education teachers.

AAC and speech language professionals still know very little about the language demands of classrooms as they relate to AAC users, and this study aimed to provide information in an as-yet unresearched area. Future research in this area is sorely needed, however, to optimize the supports that can be provided to students who use AAC in general education classrooms.

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APPENDIX A

Hill and Romich's (n.d.) General Core Vocabulary (GCV) List

a	communicates	find	I've	means
about	communicatin	finding	if	meant
actual	g	finds	in	might
actually	communicatio	first	inside	mine
after	n	five	into	money
all	could	for	is	more
always	couldn't	found	isn't	most
an	couple	four	it	mostly
and	couples	from	it's	much
another	course	front	its	my
any	courses	gave	job	myself
anybody	day	get	jobs	near
anyhow	days	gets	just	nearer
anyone	did	getting	kind	nearest
anything	didn't	give	kinder	nearly
anyway	difference	gives	kindest	need
anywhere	differences	giving	kinds	needing
are	different	go	knew	needs
aren't	differently	goes	know	never
around	difficult	going	knowing	new
as	difficulty	good	knows	newer
at	do	got	large	newest
ate	does	had	larger	next
back	doesn't	hadn't	largest	nice
bad	doing	hard	last	nicer
be	don't	harder	less	nicest
because	done	hardest	like	night
been	down	has	liked	no
before	ease	hasn't	likes	nobody
behind	easier	have	liking	not
beside	easiest	haven't	little	nothing
besides	easy	he	littler	now
best	eat	he's	littlest	nowhere
better	eaten	her	long	of
big	eating	here	longer	off
bigger	eats	herself	longest	oh
biggest	else	high	look	old
bring	end	higher	looked	older
bringing	ended	highest	looking	oldest
brings	ending	him	looks	on
brought	ends	himself	lots	one
but	even	his	low	only
by	ever	home	lower	or
call	every	homes	lowest	other
called	everybody	house	made	others
calling	everyday	houses	make	our
calls	everyone	housing	makes	ours
came	everything	how	making	ourselves
can	everywhere	hundred	many	out
can't	far	husband	may	outside
come	farther	husbands	me	over
comes	farthest	I	mean	overly
coming	fast	I'd	meaner	own
communicate	faster	I'll	meanest	owned
communicated	fastest	I'm	meaning	owner

owning	stop	waits
owns	stopped	want
people	stopping	wanted
place	stops	wanting
placed	stuff	wants
places	such	was
placing	take	way
prettier	taken	ways
prettiest	takes	we
pretty	taking	week
probable	talk	weeks
probably	talked	well
put	talking	went
puts	talks	were
putting	tell	what
quite	telling	when
real	tells	where
really	than	where's
right	that	which
said	that's	who
same	the	whose
saw	their	why
say	theirs	wife
saying	them	will
says	then	with
see	there	within
seen	there's	without
she	these	wives
she's	they	won't
short	they're	work
shorter	thing	worked
shortest	things	working
should	think	works
shouldn't	thinking	worse
slow	thinks	worst
slower	this	would
slowest	those	wouldn't
small	though	yeah
smaller	thought	year
smallest	thousand	years
so	three	yes
some	through	you
somebody	time	you're
someday	times	you've
somehow	to	your
someone	told	yours
something	too	yourself
sometime	took	yourselves
sometimes	two	
somewhat	under	
somewhere	up	
sort	us	
spell	use	
spelled	used	
spelling	uses	
spells	using	
start	very	
started	wait	
starting	waited	
starts	waiting	

Appendix B

Author(s)	Year	Title	Notes
Abbot, J., Adams, B., Brown, G., Christianson, H., French, M., Hanckel, M., Mix, G., Wilson, H., Horn, M.	1928	A Study of the Vocabulary of Children Before Entering the First Grade	
Adamson, L., Ronski, M., Deffebach, K., & Sevcik, R.	1992	Symbol vocabulary and the focus of conversations: Augmenting language development for youth with mental retardation	
Balandin, S., & Iacono, T.	1999	Crews, wusses, and whoppas: Core and fringe vocabularies of Australian mealbreak conversations in the workplace	
Ball, L.J., Marvin, C.A., Beukelman, D.R., Lasker, J., & Rupp, D.	1999	Generic talk use by preschool children	
Banjee, M., Dicario, C., & Stricklin, S.B.	2003	Core vocabulary determination for toddlers	
Berger, K.	1967	The most common words used in conversation	Adults
Beukelman, D.R., Jones, R.S., & Rowan, M.	1989	Frequency of word usage by nondisabled peers in integrated preschool classrooms	
Beukelman, D. R., Yorkston, K. M., Naranjo, C., & Pobleto, M.	1984	Analysis of communication samples produced by adult communication aid users	
Black, J., & Ausherman, M.	1955	The Vocabulary of College Students in Classroom Speeches	
Bryen, D.N.	2008	Vocabulary to support socially-valued adult roles	
Burroughs, G.	1957	A Study of the Vocabulary of Young Children	
Crestani, C.M., Clendon, S.A., & Hemsley, B.	2010	Words needed for sharing a story: Implications for vocabulary selection in augmentative and alternative communication	School-aged children
Dark, L., & Balandin, S.	2007	Prediction and selection of vocabulary for two leisure activities	Adults with CCN
Edwards, R., Gibbon, V.	1964	Words Your Children Use: A Survey of the Words Used by Children in Infants' Schools with the resultant Graded Vocabulary	
Fallon, K.A., Light, J.C., & Paige, T.K.	2001	Enhancing vocabulary selection for preschoolers who require Augmentative and Alternative Communication (AAC)	
Fossum, E.	1944	Analysis of the dynamic vocabulary of junior college students	

Fried-Oken, M., & More, L.	1992	An initial vocabulary for nonspeaking preschool children based on developmental and environmental language sources	
Goldstein, I., & Mann, Horace.	1949	An occupational vocabulary for retarded adolescents	
Graves, J.	2000	Vocabulary needs in augmentative and alternative communication: A sample of conversational topics between staff providing services to adults with learning difficulties and their service users	
Hopkins, C.T.	1979	The spontaneous oral vocabulary of children in grade 1	
Horn, E.	1925	The commonest words in the spoken vocabulary of children up to and including 6 years	
Howes, D.	1966	A word count of spoken English	General vocabulary
Irwin, O.	1966	A comparison of the vocabulary of use and of understanding of cerebral palsied children	
King, J., Spoeneman, T., Stuart, S., & Beukelman, D.R.	1995	Small talk in adult conversations: Implications for AAC vocabulary selection	
Marvin, C.A., Beukelman, D.R., & Bilyeu, D.	1994	Vocabulary-use patterns in preschool children: Effects of context and time sampling	
McGinnis, J.	1991	Development of two source lists for vocabulary selection in augmentative communication: Documentation of the spoken and written classroom vocabulary of third grade students	
Mein, R., & O'Connor, N.	1960	A study of the oral vocabularies of severely subnormal patients	
Moe, A., Hopkins, C., & Rush, R.	1982	The Vocabulary of First-Grade Children	
Morrow, D.R., Mirenda, P., Beukelman, D.R., & Yorkston, K.M.	1993	Vocabulary selection for augmentative communication systems: A comparison of three techniques	
Murphy, H., et al	1957	The spontaneous speaking vocabulary of children in primary grades	
Schonell, F., Meddleton, I., Shaw, B., Routh, M., Popham, D., Gill, J., Machall, G., Stephens, C.	1956	A study of the oral vocabulary of adults	
Stuart, S., Beukelman, D.R., King, J.	1997	Vocabulary use during extended conversations by two cohorts of older adults	
Stuart, S., Vanderhoof, D., Beukelman, D.R.	1993	Topic and vocabulary use patterns of elderly women	
Vernon, P.	1926	Vocabulary of Scottish Children	

Yorkston, K.M., Dowden, P.A., Honsinger, M.J., Marriner, N., & Smith, K.	1988	A comparison of standard and user vocabulary lists	Adult AAC users
Yorkston, K. M., Fried-Oken, M., & Beukelman, D. R.	1988	Single word vocabulary needs: Studies from various nonspeaking populations	Unpublished
Yorkston, K.M., Honsinger, M.J., Dowden, P.A., & Marriner, N.	1989	Vocabulary selection: A case report	Adult with CCN

APPENDIX C

Vocabulary Prediction – Lesson-Centered Classroom Discussion

Teacher name:

Course:

Date completed:

Based on the lesson(s) you will be covering during the class period on _____(date), list (in no particular order) your best predictions of the top 20 most frequently-used words/terms that your students will use during class discussion.

Don't include everyday words like *the, in, book, person, go, or say*. Only include words **specific to the day's lesson**. These could be proper nouns or specific verbs, nouns, and adjectives related to the lesson. Imagine you're helping a student who uses a communication device – which is already well-equipped with vocabulary for everyday communication – to prepare to participate successfully in this lesson's discussion(s) by giving him/her the most important words s/he'll need.

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Approximately how much time did it take for you to complete this task:

What resources (if any) did you use to complete this task (e.g.: syllabi, class materials, etc.):

(Optional) Please feel free to make additional comments:

APPENDIX D

Transcription Rules

In general, include anything that helps a student participate successfully, from an academic standpoint, during the class period.

1. Student utterances that are relevant to the lesson or participation in the class period (e.g. asking for directions, clarification, etc.) will be transcribed. Teacher utterances and off-topic student utterances will not be transcribed.
2. Different students will not be identified. All student utterances will be transcribed without distinguishing amongst speakers.
3. Utterances consisting solely of students reading aloud from a text that they did not compose will not be transcribed.
4. Simultaneous student utterances (e.g. several students speaking at the same time, or a student speaking at the same time as the teacher) will not be transcribed unless the teacher responds to or acknowledges them.
5. Repetitions of words will not be included. Only the final, full version of words/phrases that students re-state or re-formulate will be transcribed. Mazes will not be included.
6. Fillers (e.g. uh, um) will not be included. However, informal versions of words (e.g. yeah, mhm, yep, etc.) will be included.
7. Numbers will be typed as nouns.
8. Contractions will be typed as such (e.g. can't, won't), but colloquial substitutions (e.g. gonna, wanna) will be typed in their "proper" forms (e.g. going to, want to).
9. Student mispronunciations or word-use errors will be typed in their corrected forms.
10. Names of participants and geographic locations will be replaced with "StudentName" or "LocalTown," etc. to preserve confidentiality.
11. If a word, phrase, or utterance is unintelligible, it will be transcribed as x, xx, and xx, respectively.
12. The final transcripts will be checked for errors by using one of SALT's "Analyze" functions.
13. Reliability will be conducted on a section of utterances chosen from the middle of each transcript that comprise approximately 10% of the total utterances.

APPENDIX E

Sample from Transcript of Class 5

S Okay the construction of our future.

S Alright my first invention was the mackintosh raincoat.

S The inventor was Charles_Mackintosh in eighteen twenty three.

S He invented it because he lived in Scotland.

S And in Scotland it's really rainy.

S So he wanted something to keep him dry whenever he was going to different places.

S So he invented the waterproof cloth.

S He was from Scotland like I said and>

S He used a rubber dissolving coal tar to produce a double textured waterproof cloth.

S And he put this mixture on wool.

S To help it be waterproof.

S And this is one of the raincoats from today.

S It's just a modern one.

S It's nothing special.

S My next invention was the refrigerator.

S Jacob_Perkins invented it in eighteen thirty four.

S He invented it to keep food cool and it helped preserve it longer.

S It kept bacteria and things from spoiling the food.

S He invented it and utilized ether and a vapor compression cycle to make ether or the ice machine.

S It was also known as that work.

S And before refrigerators were invented they kept the food in like cellar>

S Like cellar like holes in the ground to keep it cool and to keep food longer.

S Yes.

S Oh alright.

S That's alright.

S Is that the same spot that it stopped at last time?

S Is it something with my slideshow?

S Because I have my plug in if you just want to plug it in and do it off that.

S Okay.

S It's after the refrigerator slide.

S Yeah.

S I'm okay with that.

S My bad.

S Mhm.

S Because it stopped yesterday at one spot too.

APPENDIX F

Vocabulary Frequency Analysis Script

```

If ($ARGS.Count -eq 1)
{
    $File = Get-Item $ARGS
    $ExclusionFile = ""
} else {
    $File = Get-Item $ARGS[0]
    $ExclusionFile = Get-Content $ARGS[1]
    $ExclusionFile = $ExclusionFile|% {$_.ToLower().Trim()}
}
$Content = Get-Content $File
$OutputFilename = "$($File.DirectoryName)\($File.BaseName).csv"
$OutputExclusionFilename = "$($File.DirectoryName)\Exclusion-($File.BaseName).csv"
$FilteredContent = $Content|?{$_ -match "^[^S"]}|?{$_ -ne ""}|% {$_.Substring(2)}|% {$_.Replace(".", "").Replace("?", "").Replace(">", "").Replace("<", "").Replace(",", "").Replace("-", "").Replace(":", "")}
$Words = ""
$Words = $FilteredContent | % {$_.Split(" ")} |?{$_ -ne ""}
$Words = $Words|% {$_.ToLower().Trim()}|?{$_ -ne "x"}|?{$_ -ne "xx"}|?{$_ -ne "xxx"}
$UniqueWords = $Words|Sort-Object -Unique
$WordFrequencyCSV = $UniqueWords | % { "$_, "+$("{0:D3}" -f $(If ($($Words -eq $_).Count -eq $null) {1} else {($($Words -eq $_).Count)})).ToString()+", "+$("{0:P2}" -f $(If ($($Words -eq $_).Count -eq $null) {1} else {($($Words -eq $_).Count)})/$Words.Count)).ToString()}
"Word, Count, Frequency"|Out-File $OutputFilename
$WordFrequencyCSV|Out-File $OutputFilename -Append
Write-Host "Finished writing word frequency information to the file $OutputFilename"

$Words = $Words|% {$_.ToLower().Trim()}|% { If ($ExclusionFile -notcontains $_) {$_} }
$UniqueWords = $Words|Sort-Object -Unique
$WordFrequencyCSV = $UniqueWords | % { "$_, "+$("{0:D3}" -f $(If ($($Words -eq $_).Count -eq $null) {1} else {($($Words -eq $_).Count)})).ToString()+", "+$("{0:P2}" -f $(If ($($Words -eq $_).Count -eq $null) {1} else {($($Words -eq $_).Count)})/$Words.Count)).ToString()}
"Word, Count, Frequency"|Out-File $OutputExclusionFilename
$WordFrequencyCSV|Out-File $OutputExclusionFilename -Append
Write-Host "Finished writing word frequency information to the file $OutputExclusionFilename"

```

Appendix G

<i>Class I - Total</i>					
Word	Count	Frequency	Word	Count	Frequency
like	27	5.15%	an	2	0.38%
and	23	4.39%	animal	2	0.38%
i	22	4.20%	any	2	0.38%
the	20	3.82%	can	2	0.38%
it's	16	3.05%	doritos	2	0.38%
it	14	2.67%	favorite	2	0.38%
that	11	2.10%	food	2	0.38%
one	10	1.91%	for	2	0.38%
or	9	1.72%	going	2	0.38%
a	8	1.53%	guy	2	0.38%
to	8	1.53%	his	2	0.38%
because	6	1.15%	hungry	2	0.38%
commercial	6	1.15%	influence	2	0.38%
he	6	1.15%	job	2	0.38%
something	6	1.15%	know	2	0.38%
they	6	1.15%	little	2	0.38%
they're	6	1.15%	m_and_m	2	0.38%
commercials	5	0.95%	no	2	0.38%
is	5	0.95%	not	2	0.38%
me	5	0.95%	off	2	0.38%
my	5	0.95%	on	2	0.38%
of	5	0.95%	orbit	2	0.38%
studentname	5	0.95%	party	2	0.38%
yeah	5	0.95%	people	2	0.38%
annoying	4	0.76%	probably	2	0.38%
be	4	0.76%	really	2	0.38%
don't	4	0.76%	say	2	0.38%
hate	4	0.76%	squinkies	2	0.38%
have	4	0.76%	talking	2	0.38%
so	4	0.76%	up	2	0.38%
those	4	0.76%	use	2	0.38%
you	4	0.76%	very	2	0.38%
about	3	0.57%	want	2	0.38%
are	3	0.57%	we	2	0.38%
but	3	0.57%	what	2	0.38%
funny	3	0.57%	actually	1	0.19%
get	3	0.57%	advertise	1	0.19%
go	3	0.57%	advertises	1	0.19%
good	3	0.57%	all	1	0.19%
had	3	0.57%	allstate	1	0.19%
oh	3	0.57%	always	1	0.19%
that's	3	0.57%	ameristar	1	0.19%
this	3	0.57%	animals	1	0.19%
was	3	0.57%	annoys	1	0.19%
where	3	0.57%	around	1	0.19%
above	2	0.38%	art	1	0.19%

<i>Class I – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
asks	1	0.19%	kept	1	0.19%
at	1	0.19%	kids	1	0.19%
awesome	1	0.19%	kid's	1	0.19%
baby	1	0.19%	kind	1	0.19%
beauty	1	0.19%	la_la_loopsy	1	0.19%
calling	1	0.19%	laughing	1	0.19%
card	1	0.19%	least	1	0.19%
casino	1	0.19%	let	1	0.19%
catchy	1	0.19%	licker	1	0.19%
cause	1	0.19%	lint	1	0.19%
cheer	1	0.19%	locker	1	0.19%
chocolate	1	0.19%	loss	1	0.19%
cliff	1	0.19%	love	1	0.19%
comes	1	0.19%	made	1	0.19%
companies	1	0.19%	make	1	0.19%
dating	1	0.19%	makes	1	0.19%
die	1	0.19%	mannequins	1	0.19%
discover	1	0.19%	math	1	0.19%
does	1	0.19%	maybe	1	0.19%
drugs	1	0.19%	mine's	1	0.19%
eat	1	0.19%	more	1	0.19%
effective	1	0.19%	much	1	0.19%
emotions	1	0.19%	naked	1	0.19%
encouraging	1	0.19%	now	1	0.19%
entertaining	1	0.19%	number	1	0.19%
everyone	1	0.19%	okay	1	0.19%
fast	1	0.19%	old_navy	1	0.19%
feelings	1	0.19%	one's	1	0.19%
fighting	1	0.19%	opera	1	0.19%
forget	1	0.19%	ours	1	0.19%
gets	1	0.19%	out	1	0.19%
girls	1	0.19%	page	1	0.19%
goes	1	0.19%	part	1	0.19%
grandma	1	0.19%	pitched	1	0.19%
guess	1	0.19%	place	1	0.19%
gym	1	0.19%	plastic	1	0.19%
help	1	0.19%	poor	1	0.19%
high	1	0.19%	quadricorn	1	0.19%
hot	1	0.19%	queen	1	0.19%
how	1	0.19%	real	1	0.19%
humane_society	1	0.19%	restaurant	1	0.19%
idea	1	0.19%	saying	1	0.19%
i'm	1	0.19%	says	1	0.19%
in	1	0.19%	science	1	0.19%
instead	1	0.19%	seat	1	0.19%
insurance	1	0.19%	see	1	0.19%
just	1	0.19%	sees	1	0.19%
keep	1	0.19%	sexy	1	0.19%

Class I – Total (cont.)					
Word	Count	Frequency	Word	Count	Frequency
she	1	0.19%	thought	1	0.19%
short	1	0.19%	throw	1	0.19%
singing	1	0.19%	told	1	0.19%
sleep	1	0.19%	treehouse	1	0.19%
snatches	1	0.19%	tv	1	0.19%
song	1	0.19%	two	1	0.19%
song's	1	0.19%	unicorn	1	0.19%
takes	1	0.19%	voices	1	0.19%
teachername	1	0.19%	wasn't	1	0.19%
teens	1	0.19%	waves	1	0.19%
tempurpedic	1	0.19%	websites	1	0.19%
them	1	0.19%	weight	1	0.19%
then	1	0.19%	well	1	0.19%
these	1	0.19%	who	1	0.19%
thing	1	0.19%	with	1	0.19%
think	1	0.19%	world	1	0.19%
thinking	1	0.19%	would	1	0.19%
thinks	1	0.19%			

Class I – Fringe					
Word	Count	Frequency	Word	Count	Frequency
commercial	6	4.17%	art	1	0.69%
commercials	5	3.47%	asks	1	0.69%
studentname	5	3.47%	awesome	1	0.69%
annoying	4	2.78%	baby	1	0.69%
hate	4	2.78%	beauty	1	0.69%
funny	3	2.08%	card	1	0.69%
above	2	1.39%	casino	1	0.69%
animal	2	1.39%	catchy	1	0.69%
doritos	2	1.39%	cause	1	0.69%
favorite	2	1.39%	cheer	1	0.69%
food	2	1.39%	chocolate	1	0.69%
guy	2	1.39%	cliff	1	0.69%
hungry	2	1.39%	companies	1	0.69%
influence	2	1.39%	dating	1	0.69%
m_and_m	2	1.39%	die	1	0.69%
orbit	2	1.39%	discover	1	0.69%
party	2	1.39%	drugs	1	0.69%
squinkies	2	1.39%	effective	1	0.69%
advertise	1	0.69%	emotions	1	0.69%
advertises	1	0.69%	encouraging	1	0.69%
allstate	1	0.69%	entertaining	1	0.69%
ameristar	1	0.69%	feelings	1	0.69%
animals	1	0.69%	fighting	1	0.69%
annoys	1	0.69%	forget	1	0.69%

<i>Class I – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
girls	1	0.69%	opera	1	0.69%
grandma	1	0.69%	page	1	0.69%
guess	1	0.69%	part	1	0.69%
gym	1	0.69%	pitched	1	0.69%
help	1	0.69%	plastic	1	0.69%
hot	1	0.69%	poor	1	0.69%
humane_society	1	0.69%	quadricorn	1	0.69%
idea	1	0.69%	queen	1	0.69%
instead	1	0.69%	restaurant	1	0.69%
insurance	1	0.69%	science	1	0.69%
keep	1	0.69%	seat	1	0.69%
kept	1	0.69%	sees	1	0.69%
kids	1	0.69%	sexy	1	0.69%
kid's	1	0.69%	singing	1	0.69%
la_la_loopsy	1	0.69%	sleep	1	0.69%
laughing	1	0.69%	snatches	1	0.69%
least	1	0.69%	song	1	0.69%
let	1	0.69%	song's	1	0.69%
licker	1	0.69%	teachername	1	0.69%
lint	1	0.69%	teens	1	0.69%
locker	1	0.69%	tempurpedic	1	0.69%
loss	1	0.69%	throw	1	0.69%
love	1	0.69%	treehouse	1	0.69%
mannequins	1	0.69%	tv	1	0.69%
math	1	0.69%	unicorn	1	0.69%
maybe	1	0.69%	voices	1	0.69%
mine's	1	0.69%	wasn't	1	0.69%
naked	1	0.69%	waves	1	0.69%
number	1	0.69%	websites	1	0.69%
okay	1	0.69%	weight	1	0.69%
old_navy	1	0.69%	world	1	0.69%
one's	1	0.69%			

<i>Class I – Context Core</i>					
Word	Count	Frequency	Word	Count	Frequency
like	27	5.15%	commercial	6	1.15%
and	23	4.39%	he	6	1.15%
i	22	4.20%	something	6	1.15%
the	20	3.82%	they	6	1.15%
it's	16	3.05%	they're	6	1.15%
it	14	2.67%	commercials	5	0.95%
that	11	2.10%	is	5	0.95%
one	10	1.91%	me	5	0.95%
or	9	1.72%	my	5	0.95%
a	8	1.53%	of	5	0.95%
to	8	1.53%	studentname	5	0.95%
because	6	1.15%	yeah	5	0.95%

<i>Class I – Context Core</i>					
Word	Count	Frequency	Word	Count	Frequency
annoying	4	0.76%	say	2	0.38%
be	4	0.76%	squinkies	2	0.38%
don't	4	0.76%	talking	2	0.38%
hate	4	0.76%	up	2	0.38%
have	4	0.76%	use	2	0.38%
so	4	0.76%	very	2	0.38%
those	4	0.76%	want	2	0.38%
you	4	0.76%	we	2	0.38%
about	3	0.57%	what	2	0.38%
are	3	0.57%	actually	1	0.19%
but	3	0.57%	advertise	1	0.19%
funny	3	0.57%	advertises	1	0.19%
get	3	0.57%	all	1	0.19%
go	3	0.57%	allstate	1	0.19%
good	3	0.57%	always	1	0.19%
had	3	0.57%	ameristar	1	0.19%
oh	3	0.57%	animals	1	0.19%
that's	3	0.57%	annoys	1	0.19%
this	3	0.57%	around	1	0.19%
was	3	0.57%	art	1	0.19%
where	3	0.57%	asks	1	0.19%
above	2	0.38%	at	1	0.19%
an	2	0.38%	awesome	1	0.19%
animal	2	0.38%	baby	1	0.19%
any	2	0.38%	beauty	1	0.19%
can	2	0.38%	calling	1	0.19%
doritos	2	0.38%	card	1	0.19%
favorite	2	0.38%	casino	1	0.19%
food	2	0.38%	catchy	1	0.19%
for	2	0.38%	cause	1	0.19%
going	2	0.38%	cheer	1	0.19%
guy	2	0.38%	chocolate	1	0.19%
his	2	0.38%	cliff	1	0.19%
hungry	2	0.38%	comes	1	0.19%
influence	2	0.38%	companies	1	0.19%
job	2	0.38%	dating	1	0.19%
know	2	0.38%	die	1	0.19%
little	2	0.38%	discover	1	0.19%
m_and_m	2	0.38%	does	1	0.19%
no	2	0.38%	drugs	1	0.19%
not	2	0.38%	eat	1	0.19%
off	2	0.38%	effective	1	0.19%
on	2	0.38%	emotions	1	0.19%
orbit	2	0.38%	encouraging	1	0.19%
party	2	0.38%	entertaining	1	0.19%
people	2	0.38%	everyone	1	0.19%
probably	2	0.38%	fast	1	0.19%
really	2	0.38%			

Class 2 - Total					
Word	Count	Frequency	Word	Count	Frequency
the	78	5.56%	can	5	0.36%
i	35	2.50%	country	5	0.36%
like	31	2.21%	do	5	0.36%
it	30	2.14%	down	5	0.36%
a	26	1.85%	get	5	0.36%
to	24	1.71%	had	5	0.36%
and	23	1.64%	one	5	0.36%
of	23	1.64%	river	5	0.36%
they	20	1.43%	they're	5	0.36%
have	19	1.36%	this	5	0.36%
you	18	1.28%	thought	5	0.36%
no	16	1.14%	too	5	0.36%
what	16	1.14%	transferred	5	0.36%
that	15	1.07%	well	5	0.36%
yeah	15	1.07%	were	5	0.36%
in	14	1.00%	wrong	5	0.36%
be	13	0.93%	an	4	0.29%
but	13	0.93%	arkansas	4	0.29%
because	12	0.86%	around	4	0.29%
if	12	0.86%	by	4	0.29%
it's	12	0.86%	didn't	4	0.29%
oh	12	0.86%	he	4	0.29%
put	12	0.86%	incorporated	4	0.29%
so	12	0.86%	into	4	0.29%
okay	11	0.78%	just	4	0.29%
that's	10	0.71%	major	4	0.29%
know	9	0.64%	make	4	0.29%
localtown	9	0.64%	mountain	4	0.29%
more	9	0.64%	national	4	0.29%
snow	9	0.64%	not	4	0.29%
them	9	0.64%	on	4	0.29%
there	9	0.64%	or	4	0.29%
was	9	0.64%	park	4	0.29%
don't	8	0.57%	people	4	0.29%
from	8	0.57%	power	4	0.29%
is	8	0.57%	rain	4	0.29%
studentname	8	0.57%	thick	4	0.29%
we	8	0.57%	things	4	0.29%
would	7	0.50%	thinking	4	0.29%
wouldn't	7	0.50%	up	4	0.29%
all	6	0.43%	where	4	0.29%
doesn't	6	0.43%	another	3	0.21%
got	6	0.43%	appalachian	3	0.21%
mountains	6	0.43%	are	3	0.21%
said	6	0.43%	area	3	0.21%
about	5	0.36%	between	3	0.21%
away	5	0.36%	bunch	3	0.21%
been	5	0.36%	coast	3	0.21%

<i>Class 2 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
does	3	0.21%	environment	2	0.14%
farther	3	0.21%	equator	2	0.14%
forest	3	0.21%	exports	2	0.14%
going	3	0.21%	fall	2	0.14%
growing	3	0.21%	flows	2	0.14%
has	3	0.21%	for	2	0.14%
how	3	0.21%	fossil	2	0.14%
keep	3	0.21%	fun	2	0.14%
live	3	0.21%	give	2	0.14%
longer	3	0.21%	go	2	0.14%
lot	3	0.21%	half	2	0.14%
my	3	0.21%	heat	2	0.14%
new_york	3	0.21%	isn't	2	0.14%
number	3	0.21%	jobs	2	0.14%
question	3	0.21%	localtown's	2	0.14%
read	3	0.21%	made	2	0.14%
rockies	3	0.21%	making	2	0.14%
same	3	0.21%	many	2	0.14%
saying	3	0.21%	me	2	0.14%
shorter	3	0.21%	mean	2	0.14%
side	3	0.21%	means	2	0.14%
since	3	0.21%	mississippi	2	0.14%
something	3	0.21%	much	2	0.14%
then	3	0.21%	nile	2	0.14%
war	3	0.21%	only	2	0.14%
warm	3	0.21%	our	2	0.14%
water	3	0.21%	outside	2	0.14%
why	3	0.21%	page	2	0.14%
year	3	0.21%	part	2	0.14%
you're	3	0.21%	phosphate	2	0.14%
zoo	3	0.21%	platte	2	0.14%
always	2	0.14%	price	2	0.14%
animals	2	0.14%	quebec	2	0.14%
annexed	2	0.14%	right	2	0.14%
appalachians	2	0.14%	rivers	2	0.14%
areas	2	0.14%	rocky	2	0.14%
being	2	0.14%	say	2	0.14%
breaks	2	0.14%	school	2	0.14%
central	2	0.14%	six	2	0.14%
city	2	0.14%	spain	2	0.14%
civil	2	0.14%	st_louis	2	0.14%
climate	2	0.14%	states	2	0.14%
clothes	2	0.14%	territory	2	0.14%
cold	2	0.14%	their	2	0.14%
could	2	0.14%	there's	2	0.14%
dry	2	0.14%	three	2	0.14%
east	2	0.14%	tunnel	2	0.14%
ecosystems	2	0.14%	twenty	2	0.14%

<i>Class 2 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
two	2	0.14%	coniferous	1	0.07%
u_s	2	0.14%	conserve	1	0.07%
uncle	2	0.14%	continent	1	0.07%
uranium	2	0.14%	copper	1	0.07%
valleys	2	0.14%	crops	1	0.07%
we're	2	0.14%	dallas	1	0.07%
with	2	0.14%	date	1	0.07%
ability	1	0.07%	deciduous	1	0.07%
able	1	0.07%	demand	1	0.07%
actually	1	0.07%	did	1	0.07%
affect	1	0.07%	direction	1	0.07%
affected	1	0.07%	drain	1	0.07%
affects	1	0.07%	drained	1	0.07%
after	1	0.07%	dryest	1	0.07%
ago	1	0.07%	dumb	1	0.07%
alright	1	0.07%	easter	1	0.07%
amazon	1	0.07%	eat	1	0.07%
arctic	1	0.07%	ecosystem	1	0.07%
as	1	0.07%	edges	1	0.07%
at	1	0.07%	education	1	0.07%
atlantic	1	0.07%	effect	1	0.07%
available	1	0.07%	effects	1	0.07%
barely	1	0.07%	else	1	0.07%
based	1	0.07%	ended	1	0.07%
basic	1	0.07%	erosion	1	0.07%
basin	1	0.07%	everything	1	0.07%
better	1	0.07%	example	1	0.07%
big	1	0.07%	falls	1	0.07%
bit	1	0.07%	farm	1	0.07%
boats	1	0.07%	fed	1	0.07%
boston	1	0.07%	find	1	0.07%
boundary	1	0.07%	florida	1	0.07%
british	1	0.07%	flow	1	0.07%
build	1	0.07%	flowing	1	0.07%
calgary	1	0.07%	flushed	1	0.07%
california	1	0.07%	four	1	0.07%
canada	1	0.07%	french	1	0.07%
can't	1	0.07%	fuel	1	0.07%
canyon	1	0.07%	fuels	1	0.07%
car	1	0.07%	gas	1	0.07%
carry	1	0.07%	god	1	0.07%
ceded	1	0.07%	gold	1	0.07%
citizens	1	0.07%	grand	1	0.07%
coal	1	0.07%	grasslands	1	0.07%
colder	1	0.07%	greater	1	0.07%
come	1	0.07%	group	1	0.07%
comes	1	0.07%	groups	1	0.07%
conflicts	1	0.07%	guys	1	0.07%

<i>Class 2 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
happens	1	0.07%	mexico	1	0.07%
haven't	1	0.07%	mhm	1	0.07%
healthcare	1	0.07%	miami	1	0.07%
healthier	1	0.07%	mid_latitude	1	0.07%
heard	1	0.07%	might	1	0.07%
here	1	0.07%	missouri	1	0.07%
highlands	1	0.07%	mixed	1	0.07%
hills	1	0.07%	money	1	0.07%
hinges	1	0.07%	moron	1	0.07%
his	1	0.07%	most	1	0.07%
history	1	0.07%	natural	1	0.07%
horrible	1	0.07%	needed	1	0.07%
housing	1	0.07%	never	1	0.07%
houston	1	0.07%	new_orleans	1	0.07%
human	1	0.07%	next	1	0.07%
hydro_power	1	0.07%	nonlocalstate	1	0.07%
hydroelectric	1	0.07%	nonlocaltown	1	0.07%
ice	1	0.07%	nonlocaltown's	1	0.07%
i'm	1	0.07%	north	1	0.07%
imagine	1	0.07%	northeast	1	0.07%
imports	1	0.07%	northern	1	0.07%
indian	1	0.07%	nothing	1	0.07%
influence	1	0.07%	nutrition	1	0.07%
insulation	1	0.07%	occurred	1	0.07%
introduced	1	0.07%	ocean	1	0.07%
invaded	1	0.07%	off	1	0.07%
knocking	1	0.07%	ohio	1	0.07%
land	1	0.07%	old	1	0.07%
large	1	0.07%	ones	1	0.07%
last	1	0.07%	open	1	0.07%
lead	1	0.07%	opposing	1	0.07%
learning	1	0.07%	opposite	1	0.07%
leave	1	0.07%	other	1	0.07%
leeward	1	0.07%	out	1	0.07%
less	1	0.07%	over	1	0.07%
let	1	0.07%	pacific	1	0.07%
line	1	0.07%	paper	1	0.07%
little	1	0.07%	pay	1	0.07%
long	1	0.07%	per	1	0.07%
look	1	0.07%	person	1	0.07%
los_angeles	1	0.07%	phoenix	1	0.07%
machine	1	0.07%	picnics	1	0.07%
makes	1	0.07%	plow	1	0.07%
manufacturing	1	0.07%	plows	1	0.07%
map	1	0.07%	points	1	0.07%
marks	1	0.07%	polished	1	0.07%
measurement	1	0.07%	pollution	1	0.07%
messed	1	0.07%	populated	1	0.07%

<i>Class 2 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
practically	1	0.07%	temperate	1	0.07%
protected	1	0.07%	than	1	0.07%
quite	1	0.07%	they'd	1	0.07%
rainfall	1	0.07%	thing	1	0.07%
raise	1	0.07%	think	1	0.07%
really	1	0.07%	though	1	0.07%
reduced	1	0.07%	through	1	0.07%
region	1	0.07%	time	1	0.07%
residential	1	0.07%	towards	1	0.07%
resources	1	0.07%	trash	1	0.07%
rocks	1	0.07%	trying	1	0.07%
rule	1	0.07%	turns	1	0.07%
ruling	1	0.07%	understand	1	0.07%
san_antonio	1	0.07%	united	1	0.07%
san_francisco	1	0.07%	united_states	1	0.07%
says	1	0.07%	us	1	0.07%
scare	1	0.07%	use	1	0.07%
scratch	1	0.07%	want	1	0.07%
season	1	0.07%	wanted	1	0.07%
seasons	1	0.07%	wants	1	0.07%
see	1	0.07%	warmer	1	0.07%
selling	1	0.07%	washington_d_c	1	0.07%
semester	1	0.07%	wasn't	1	0.07%
sense	1	0.07%	weird	1	0.07%
separated	1	0.07%	went	1	0.07%
separates	1	0.07%	wet	1	0.07%
seven	1	0.07%	wheel	1	0.07%
shadow	1	0.07%	wheels	1	0.07%
she	1	0.07%	when	1	0.07%
shift	1	0.07%	where's	1	0.07%
should	1	0.07%	whoa	1	0.07%
sides	1	0.07%	whole	1	0.07%
silver	1	0.07%	who's	1	0.07%
soil	1	0.07%	wildlife	1	0.07%
sound	1	0.07%	will	1	0.07%
south	1	0.07%	wind	1	0.07%
southwest	1	0.07%	wood	1	0.07%
southwestern	1	0.07%	work	1	0.07%
steeper	1	0.07%	worth	1	0.07%
stinks	1	0.07%	write	1	0.07%
stop	1	0.07%	wrote	1	0.07%
streams	1	0.07%	LocalCity	1	0.07%
subject	1	0.07%	OmittedName	1	0.07%
take	1	0.07%	yep	1	0.07%
talking	1	0.07%	yes	1	0.07%
taller	1	0.07%	yet	1	0.07%
teachername	1	0.07%	you've	1	0.07%
tear	1	0.07%			

<i>Class 2 – Fringe</i>					
Word	Count	Frequency	Word	Count	Frequency
okay	11	2.31%	civil	2	0.42%
localtown	9	1.89%	climate	2	0.42%
snow	9	1.89%	clothes	2	0.42%
studentname	8	1.68%	cold	2	0.42%
mountains	6	1.26%	dry	2	0.42%
away	5	1.05%	east	2	0.42%
country	5	1.05%	ecosystems	2	0.42%
river	5	1.05%	environment	2	0.42%
transferred	5	1.05%	equator	2	0.42%
wrong	5	1.05%	exports	2	0.42%
arkansas	4	0.84%	fall	2	0.42%
incorporated	4	0.84%	flows	2	0.42%
major	4	0.84%	fossil	2	0.42%
mountain	4	0.84%	fun	2	0.42%
national	4	0.84%	half	2	0.42%
park	4	0.84%	heat	2	0.42%
power	4	0.84%	localtown's	2	0.42%
rain	4	0.84%	mississippi	2	0.42%
thick	4	0.84%	nile	2	0.42%
appalachian	3	0.63%	page	2	0.42%
area	3	0.63%	part	2	0.42%
between	3	0.63%	phosphate	2	0.42%
bunch	3	0.63%	platte	2	0.42%
coast	3	0.63%	price	2	0.42%
forest	3	0.63%	quebec	2	0.42%
growing	3	0.63%	rivers	2	0.42%
keep	3	0.63%	rocky	2	0.42%
live	3	0.63%	school	2	0.42%
lot	3	0.63%	six	2	0.42%
new_york	3	0.63%	spain	2	0.42%
number	3	0.63%	st_louis	2	0.42%
question	3	0.63%	states	2	0.42%
read	3	0.63%	territory	2	0.42%
rockies	3	0.63%	tunnel	2	0.42%
side	3	0.63%	twenty	2	0.42%
since	3	0.63%	u_s	2	0.42%
war	3	0.63%	uncle	2	0.42%
warm	3	0.63%	uranium	2	0.42%
water	3	0.63%	valleys	2	0.42%
zoo	3	0.63%	we're	2	0.42%
animals	2	0.42%	ability	1	0.21%
annexed	2	0.42%	able	1	0.21%
appalachians	2	0.42%	affect	1	0.21%
areas	2	0.42%	affected	1	0.21%
being	2	0.42%	affects	1	0.21%
breaks	2	0.42%	ago	1	0.21%
central	2	0.42%	alright	1	0.21%
city	2	0.42%	amazon	1	0.21%

<i>Class 2 – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
arctic	1	0.21%	fed	1	0.21%
atlantic	1	0.21%	florida	1	0.21%
available	1	0.21%	flow	1	0.21%
barely	1	0.21%	flowing	1	0.21%
based	1	0.21%	flushed	1	0.21%
basic	1	0.21%	french	1	0.21%
basin	1	0.21%	fuel	1	0.21%
bit	1	0.21%	fuels	1	0.21%
boats	1	0.21%	gas	1	0.21%
boston	1	0.21%	god	1	0.21%
boundary	1	0.21%	gold	1	0.21%
british	1	0.21%	grand	1	0.21%
build	1	0.21%	grasslands	1	0.21%
calgary	1	0.21%	greater	1	0.21%
california	1	0.21%	group	1	0.21%
canada	1	0.21%	groups	1	0.21%
canyon	1	0.21%	guys	1	0.21%
car	1	0.21%	happens	1	0.21%
carry	1	0.21%	healthcare	1	0.21%
ceded	1	0.21%	healthier	1	0.21%
citizens	1	0.21%	heard	1	0.21%
coal	1	0.21%	highlands	1	0.21%
colder	1	0.21%	hills	1	0.21%
conflicts	1	0.21%	hinges	1	0.21%
coniferous	1	0.21%	history	1	0.21%
conserve	1	0.21%	horrible	1	0.21%
continent	1	0.21%	houston	1	0.21%
copper	1	0.21%	human	1	0.21%
crops	1	0.21%	hydro_power	1	0.21%
dallas	1	0.21%	hydroelectric	1	0.21%
date	1	0.21%	ice	1	0.21%
deciduous	1	0.21%	imagine	1	0.21%
demand	1	0.21%	imports	1	0.21%
direction	1	0.21%	indian	1	0.21%
drain	1	0.21%	influence	1	0.21%
drained	1	0.21%	insulation	1	0.21%
dryest	1	0.21%	introduced	1	0.21%
dumb	1	0.21%	invaded	1	0.21%
easter	1	0.21%	knocking	1	0.21%
ecosystem	1	0.21%	land	1	0.21%
edges	1	0.21%	lead	1	0.21%
education	1	0.21%	learning	1	0.21%
effect	1	0.21%	leave	1	0.21%
effects	1	0.21%	leeward	1	0.21%
erosion	1	0.21%	let	1	0.21%
example	1	0.21%	line	1	0.21%
falls	1	0.21%	los_angeles	1	0.21%
farm	1	0.21%	machine	1	0.21%

<i>Class 2 – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
manufacturing	1	0.21%	residential	1	0.21%
map	1	0.21%	resources	1	0.21%
marks	1	0.21%	rocks	1	0.21%
measurement	1	0.21%	rule	1	0.21%
messed	1	0.21%	ruling	1	0.21%
mexico	1	0.21%	san_antonio	1	0.21%
mhm	1	0.21%	san_francisco	1	0.21%
miami	1	0.21%	scare	1	0.21%
mid_latitude	1	0.21%	scratch	1	0.21%
missouri	1	0.21%	season	1	0.21%
mixed	1	0.21%	seasons	1	0.21%
moron	1	0.21%	selling	1	0.21%
natural	1	0.21%	semester	1	0.21%
needed	1	0.21%	sense	1	0.21%
new_orleans	1	0.21%	separated	1	0.21%
nonlocalstate	1	0.21%	separates	1	0.21%
nonlocaltown	1	0.21%	seven	1	0.21%
nonlocaltown's	1	0.21%	shadow	1	0.21%
north	1	0.21%	shift	1	0.21%
northeast	1	0.21%	sides	1	0.21%
northern	1	0.21%	silver	1	0.21%
nutrition	1	0.21%	soil	1	0.21%
occurred	1	0.21%	sound	1	0.21%
ocean	1	0.21%	south	1	0.21%
ohio	1	0.21%	southwest	1	0.21%
ones	1	0.21%	southwestern	1	0.21%
open	1	0.21%	steeper	1	0.21%
opposing	1	0.21%	stinks	1	0.21%
opposite	1	0.21%	streams	1	0.21%
pacific	1	0.21%	subject	1	0.21%
paper	1	0.21%	taller	1	0.21%
pay	1	0.21%	teachername	1	0.21%
per	1	0.21%	tear	1	0.21%
person	1	0.21%	temperate	1	0.21%
phoenix	1	0.21%	they'd	1	0.21%
picnics	1	0.21%	towards	1	0.21%
plow	1	0.21%	trash	1	0.21%
plows	1	0.21%	trying	1	0.21%
points	1	0.21%	turns	1	0.21%
polished	1	0.21%	understand	1	0.21%
pollution	1	0.21%	united	1	0.21%
populated	1	0.21%	united_states	1	0.21%
practically	1	0.21%	warmer	1	0.21%
protected	1	0.21%	washington_d_c	1	0.21%
rainfall	1	0.21%	wasn't	1	0.21%
raise	1	0.21%	weird	1	0.21%
reduced	1	0.21%	wet	1	0.21%
region	1	0.21%	wheel	1	0.21%

<i>Class 2 – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
wheels	1	0.21%	worth	1	0.21%
whoa	1	0.21%	write	1	0.21%
whole	1	0.21%	wrote	1	0.21%
who's	1	0.21%	LocalCity	1	0.21%
wildlife	1	0.21%	OmittedName	1	0.21%
wind	1	0.21%	yep	1	0.21%
wood	1	0.21%	yet	1	0.21%

<i>Class 2 – Context Core</i>					
Word	Count	Frequency	Word	Count	Frequency
the	78	5.56%	we	8	0.57%
i	35	2.50%	would	7	0.50%
like	31	2.21%	wouldn't	7	0.50%
it	30	2.14%	all	6	0.43%
a	26	1.85%	doesn't	6	0.43%
to	24	1.71%	got	6	0.43%
and	23	1.64%	mountains	6	0.43%
of	23	1.64%	said	6	0.43%
they	20	1.43%	about	5	0.36%
have	19	1.36%	away	5	0.36%
you	18	1.28%	been	5	0.36%
no	16	1.14%	can	5	0.36%
what	16	1.14%	country	5	0.36%
that	15	1.07%	do	5	0.36%
yeah	15	1.07%	down	5	0.36%
in	14	1.00%	get	5	0.36%
be	13	0.93%	had	5	0.36%
but	13	0.93%	one	5	0.36%
because	12	0.86%	river	5	0.36%
if	12	0.86%	they're	5	0.36%
it's	12	0.86%	this	5	0.36%
oh	12	0.86%	thought	5	0.36%
put	12	0.86%	too	5	0.36%
so	12	0.86%	transferred	5	0.36%
okay	11	0.78%	well	5	0.36%
that's	10	0.71%	were	5	0.36%
know	9	0.64%	wrong	5	0.36%
localtown	9	0.64%	an	4	0.29%
more	9	0.64%	arkansas	4	0.29%
snow	9	0.64%	around	4	0.29%
them	9	0.64%	by	4	0.29%
there	9	0.64%	didn't	4	0.29%
was	9	0.64%	he	4	0.29%
don't	8	0.57%	incorporated	4	0.29%
from	8	0.57%	into	4	0.29%
is	8	0.57%	just	4	0.29%
studentname	8	0.57%	major	4	0.29%

Class 2 – Context Core (cont.)					
Word	Count	Frequency	Word	Count	Frequency
make	4	0.29%	water	3	0.21%
mountain	4	0.29%	why	3	0.21%
national	4	0.29%	year	3	0.21%
not	4	0.29%	you're	3	0.21%
on	4	0.29%	zoo	3	0.21%
or	4	0.29%	always	2	0.14%
park	4	0.29%	animals	2	0.14%
people	4	0.29%	annexed	2	0.14%
power	4	0.29%	appalachians	2	0.14%
rain	4	0.29%	areas	2	0.14%
thick	4	0.29%	being	2	0.14%
things	4	0.29%	breaks	2	0.14%
thinking	4	0.29%	central	2	0.14%
up	4	0.29%	city	2	0.14%
where	4	0.29%	civil	2	0.14%
another	3	0.21%	climate	2	0.14%
appalachian	3	0.21%	clothes	2	0.14%
are	3	0.21%	cold	2	0.14%
area	3	0.21%	could	2	0.14%
between	3	0.21%	dry	2	0.14%
bunch	3	0.21%	east	2	0.14%
coast	3	0.21%	ecosystems	2	0.14%
does	3	0.21%	environment	2	0.14%
farther	3	0.21%	equator	2	0.14%
forest	3	0.21%	exports	2	0.14%
going	3	0.21%	fall	2	0.14%
growing	3	0.21%	flows	2	0.14%
has	3	0.21%	for	2	0.14%
how	3	0.21%	fossil	2	0.14%
keep	3	0.21%	fun	2	0.14%
live	3	0.21%	give	2	0.14%
longer	3	0.21%	go	2	0.14%
lot	3	0.21%	half	2	0.14%
my	3	0.21%	heat	2	0.14%
new_york	3	0.21%	isn't	2	0.14%
number	3	0.21%	jobs	2	0.14%
question	3	0.21%	localtown's	2	0.14%
read	3	0.21%	made	2	0.14%
rockies	3	0.21%	making	2	0.14%
same	3	0.21%	many	2	0.14%
saying	3	0.21%	me	2	0.14%
shorter	3	0.21%	mean	2	0.14%
side	3	0.21%	means	2	0.14%
since	3	0.21%	mississippi	2	0.14%
something	3	0.21%	much	2	0.14%
then	3	0.21%	nile	2	0.14%
war	3	0.21%	only	2	0.14%
warm	3	0.21%	our	2	0.14%

Class 2 – Context Core (cont.)					
Word	Count	Frequency	Word	Count	Frequency
outside	2	0.14%	territory	2	0.14%
page	2	0.14%	their	2	0.14%
part	2	0.14%	there's	2	0.14%
phosphate	2	0.14%	three	2	0.14%
platte	2	0.14%	tunnel	2	0.14%
price	2	0.14%	twenty	2	0.14%
quebec	2	0.14%	two	2	0.14%
right	2	0.14%	u_s	2	0.14%
rivers	2	0.14%	uncle	2	0.14%
rocky	2	0.14%	uranium	2	0.14%
say	2	0.14%	valleys	2	0.14%
school	2	0.14%	we're	2	0.14%
six	2	0.14%	with	2	0.14%
spain	2	0.14%	ability	1	0.07%
st_louis	2	0.14%	able	1	0.07%
states	2	0.14%			

Class 3 – Total					
Word	Count	Frequency	Word	Count	Frequency
the	36	3.87%	from	6	0.64%
they	30	3.22%	no	6	0.64%
a	24	2.58%	not	6	0.64%
and	23	2.47%	people	6	0.64%
i	23	2.47%	really	6	0.64%
it	23	2.47%	this	6	0.64%
like	22	2.36%	don't	5	0.54%
to	19	2.04%	his	5	0.54%
of	14	1.50%	if	5	0.54%
in	13	1.40%	said	5	0.54%
was	13	1.40%	them	5	0.54%
that	12	1.29%	then	5	0.54%
he	11	1.18%	thing	5	0.54%
their	10	1.07%	about	4	0.43%
but	9	0.97%	did	4	0.43%
it's	9	0.97%	going	4	0.43%
yeah	9	0.97%	have	4	0.43%
be	8	0.86%	him	4	0.43%
so	8	0.86%	is	4	0.43%
think	8	0.86%	lot	4	0.43%
you	8	0.86%	mountains	4	0.43%
get	7	0.75%	my	4	0.43%
got	7	0.75%	oh	4	0.43%
land	7	0.75%	one	4	0.43%
on	7	0.75%	these	4	0.43%
or	7	0.75%	we	4	0.43%
something	7	0.75%	when	4	0.43%
could	6	0.64%	with	4	0.43%

<i>Class 3 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
away	3	0.32%	fight	2	0.21%
because	3	0.32%	four	2	0.21%
black	3	0.32%	getting	2	0.21%
didn't	3	0.32%	go	2	0.21%
forgot	3	0.32%	goes	2	0.21%
found	3	0.32%	gold	2	0.21%
guy	3	0.32%	good	2	0.21%
huge	3	0.32%	had	2	0.21%
i'm	3	0.32%	how	2	0.21%
indians	3	0.32%	information	2	0.21%
laramie	3	0.32%	jimmy_john's	2	0.21%
name	3	0.32%	just	2	0.21%
only	3	0.32%	kind	2	0.21%
other	3	0.32%	lose	2	0.21%
out	3	0.32%	manslaughter	2	0.21%
rocky	3	0.32%	maybe	2	0.21%
say	3	0.32%	mine	2	0.21%
some	3	0.32%	old	2	0.21%
sure	3	0.32%	outside	2	0.21%
that's	3	0.32%	parking	2	0.21%
there	3	0.32%	paul	2	0.21%
there's	3	0.32%	prison	2	0.21%
through	3	0.32%	put	2	0.21%
trail	3	0.32%	seems	2	0.21%
want	3	0.32%	settlers	2	0.21%
what	3	0.32%	short	2	0.21%
wouldn't	3	0.32%	still	2	0.21%
after	2	0.21%	stomach	2	0.21%
alligator	2	0.21%	take	2	0.21%
also	2	0.21%	they'd	2	0.21%
anything	2	0.21%	though	2	0.21%
are	2	0.21%	thought	2	0.21%
at	2	0.21%	trash	2	0.21%
back	2	0.21%	two	2	0.21%
bag	2	0.21%	up	2	0.21%
body	2	0.21%	us	2	0.21%
can	2	0.21%	use	2	0.21%
charged	2	0.21%	war	2	0.21%
cut	2	0.21%	wasn't	2	0.21%
cuts	2	0.21%	were	2	0.21%
disposal	2	0.21%	wife	2	0.21%
do	2	0.21%	would	2	0.21%
doing	2	0.21%	acts	1	0.11%
done	2	0.21%	admitted	1	0.11%
down	2	0.21%	alive	1	0.11%
else	2	0.21%	all	1	0.11%
feather	2	0.21%	alright	1	0.11%
fifteen	2	0.21%	an	1	0.11%

<i>Class 3 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
any	1	0.11%	farm	1	0.11%
appalachians	1	0.11%	feathers	1	0.11%
applied	1	0.11%	fell	1	0.11%
approval	1	0.11%	fifty	1	0.11%
argument	1	0.11%	fight	1	0.11%
armor	1	0.11%	following	1	0.11%
army	1	0.11%	for	1	0.11%
attacking	1	0.11%	fort	1	0.11%
backs	1	0.11%	girl	1	0.11%
bar	1	0.11%	give	1	0.11%
believe	1	0.11%	government	1	0.11%
best	1	0.11%	greece	1	0.11%
between	1	0.11%	ground	1	0.11%
bit	1	0.11%	grow	1	0.11%
brother	1	0.11%	guerilla	1	0.11%
brought	1	0.11%	guys	1	0.11%
building	1	0.11%	hair	1	0.11%
burn	1	0.11%	harry	1	0.11%
bush	1	0.11%	he'll	1	0.11%
california	1	0.11%	help	1	0.11%
cat	1	0.11%	hey	1	0.11%
catch	1	0.11%	hills	1	0.11%
catfish	1	0.11%	hit	1	0.11%
caught	1	0.11%	hunting	1	0.11%
chasing	1	0.11%	improper	1	0.11%
civil	1	0.11%	indian	1	0.11%
cloud	1	0.11%	into	1	0.11%
coming	1	0.11%	involuntary	1	0.11%
cool	1	0.11%	iowa	1	0.11%
council	1	0.11%	iran	1	0.11%
crazy	1	0.11%	isn't	1	0.11%
deal	1	0.11%	jumping	1	0.11%
decided	1	0.11%	kid	1	0.11%
deeds	1	0.11%	kids	1	0.11%
died	1	0.11%	kill	1	0.11%
dies	1	0.11%	killing	1	0.11%
dirt	1	0.11%	kitchen	1	0.11%
dog	1	0.11%	know	1	0.11%
dreams	1	0.11%	leaders	1	0.11%
each	1	0.11%	least	1	0.11%
earth	1	0.11%	left	1	0.11%
eat	1	0.11%	length	1	0.11%
eating	1	0.11%	lion	1	0.11%
enough	1	0.11%	little	1	0.11%
even	1	0.11%	lived	1	0.11%
ever	1	0.11%	long	1	0.11%
everything	1	0.11%	looks	1	0.11%
face	1	0.11%	lost	1	0.11%

<i>Class 3 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
main	1	0.11%	same	1	0.11%
matter	1	0.11%	says	1	0.11%
mess	1	0.11%	scorched	1	0.11%
metals	1	0.11%	search	1	0.11%
might've	1	0.11%	secondary	1	0.11%
miners	1	0.11%	see	1	0.11%
miracle	1	0.11%	settle	1	0.11%
mmhmm	1	0.11%	settling	1	0.11%
money	1	0.11%	seven	1	0.11%
mountain	1	0.11%	shrooms	1	0.11%
much	1	0.11%	sick	1	0.11%
murder	1	0.11%	slaughtered	1	0.11%
necklace	1	0.11%	sneaking	1	0.11%
need	1	0.11%	soldiers	1	0.11%
never	1	0.11%	somebody	1	0.11%
news	1	0.11%	somewhere	1	0.11%
notes	1	0.11%	sprouts	1	0.11%
okay	1	0.11%	squatting	1	0.11%
oklahoma	1	0.11%	started	1	0.11%
ones	1	0.11%	starting	1	0.11%
open	1	0.11%	stay	1	0.11%
orange	1	0.11%	stop	1	0.11%
over	1	0.11%	stops	1	0.11%
oxygen	1	0.11%	stuff	1	0.11%
panther	1	0.11%	surrender	1	0.11%
pass	1	0.11%	survived	1	0.11%
person	1	0.11%	sweet	1	0.11%
phone	1	0.11%	talked	1	0.11%
plan	1	0.11%	target	1	0.11%
planning	1	0.11%	tell	1	0.11%
precious	1	0.11%	temple	1	0.11%
pressure	1	0.11%	they're	1	0.11%
primary	1	0.11%	things	1	0.11%
prince	1	0.11%	those	1	0.11%
probably	1	0.11%	threw	1	0.11%
property	1	0.11%	tiger	1	0.11%
punched	1	0.11%	toilets	1	0.11%
ready	1	0.11%	told	1	0.11%
reason	1	0.11%	took	1	0.11%
recent	1	0.11%	tourism	1	0.11%
recognized	1	0.11%	travelers	1	0.11%
red	1	0.11%	tube	1	0.11%
reservation	1	0.11%	until	1	0.11%
reserves	1	0.11%	very	1	0.11%
revolutionary	1	0.11%	virginia_city	1	0.11%
rotten	1	0.11%	vision	1	0.11%
running	1	0.11%	wait	1	0.11%
rush	1	0.11%	wanted	1	0.11%

Class 3 – Total (cont.)					
Word	Count	Frequency	Word	Count	Frequency
wants	1	0.11%	where	1	0.11%
warfare	1	0.11%	whole	1	0.11%
water	1	0.11%	won't	1	0.11%
well	1	0.11%	wyoming	1	0.11%
went	1	0.11%	OmittedName	1	0.11%
we're	1	0.11%	you'd	1	0.11%
west	1	0.11%	you've	1	0.11%
whenever	1	0.11%			

Class 3 – Fringe					
Word	Count	Frequency	Word	Count	Frequency
land	7	2.63%	still	2	0.75%
lot	4	1.50%	stomach	2	0.75%
mountains	4	1.50%	they'd	2	0.75%
away	3	1.13%	trash	2	0.75%
black	3	1.13%	war	2	0.75%
forgot	3	1.13%	wasn't	2	0.75%
guy	3	1.13%	acts	1	0.38%
huge	3	1.13%	admitted	1	0.38%
indians	3	1.13%	alive	1	0.38%
laramie	3	1.13%	alright	1	0.38%
name	3	1.13%	appalachians	1	0.38%
rocky	3	1.13%	applied	1	0.38%
sure	3	1.13%	approval	1	0.38%
trail	3	1.13%	argument	1	0.38%
alligator	2	0.75%	armor	1	0.38%
also	2	0.75%	army	1	0.38%
bag	2	0.75%	attacking	1	0.38%
body	2	0.75%	backs	1	0.38%
charged	2	0.75%	bar	1	0.38%
cut	2	0.75%	believe	1	0.38%
cuts	2	0.75%	between	1	0.38%
disposal	2	0.75%	bit	1	0.38%
feather	2	0.75%	brother	1	0.38%
fifteen	2	0.75%	building	1	0.38%
fight	2	0.75%	burn	1	0.38%
gold	2	0.75%	bush	1	0.38%
information	2	0.75%	california	1	0.38%
jimmy_john's	2	0.75%	cat	1	0.38%
lose	2	0.75%	catch	1	0.38%
manslaughter	2	0.75%	catfish	1	0.38%
maybe	2	0.75%	caught	1	0.38%
parking	2	0.75%	chasing	1	0.38%
paul	2	0.75%	civil	1	0.38%
prison	2	0.75%	cloud	1	0.38%
seems	2	0.75%	cool	1	0.38%
settlers	2	0.75%	council	1	0.38%

<i>Class 3 – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
crazy	1	0.38%	left	1	0.38%
deal	1	0.38%	length	1	0.38%
decided	1	0.38%	lion	1	0.38%
deeds	1	0.38%	lived	1	0.38%
died	1	0.38%	lost	1	0.38%
dies	1	0.38%	main	1	0.38%
dirt	1	0.38%	matter	1	0.38%
dog	1	0.38%	mess	1	0.38%
dreams	1	0.38%	metals	1	0.38%
each	1	0.38%	might've	1	0.38%
earth	1	0.38%	miners	1	0.38%
enough	1	0.38%	miracle	1	0.38%
face	1	0.38%	mmhmm	1	0.38%
farm	1	0.38%	mountain	1	0.38%
feathers	1	0.38%	murder	1	0.38%
fell	1	0.38%	necklace	1	0.38%
fifty	1	0.38%	news	1	0.38%
fight	1	0.38%	notes	1	0.38%
following	1	0.38%	okay	1	0.38%
fort	1	0.38%	oklahoma	1	0.38%
girl	1	0.38%	ones	1	0.38%
government	1	0.38%	open	1	0.38%
greece	1	0.38%	orange	1	0.38%
ground	1	0.38%	oxygen	1	0.38%
grow	1	0.38%	panther	1	0.38%
guerilla	1	0.38%	pass	1	0.38%
guys	1	0.38%	person	1	0.38%
hair	1	0.38%	phone	1	0.38%
harry	1	0.38%	plan	1	0.38%
he'll	1	0.38%	planning	1	0.38%
help	1	0.38%	precious	1	0.38%
hey	1	0.38%	pressure	1	0.38%
hills	1	0.38%	primary	1	0.38%
hit	1	0.38%	prince	1	0.38%
hunting	1	0.38%	property	1	0.38%
improper	1	0.38%	punched	1	0.38%
indian	1	0.38%	ready	1	0.38%
involuntary	1	0.38%	reason	1	0.38%
iowa	1	0.38%	recent	1	0.38%
iran	1	0.38%	recognized	1	0.38%
jumping	1	0.38%	red	1	0.38%
kid	1	0.38%	reservation	1	0.38%
kids	1	0.38%	reserves	1	0.38%
kill	1	0.38%	revolutionary	1	0.38%
killing	1	0.38%	rotten	1	0.38%
kitchen	1	0.38%	running	1	0.38%
leaders	1	0.38%	rush	1	0.38%
least	1	0.38%	scorched	1	0.38%

Class 3 – Fringe (cont.)					
Word	Count	Frequency	Word	Count	Frequency
search	1	0.38%	threw	1	0.38%
secondary	1	0.38%	tiger	1	0.38%
settle	1	0.38%	toilets	1	0.38%
settling	1	0.38%	tourism	1	0.38%
seven	1	0.38%	travelers	1	0.38%
shrooms	1	0.38%	tube	1	0.38%
sick	1	0.38%	until	1	0.38%
slaughtered	1	0.38%	virginia_city	1	0.38%
sneaking	1	0.38%	vision	1	0.38%
soldiers	1	0.38%	warfare	1	0.38%
sprouts	1	0.38%	water	1	0.38%
squatting	1	0.38%	we're	1	0.38%
stay	1	0.38%	west	1	0.38%
surrender	1	0.38%	whenever	1	0.38%
survived	1	0.38%	whole	1	0.38%
sweet	1	0.38%	wyoming	1	0.38%
target	1	0.38%	OmittedName	1	0.38%
temple	1	0.38%	you'd	1	0.38%

Class 3 – Context Core					
Word	Count	Frequency	Word	Count	Frequency
the	36	3.87%	something	7	0.75%
they	30	3.22%	could	6	0.64%
a	24	2.58%	from	6	0.64%
and	23	2.47%	no	6	0.64%
i	23	2.47%	not	6	0.64%
it	23	2.47%	people	6	0.64%
like	22	2.36%	really	6	0.64%
to	19	2.04%	this	6	0.64%
of	14	1.50%	don't	5	0.54%
in	13	1.40%	his	5	0.54%
was	13	1.40%	if	5	0.54%
that	12	1.29%	said	5	0.54%
he	11	1.18%	them	5	0.54%
their	10	1.07%	then	5	0.54%
but	9	0.97%	thing	5	0.54%
it's	9	0.97%	about	4	0.43%
yeah	9	0.97%	did	4	0.43%
be	8	0.86%	going	4	0.43%
so	8	0.86%	have	4	0.43%
think	8	0.86%	him	4	0.43%
you	8	0.86%	is	4	0.43%
get	7	0.75%	lot	4	0.43%
got	7	0.75%	mountains	4	0.43%
land	7	0.75%	my	4	0.43%
on	7	0.75%	oh	4	0.43%
or	7	0.75%	one	4	0.43%

Class 3 – Context Core (cont.)					
Word	Count	Frequency	Word	Count	Frequency
these	4	0.43%	down	2	0.21%
we	4	0.43%	else	2	0.21%
when	4	0.43%	feather	2	0.21%
with	4	0.43%	fifteen	2	0.21%
away	3	0.32%	fight	2	0.21%
because	3	0.32%	four	2	0.21%
black	3	0.32%	getting	2	0.21%
didn't	3	0.32%	go	2	0.21%
forgot	3	0.32%	goes	2	0.21%
found	3	0.32%	gold	2	0.21%
guy	3	0.32%	good	2	0.21%
huge	3	0.32%	had	2	0.21%
i'm	3	0.32%	how	2	0.21%
indians	3	0.32%	information	2	0.21%
laramie	3	0.32%	jimmy_john's	2	0.21%
name	3	0.32%	just	2	0.21%
only	3	0.32%	kind	2	0.21%
other	3	0.32%	lose	2	0.21%
out	3	0.32%	manslaughter	2	0.21%
rocky	3	0.32%	maybe	2	0.21%
say	3	0.32%	mine	2	0.21%
some	3	0.32%	old	2	0.21%
sure	3	0.32%	outside	2	0.21%
that's	3	0.32%	parking	2	0.21%
there	3	0.32%	paul	2	0.21%
there's	3	0.32%	prison	2	0.21%
through	3	0.32%	put	2	0.21%
trail	3	0.32%	seems	2	0.21%
want	3	0.32%	settlers	2	0.21%
what	3	0.32%	short	2	0.21%
wouldn't	3	0.32%	still	2	0.21%
after	2	0.21%	stomach	2	0.21%
alligator	2	0.21%	take	2	0.21%
also	2	0.21%	they'd	2	0.21%
anything	2	0.21%	though	2	0.21%
are	2	0.21%	thought	2	0.21%
at	2	0.21%	trash	2	0.21%
back	2	0.21%	two	2	0.21%
bag	2	0.21%	up	2	0.21%
body	2	0.21%	us	2	0.21%
can	2	0.21%	use	2	0.21%
charged	2	0.21%	war	2	0.21%
cut	2	0.21%	wasn't	2	0.21%
cuts	2	0.21%	were	2	0.21%
disposal	2	0.21%	wife	2	0.21%
do	2	0.21%	would	2	0.21%
doing	2	0.21%	acts	1	0.11%
done	2	0.21%	admitted	1	0.11%

Class 3 – Context Core (cont.)					
Word	Count	Frequency	Word	Count	Frequency
alive	1	0.11%	believe	1	0.11%
all	1	0.11%	best	1	0.11%
alright	1	0.11%	between	1	0.11%
an	1	0.11%	bit	1	0.11%
any	1	0.11%	brother	1	0.11%
appalachians	1	0.11%	brought	1	0.11%
applied	1	0.11%	building	1	0.11%
approval	1	0.11%	burn	1	0.11%
argument	1	0.11%	bush	1	0.11%
armor	1	0.11%	california	1	0.11%
army	1	0.11%	cat	1	0.11%
attacking	1	0.11%	catch	1	0.11%
backs	1	0.11%	catfish	1	0.11%
bar	1	0.11%	caught	1	0.11%

Class 4 – Total					
Word	Count	Frequency	Word	Count	Frequency
and	22	5.39%	then	4	0.98%
like	17	4.17%	this	4	0.98%
the	14	3.43%	to	4	0.98%
you	13	3.19%	what	4	0.98%
is	12	2.94%	words	4	0.98%
it's	10	2.45%	because	3	0.74%
that	9	2.21%	group	3	0.74%
a	8	1.96%	know	3	0.74%
i	8	1.96%	only	3	0.74%
of	8	1.96%	sad	3	0.74%
stanza	8	1.96%	said	3	0.74%
it	7	1.72%	silken	3	0.74%
was	7	1.72%	sound	3	0.74%
yeah	7	1.72%	that's	3	0.74%
in	6	1.47%	thought	3	0.74%
okay	6	1.47%	alright	2	0.49%
rhyme	6	1.47%	annabel_lee	2	0.49%
same	6	1.47%	curtain	2	0.49%
yep	6	1.47%	five	2	0.49%
alliteration	5	1.23%	got	2	0.49%
did	5	1.23%	happy	2	0.49%
line	5	1.23%	heaven	2	0.49%
other	5	1.23%	i'm	2	0.49%
consonance	4	0.98%	learn	2	0.49%
don't	4	0.98%	meter	2	0.49%
have	4	0.98%	more	2	0.49%
if	4	0.98%	my	2	0.49%
just	4	0.98%	nothing	2	0.49%
me	4	0.98%	paragraph	2	0.49%
one	4	0.98%	personification	2	0.49%

<i>Class 4 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
poem	2	0.49%	mine	1	0.25%
purple	2	0.49%	need	1	0.25%
repeating	2	0.49%	nope	1	0.25%
repetition	2	0.49%	not	1	0.25%
rustling	2	0.49%	now	1	0.25%
should	2	0.49%	oh	1	0.25%
so	2	0.49%	one's	1	0.25%
something	2	0.49%	out	1	0.25%
two	2	0.49%	overlapped	1	0.25%
uncertain	2	0.49%	poe	1	0.25%
well	2	0.49%	probably	1	0.25%
you're	2	0.49%	read	1	0.25%
actually	1	0.25%	repeated	1	0.25%
also	1	0.25%	retarded	1	0.25%
are	1	0.25%	right	1	0.25%
beginning	1	0.25%	say	1	0.25%
big	1	0.25%	screwed	1	0.25%
bra	1	0.25%	sense	1	0.25%
bro	1	0.25%	sorry	1	0.25%
by	1	0.25%	sounding	1	0.25%
cool	1	0.25%	sounds	1	0.25%
discuss	1	0.25%	stanzas	1	0.25%
do	1	0.25%	starting	1	0.25%
done	1	0.25%	taking	1	0.25%
down	1	0.25%	tell	1	0.25%
each	1	0.25%	th	1	0.25%
easiest	1	0.25%	them	1	0.25%
even	1	0.25%	there	1	0.25%
examples	1	0.25%	there's	1	0.25%
feelings	1	0.25%	thing	1	0.25%
for	1	0.25%	things	1	0.25%
go	1	0.25%	think	1	0.25%
he	1	0.25%	three	1	0.25%
high	1	0.25%	turn	1	0.25%
hope	1	0.25%	up	1	0.25%
how	1	0.25%	us	1	0.25%
human	1	0.25%	want	1	0.25%
lee	1	0.25%	we	1	0.25%
let	1	0.25%	what'd	1	0.25%
letters	1	0.25%	whenever	1	0.25%
listen	1	0.25%	which	1	0.25%
listening	1	0.25%	wondering	1	0.25%
makes	1	0.25%	wow	1	0.25%
making	1	0.25%	written	1	0.25%

Class 4 – Fringe					
Word	Count	Frequency	Word	Count	Frequency
stanza	8	6.56%	discuss	1	0.82%
okay	6	4.92%	each	1	0.82%
rhyme	6	4.92%	examples	1	0.82%
yep	6	4.92%	feelings	1	0.82%
alliteration	5	4.10%	hope	1	0.82%
line	5	4.10%	human	1	0.82%
consonance	4	3.28%	lee	1	0.82%
words	4	3.28%	let	1	0.82%
group	3	2.46%	letters	1	0.82%
sad	3	2.46%	listen	1	0.82%
silken	3	2.46%	listening	1	0.82%
sound	3	2.46%	nope	1	0.82%
alright	2	1.64%	one's	1	0.82%
annabel_lee	2	1.64%	overlapped	1	0.82%
curtain	2	1.64%	poe	1	0.82%
happy	2	1.64%	read	1	0.82%
heaven	2	1.64%	repeated	1	0.82%
learn	2	1.64%	retarded	1	0.82%
meter	2	1.64%	screwed	1	0.82%
paragraph	2	1.64%	sense	1	0.82%
personification	2	1.64%	sorry	1	0.82%
poem	2	1.64%	sounding	1	0.82%
purple	2	1.64%	sounds	1	0.82%
repeating	2	1.64%	stanzas	1	0.82%
repetition	2	1.64%	th	1	0.82%
rustling	2	1.64%	turn	1	0.82%
uncertain	2	1.64%	what'd	1	0.82%
also	1	0.82%	whenever	1	0.82%
beginning	1	0.82%	wondering	1	0.82%
bra	1	0.82%	wow	1	0.82%
bro	1	0.82%	written	1	0.82%
cool	1	0.82%			

Class 4 – Context Core					
Word	Count	Frequency	Word	Count	Frequency
and	22	5.39%	was	7	1.72%
like	17	4.17%	yeah	7	1.72%
the	14	3.43%	in	6	1.47%
you	13	3.19%	okay	6	1.47%
is	12	2.94%	rhyme	6	1.47%
it's	10	2.45%	same	6	1.47%
that	9	2.21%	yep	6	1.47%
a	8	1.96%	alliteration	5	1.23%
i	8	1.96%	did	5	1.23%
of	8	1.96%	line	5	1.23%
stanza	8	1.96%	other	5	1.23%
it	7	1.72%	consonance	4	0.98%

Class 4 – Context Core (cont.)					
Word	Count	Frequency	Word	Count	Frequency
don't	4	0.98%	curtain	2	0.49%
have	4	0.98%	five	2	0.49%
if	4	0.98%	got	2	0.49%
just	4	0.98%	happy	2	0.49%
me	4	0.98%	heaven	2	0.49%
one	4	0.98%	i'm	2	0.49%
then	4	0.98%	learn	2	0.49%
this	4	0.98%	meter	2	0.49%
to	4	0.98%	more	2	0.49%
what	4	0.98%	my	2	0.49%
words	4	0.98%	nothing	2	0.49%
because	3	0.74%	paragraph	2	0.49%
group	3	0.74%	personification	2	0.49%
know	3	0.74%	poem	2	0.49%
only	3	0.74%	purple	2	0.49%
sad	3	0.74%	repeating	2	0.49%
said	3	0.74%	repetition	2	0.49%
silken	3	0.74%	rustling	2	0.49%
sound	3	0.74%	should	2	0.49%
that's	3	0.74%	so	2	0.49%
thought	3	0.74%	something	2	0.49%
alright	2	0.49%	two	2	0.49%
annabel_lee	2	0.49%	uncertain	2	0.49%

Class 5 – Total					
Word	Count	Frequency	Word	Count	Frequency
the	192	5.77%	it's	21	0.63%
and	133	3.99%	this	21	0.63%
it	121	3.63%	for	20	0.60%
was	102	3.06%	invented	20	0.60%
to	86	2.58%	which	20	0.60%
that	67	2.01%	just	19	0.57%
a	63	1.89%	my	18	0.54%
like	61	1.83%	oh	18	0.54%
he	59	1.77%	your	17	0.51%
i	55	1.65%	by	16	0.48%
you	54	1.62%	okay	16	0.48%
in	47	1.41%	what	15	0.45%
one	41	1.23%	because	14	0.42%
so	41	1.23%	don't	14	0.42%
is	40	1.20%	had	14	0.42%
of	40	1.20%	his	14	0.42%
yeah	25	0.75%	if	14	0.42%
alright	24	0.72%	or	14	0.42%
first	23	0.69%	that's	14	0.42%
eighteen	22	0.66%	up	14	0.42%
on	22	0.66%	want	14	0.42%

<i>Class 5 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
do	13	0.39%	patent	6	0.18%
go	13	0.39%	slide	6	0.18%
at	12	0.36%	something	6	0.18%
then	12	0.36%	them	6	0.18%
there	12	0.36%	think	6	0.18%
time	12	0.36%	three	6	0.18%
two	12	0.36%	torpedo	6	0.18%
all	11	0.33%	we	6	0.18%
an	11	0.33%	went	6	0.18%
as	11	0.33%	anybody	5	0.15%
can	11	0.33%	be	5	0.15%
get	11	0.33%	down	5	0.15%
they	11	0.33%	find	5	0.15%
with	11	0.33%	good	5	0.15%
from	10	0.30%	hand	5	0.15%
going	10	0.30%	howe	5	0.15%
have	10	0.30%	invention	5	0.15%
how	10	0.30%	last	5	0.15%
really	10	0.30%	much	5	0.15%
got	9	0.27%	name	5	0.15%
kind	9	0.27%	off	5	0.15%
out	9	0.27%	pasteurization	5	0.15%
stapler	9	0.27%	people	5	0.15%
used	9	0.27%	said	5	0.15%
battery	8	0.24%	six	5	0.15%
but	8	0.24%	there's	5	0.15%
fifty	8	0.24%	thing	5	0.15%
know	8	0.24%	those	5	0.15%
machine	8	0.24%	twenty	5	0.15%
milk	8	0.24%	unpasteurized	5	0.15%
not	8	0.24%	would	5	0.15%
now	8	0.24%	after	4	0.12%
way	8	0.24%	are	4	0.12%
were	8	0.24%	bacteria	4	0.12%
cool	7	0.21%	before	4	0.12%
did	7	0.21%	called	4	0.12%
four	7	0.21%	circuit	4	0.12%
i'm	7	0.21%	company	4	0.12%
keep	7	0.21%	deal	4	0.12%
lightbulb	7	0.21%	developed	4	0.12%
sixty	7	0.21%	electric	4	0.12%
wanted	7	0.21%	electricity	4	0.12%
didn't	6	0.18%	engine	4	0.12%
else	6	0.18%	food	4	0.12%
hundred	6	0.18%	forty	4	0.12%
little	6	0.18%	heat	4	0.12%
long	6	0.18%	hold	4	0.12%
mean	6	0.18%	inventor	4	0.12%

<i>Class 5 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
looks	4	0.12%	i'll	3	0.09%
made	4	0.12%	into	3	0.09%
make	4	0.12%	let	3	0.09%
microorganisms	4	0.12%	longer	3	0.09%
next	4	0.12%	mail	3	0.09%
ones	4	0.12%	modern	3	0.09%
order	4	0.12%	most	3	0.09%
over	4	0.12%	named	3	0.09%
paper	4	0.12%	need	3	0.09%
picture	4	0.12%	o	3	0.09%
plug	4	0.12%	our	3	0.09%
point	4	0.12%	pretty	3	0.09%
refrigerator	4	0.12%	product	3	0.09%
remember	4	0.12%	rural	3	0.09%
same	4	0.12%	scotland	3	0.09%
saw	4	0.12%	see	3	0.09%
say	4	0.12%	sent	3	0.09%
she	4	0.12%	seventy	3	0.09%
skinny	4	0.12%	sewing	3	0.09%
taste	4	0.12%	singer	3	0.09%
temperature	4	0.12%	slocum	3	0.09%
through	4	0.12%	sorry	3	0.09%
where	4	0.12%	spell	3	0.09%
wine	4	0.12%	spot	3	0.09%
TeacherName	4	0.12%	started	3	0.09%
actually	3	0.09%	stroke	3	0.09%
again	3	0.09%	too	3	0.09%
also	3	0.09%	traveling	3	0.09%
answer	3	0.09%	very	3	0.09%
anything	3	0.09%	voltaic_pile	3	0.09%
bad	3	0.09%	waterproof	3	0.09%
basically	3	0.09%	weird	3	0.09%
born	3	0.09%	when	3	0.09%
both	3	0.09%	why	3	0.09%
click	3	0.09%	StudentName's	3	0.09%
copper	3	0.09%	year	3	0.09%
date	3	0.09%	zinc	3	0.09%
dates	3	0.09%	actual	2	0.06%
died	3	0.09%	american	2	0.06%
does	3	0.09%	amusement	2	0.06%
fifteen	3	0.09%	attached	2	0.06%
god	3	0.09%	attack	2	0.06%
goes	3	0.09%	batteries	2	0.06%
guy	3	0.09%	been	2	0.06%
here	3	0.09%	being	2	0.06%
high	3	0.09%	bell	2	0.06%
him	3	0.09%	big	2	0.06%
hours	3	0.09%	bigger	2	0.06%

<i>Class 5 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
book	2	0.06%	hit	2	0.06%
brine	2	0.06%	howe's	2	0.06%
burn	2	0.06%	inches	2	0.06%
c	2	0.06%	intake	2	0.06%
carburetor	2	0.06%	internal	2	0.06%
catalog	2	0.06%	invent	2	0.06%
cause	2	0.06%	keeps	2	0.06%
cellar	2	0.06%	kept	2	0.06%
chicago	2	0.06%	kill	2	0.06%
closest	2	0.06%	killed	2	0.06%
cloth	2	0.06%	kills	2	0.06%
coal	2	0.06%	known	2	0.06%
combustion	2	0.06%	l	2	0.06%
come	2	0.06%	lot	2	0.06%
cooling	2	0.06%	louis_pasteur	2	0.06%
count	2	0.06%	m	2	0.06%
country	2	0.06%	making	2	0.06%
credited	2	0.06%	me	2	0.06%
current	2	0.06%	message	2	0.06%
design	2	0.06%	metals	2	0.06%
determine	2	0.06%	mhm	2	0.06%
different	2	0.06%	microphone	2	0.06%
dollars	2	0.06%	middle	2	0.06%
double	2	0.06%	more	2	0.06%
draw	2	0.06%	nine	2	0.06%
easier	2	0.06%	nineteen	2	0.06%
electrically	2	0.06%	no	2	0.06%
emily	2	0.06%	only	2	0.06%
escalator	2	0.06%	originally	2	0.06%
ether	2	0.06%	other	2	0.06%
everybody	2	0.06%	patented	2	0.06%
exact	2	0.06%	pens	2	0.06%
exhaust	2	0.06%	person	2	0.06%
film	2	0.06%	pictures	2	0.06%
fine	2	0.06%	pieces	2	0.06%
fish	2	0.06%	poughkeepsie	2	0.06%
five	2	0.06%	production	2	0.06%
french	2	0.06%	put	2	0.06%
fuel	2	0.06%	quickly	2	0.06%
fun	2	0.06%	quiz	2	0.06%
gets	2	0.06%	ready	2	0.06%
grade	2	0.06%	regular	2	0.06%
ground	2	0.06%	ride	2	0.06%
guys	2	0.06%	right	2	0.06%
hath	2	0.06%	s	2	0.06%
heating	2	0.06%	salesman	2	0.06%
help	2	0.06%	samuel_slocum	2	0.06%
here's	2	0.06%	school	2	0.06%

<i>Class 5 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
seconds	2	0.06%	almost	1	0.03%
send	2	0.06%	along	1	0.03%
ship	2	0.06%	already	1	0.03%
short	2	0.06%	alternating	1	0.03%
side	2	0.06%	amazon	1	0.03%
slideshow	2	0.06%	any	1	0.03%
some	2	0.06%	arm	1	0.03%
spark	2	0.06%	around	1	0.03%
spoiling	2	0.06%	away	1	0.03%
stopped	2	0.06%	back	1	0.03%
store	2	0.06%	ball	1	0.03%
strokes	2	0.06%	baltimore	1	0.03%
stuff	2	0.06%	basic	1	0.03%
take	2	0.06%	became	1	0.03%
team	2	0.06%	behind	1	0.03%
telephone	2	0.06%	belgian	1	0.03%
tell	2	0.06%	belt	1	0.03%
that'd	2	0.06%	best	1	0.03%
these	2	0.06%	bet	1	0.03%
things	2	0.06%	better	1	0.03%
thirty	2	0.06%	between	1	0.03%
times	2	0.06%	bit	1	0.03%
today	2	0.06%	boston	1	0.03%
together	2	0.06%	bought	1	0.03%
try	2	0.06%	british	1	0.03%
u	2	0.06%	broke	1	0.03%
until	2	0.06%	brought	1	0.03%
use	2	0.06%	business	1	0.03%
volts	2	0.06%	button	1	0.03%
what's	2	0.06%	buy	1	0.03%
whenever	2	0.06%	came	1	0.03%
wire	2	0.06%	cameras	1	0.03%
wires	2	0.06%	carbon	1	0.03%
won	2	0.06%	card	1	0.03%
would've	2	0.06%	cardboard	1	0.03%
wrought	2	0.06%	catalogs	1	0.03%
yes	2	0.06%	cell	1	0.03%
about	1	0.03%	centennial	1	0.03%
acid	1	0.03%	chambers	1	0.03%
across	1	0.03%	changing	1	0.03%
acting	1	0.03%	charles_mackintosh	1	0.03%
advancements	1	0.03%	check	1	0.03%
advertise	1	0.03%	christian	1	0.03%
affected	1	0.03%	clark	1	0.03%
afraid	1	0.03%	clerk	1	0.03%
against	1	0.03%	clicks	1	0.03%
ago	1	0.03%	comes	1	0.03%
alessandro_volta	1	0.03%	common	1	0.03%

<i>Class 5 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
commonly	1	0.03%	either	1	0.03%
complete	1	0.03%	elevator	1	0.03%
completed	1	0.03%	elias_howe	1	0.03%
completing	1	0.03%	emile_berliner	1	0.03%
complicated	1	0.03%	end	1	0.03%
compression	1	0.03%	enemy	1	0.03%
computer	1	0.03%	englishman	1	0.03%
coney_island	1	0.03%	escalators	1	0.03%
construction	1	0.03%	every	1	0.03%
container	1	0.03%	everyone	1	0.03%
controversy	1	0.03%	except	1	0.03%
conveyor	1	0.03%	explodes	1	0.03%
could	1	0.03%	explosive	1	0.03%
cranked	1	0.03%	exposition	1	0.03%
created	1	0.03%	fact	1	0.03%
cup	1	0.03%	faster	1	0.03%
cups	1	0.03%	february	1	0.03%
cycle	1	0.03%	feel	1	0.03%
david_bushnell	1	0.03%	fifties	1	0.03%
day	1	0.03%	fire	1	0.03%
deals	1	0.03%	fix	1	0.03%
debate	1	0.03%	foot	1	0.03%
december	1	0.03%	forced	1	0.03%
decent	1	0.03%	formed	1	0.03%
degrees	1	0.03%	found	1	0.03%
deliver	1	0.03%	fourth	1	0.03%
department	1	0.03%	france	1	0.03%
detrimental	1	0.03%	france's	1	0.03%
developing	1	0.03%	front	1	0.03%
devices	1	0.03%	fueled	1	0.03%
die	1	0.03%	future	1	0.03%
dissolving	1	0.03%	gas	1	0.03%
distress	1	0.03%	generating	1	0.03%
documented	1	0.03%	george_eastman	1	0.03%
doesn't	1	0.03%	getting	1	0.03%
doing	1	0.03%	gold	1	0.03%
drawings	1	0.03%	gradually	1	0.03%
dream	1	0.03%	guns	1	0.03%
dreams	1	0.03%	guy's	1	0.03%
drink	1	0.03%	harmful	1	0.03%
drinking	1	0.03%	hazardous	1	0.03%
dry	1	0.03%	health	1	0.03%
e	1	0.03%	hear	1	0.03%
e_f_i	1	0.03%	heard	1	0.03%
early	1	0.03%	he'd	1	0.03%
earth	1	0.03%	helped	1	0.03%
eight	1	0.03%	hence	1	0.03%
eighty	1	0.03%	her	1	0.03%

<i>Class 5 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
hers	1	0.03%	look	1	0.03%
himself	1	0.03%	lost	1	0.03%
holes	1	0.03%	louis_pasteur's	1	0.03%
houses	1	0.03%	low	1	0.03%
huge	1	0.03%	mackintosh	1	0.03%
huh	1	0.03%	man	1	0.03%
ice	1	0.03%	many	1	0.03%
i'd	1	0.03%	maryland	1	0.03%
identical	1	0.03%	mass	1	0.03%
important	1	0.03%	massachussetts	1	0.03%
improve	1	0.03%	materials	1	0.03%
improved	1	0.03%	matter	1	0.03%
improvements	1	0.03%	may	1	0.03%
incline	1	0.03%	maybe	1	0.03%
inclined	1	0.03%	meaning	1	0.03%
included	1	0.03%	merchandise	1	0.03%
information	1	0.03%	messaging	1	0.03%
injected	1	0.03%	microphones	1	0.03%
inside	1	0.03%	mile	1	0.03%
instructions	1	0.03%	mine	1	0.03%
interest	1	0.03%	mine's	1	0.03%
inventing	1	0.03%	miscounted	1	0.03%
iron	1	0.03%	mixture	1	0.03%
isaac_singer	1	0.03%	money	1	0.03%
it'd	1	0.03%	montgomery_ward	1	0.03%
it'll	1	0.03%	motor	1	0.03%
its	1	0.03%	motorized	1	0.03%
itself	1	0.03%	move	1	0.03%
jacob_perkins	1	0.03%	moving	1	0.03%
jean_joseph_lenoir	1	0.03%	multiplying	1	0.03%
jesse_reno	1	0.03%	n	1	0.03%
john_fisher	1	0.03%	name's	1	0.03%
kansas	1	0.03%	near	1	0.03%
keeping	1	0.03%	nearly	1	0.03%
kinzie	1	0.03%	neat	1	0.03%
lace	1	0.03%	necessities	1	0.03%
lasting	1	0.03%	needed	1	0.03%
late	1	0.03%	needle	1	0.03%
launched	1	0.03%	never	1	0.03%
lead	1	0.03%	new_york	1	0.03%
leavenworth	1	0.03%	newer	1	0.03%
left	1	0.03%	ninety	1	0.03%
lenoir	1	0.03%	nobody	1	0.03%
let's	1	0.03%	nope	1	0.03%
light	1	0.03%	nothing	1	0.03%
lightbulbs	1	0.03%	number	1	0.03%
lived	1	0.03%	office	1	0.03%
lock	1	0.03%	old	1	0.03%

<i>Class 5 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
older	1	0.03%	realized	1	0.03%
omittedname	1	0.03%	received	1	0.03%
one's	1	0.03%	recognize	1	0.03%
open	1	0.03%	refrigerators	1	0.03%
original	1	0.03%	reno	1	0.03%
otherwise	1	0.03%	reproducing	1	0.03%
overhead	1	0.03%	rich	1	0.03%
page	1	0.03%	rode	1	0.03%
painter	1	0.03%	rollercoasters	1	0.03%
part	1	0.03%	royalties	1	0.03%
pass	1	0.03%	rubber	1	0.03%
passed	1	0.03%	run	1	0.03%
passengers	1	0.03%	s_o_s	1	0.03%
passes	1	0.03%	sailors	1	0.03%
pattern	1	0.03%	sales	1	0.03%
pay	1	0.03%	samuel	1	0.03%
pedal	1	0.03%	samuel_morse	1	0.03%
pen	1	0.03%	scientific	1	0.03%
period	1	0.03%	sears	1	0.03%
petroleum	1	0.03%	sears_and_roebuck	1	0.03%
phone	1	0.03%	second	1	0.03%
photographic	1	0.03%	sets	1	0.03%
places	1	0.03%	seven	1	0.03%
please	1	0.03%	seventeenth	1	0.03%
pour	1	0.03%	seventh	1	0.03%
powered	1	0.03%	shake	1	0.03%
practical	1	0.03%	shaped	1	0.03%
presentation	1	0.03%	sheet	1	0.03%
preserve	1	0.03%	shock	1	0.03%
prey	1	0.03%	shoelaces	1	0.03%
print	1	0.03%	silver	1	0.03%
probably	1	0.03%	similar	1	0.03%
process	1	0.03%	singer's	1	0.03%
produce	1	0.03%	single	1	0.03%
produced	1	0.03%	skinniest	1	0.03%
products	1	0.03%	slides	1	0.03%
pronounce	1	0.03%	soaked	1	0.03%
questions	1	0.03%	somebody	1	0.03%
quick	1	0.03%	son	1	0.03%
quizzes	1	0.03%	soon	1	0.03%
r	1	0.03%	south	1	0.03%
railings	1	0.03%	special	1	0.03%
raincoat	1	0.03%	specific	1	0.03%
raincoats	1	0.03%	spoil	1	0.03%
rainy	1	0.03%	stairs	1	0.03%
random	1	0.03%	stand	1	0.03%
ray	1	0.03%	start	1	0.03%
read	1	0.03%	starts	1	0.03%

<i>Class 5 – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
stationery	1	0.03%	u_s	1	0.03%
still	1	0.03%	underwater	1	0.03%
stitch	1	0.03%	ungodly	1	0.03%
street	1	0.03%	uses	1	0.03%
strength	1	0.03%	using	1	0.03%
strip	1	0.03%	usually	1	0.03%
stuck	1	0.03%	utilized	1	0.03%
studentname	1	0.03%	utilizes	1	0.03%
stunning	1	0.03%	vapor	1	0.03%
subjects	1	0.03%	vehicles	1	0.03%
successful	1	0.03%	voice	1	0.03%
suited	1	0.03%	voltage	1	0.03%
support	1	0.03%	voltaic	1	0.03%
sure	1	0.03%	wagon	1	0.03%
switched	1	0.03%	wait	1	0.03%
system	1	0.03%	walmart	1	0.03%
talk	1	0.03%	wants	1	0.03%
tar	1	0.03%	washington_d_c	1	0.03%
teachername	1	0.03%	wasn't	1	0.03%
technology	1	0.03%	water	1	0.03%
telegraph	1	0.03%	watts	1	0.03%
telegraphic	1	0.03%	ways	1	0.03%
ten	1	0.03%	weapon	1	0.03%
text	1	0.03%	wedge	1	0.03%
textured	1	0.03%	well	1	0.03%
than	1	0.03%	wet	1	0.03%
they're	1	0.03%	what'd	1	0.03%
thirteen	1	0.03%	wheel	1	0.03%
thomas_alva_ediso n	1	0.03%	whole	1	0.03%
though	1	0.03%	wide	1	0.03%
thought	1	0.03%	without	1	0.03%
thousand	1	0.03%	wives	1	0.03%
thrown	1	0.03%	woohoo	1	0.03%
tin	1	0.03%	wool	1	0.03%
told	1	0.03%	work	1	0.03%
took	1	0.03%	worked	1	0.03%
transmitter	1	0.03%	works	1	0.03%
transportation	1	0.03%	wrong	1	0.03%
treadle	1	0.03%	wrote	1	0.03%
tried	1	0.03%	StudentName	1	0.03%
trip	1	0.03%	yep	1	0.03%
truth	1	0.03%	yesterday	1	0.03%
twelve	1	0.03%	you'd	1	0.03%
type	1	0.03%	you're	1	0.03%

<i>Class 5 – Fringe</i>					
Word	Count	Frequency	Word	Count	Frequency
alright	24	2.34%	temperature	4	0.39%
eighteen	22	2.14%	wine	4	0.39%
invented	20	1.95%	TeacherName	4	0.39%
okay	16	1.56%	again	3	0.29%
stapler	9	0.88%	also	3	0.29%
battery	8	0.78%	answer	3	0.29%
fifty	8	0.78%	basically	3	0.29%
machine	8	0.78%	born	3	0.29%
milk	8	0.78%	both	3	0.29%
cool	7	0.68%	click	3	0.29%
keep	7	0.68%	copper	3	0.29%
lightbulb	7	0.68%	date	3	0.29%
sixty	7	0.68%	dates	3	0.29%
patent	6	0.58%	died	3	0.29%
slide	6	0.58%	fifteen	3	0.29%
torpedo	6	0.58%	god	3	0.29%
hand	5	0.49%	guy	3	0.29%
howe	5	0.49%	hours	3	0.29%
invention	5	0.49%	let	3	0.29%
name	5	0.49%	mail	3	0.29%
pasteurization	5	0.49%	modern	3	0.29%
six	5	0.49%	named	3	0.29%
twenty	5	0.49%	o	3	0.29%
unpasteurized	5	0.49%	product	3	0.29%
bacteria	4	0.39%	rural	3	0.29%
circuit	4	0.39%	scotland	3	0.29%
company	4	0.39%	sent	3	0.29%
deal	4	0.39%	seventy	3	0.29%
developed	4	0.39%	sewing	3	0.29%
electric	4	0.39%	singer	3	0.29%
electricity	4	0.39%	slocum	3	0.29%
engine	4	0.39%	sorry	3	0.29%
food	4	0.39%	spot	3	0.29%
forty	4	0.39%	stroke	3	0.29%
heat	4	0.39%	traveling	3	0.29%
hold	4	0.39%	voltaic_pile	3	0.29%
inventor	4	0.39%	waterproof	3	0.29%
microorganisms	4	0.39%	weird	3	0.29%
ones	4	0.39%	StudentName's	3	0.29%
order	4	0.39%	zinc	3	0.29%
paper	4	0.39%	american	2	0.19%
picture	4	0.39%	amusement	2	0.19%
plug	4	0.39%	attached	2	0.19%
point	4	0.39%	attack	2	0.19%
refrigerator	4	0.39%	batteries	2	0.19%
remember	4	0.39%	being	2	0.19%
skinny	4	0.39%	bell	2	0.19%
taste	4	0.39%	book	2	0.19%

<i>Class 5 – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
brine	2	0.19%	kept	2	0.19%
burn	2	0.19%	kill	2	0.19%
c	2	0.19%	killed	2	0.19%
carburetor	2	0.19%	kills	2	0.19%
catalog	2	0.19%	known	2	0.19%
cause	2	0.19%	l	2	0.19%
cellar	2	0.19%	lot	2	0.19%
chicago	2	0.19%	louis_pasteur	2	0.19%
closest	2	0.19%	m	2	0.19%
cloth	2	0.19%	message	2	0.19%
coal	2	0.19%	metals	2	0.19%
combustion	2	0.19%	mhm	2	0.19%
cooling	2	0.19%	microphone	2	0.19%
count	2	0.19%	middle	2	0.19%
country	2	0.19%	nine	2	0.19%
credited	2	0.19%	nineteen	2	0.19%
current	2	0.19%	originally	2	0.19%
design	2	0.19%	patented	2	0.19%
determine	2	0.19%	pens	2	0.19%
dollars	2	0.19%	person	2	0.19%
double	2	0.19%	pictures	2	0.19%
draw	2	0.19%	pieces	2	0.19%
electrically	2	0.19%	poughkeepsie	2	0.19%
emily	2	0.19%	production	2	0.19%
escalator	2	0.19%	quickly	2	0.19%
ether	2	0.19%	quiz	2	0.19%
exact	2	0.19%	ready	2	0.19%
exhaust	2	0.19%	regular	2	0.19%
film	2	0.19%	ride	2	0.19%
fine	2	0.19%	s	2	0.19%
fish	2	0.19%	salesman	2	0.19%
french	2	0.19%	samuel_slocum	2	0.19%
fuel	2	0.19%	school	2	0.19%
fun	2	0.19%	seconds	2	0.19%
grade	2	0.19%	send	2	0.19%
ground	2	0.19%	ship	2	0.19%
guys	2	0.19%	side	2	0.19%
hath	2	0.19%	slideshow	2	0.19%
heating	2	0.19%	spark	2	0.19%
help	2	0.19%	spoiling	2	0.19%
here's	2	0.19%	store	2	0.19%
hit	2	0.19%	strokes	2	0.19%
howe's	2	0.19%	team	2	0.19%
inches	2	0.19%	telephone	2	0.19%
intake	2	0.19%	that'd	2	0.19%
internal	2	0.19%	thirty	2	0.19%
invent	2	0.19%	today	2	0.19%
keeps	2	0.19%	together	2	0.19%

<i>Class 5 – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
try	2	0.19%	catalogs	1	0.10%
u	2	0.19%	cell	1	0.10%
until	2	0.19%	centennial	1	0.10%
volts	2	0.19%	chambers	1	0.10%
what's	2	0.19%	changing	1	0.10%
whenever	2	0.19%	charles_mackintosh	1	0.10%
wire	2	0.19%	check	1	0.10%
wires	2	0.19%	christian	1	0.10%
won	2	0.19%	clark	1	0.10%
would've	2	0.19%	clerk	1	0.10%
wrought	2	0.19%	clicks	1	0.10%
acid	1	0.10%	common	1	0.10%
across	1	0.10%	commonly	1	0.10%
acting	1	0.10%	complete	1	0.10%
advancements	1	0.10%	completed	1	0.10%
advertise	1	0.10%	completing	1	0.10%
affected	1	0.10%	complicated	1	0.10%
afraid	1	0.10%	compression	1	0.10%
against	1	0.10%	computer	1	0.10%
ago	1	0.10%	coney_island	1	0.10%
alessandro_volta	1	0.10%	construction	1	0.10%
almost	1	0.10%	container	1	0.10%
along	1	0.10%	controversy	1	0.10%
already	1	0.10%	conveyor	1	0.10%
alternating	1	0.10%	cranked	1	0.10%
amazon	1	0.10%	created	1	0.10%
arm	1	0.10%	cup	1	0.10%
away	1	0.10%	cups	1	0.10%
ball	1	0.10%	cycle	1	0.10%
baltimore	1	0.10%	david_bushnell	1	0.10%
basic	1	0.10%	deals	1	0.10%
became	1	0.10%	debate	1	0.10%
belgian	1	0.10%	december	1	0.10%
belt	1	0.10%	decent	1	0.10%
bet	1	0.10%	degrees	1	0.10%
between	1	0.10%	deliver	1	0.10%
bit	1	0.10%	department	1	0.10%
boston	1	0.10%	detrimental	1	0.10%
bought	1	0.10%	developing	1	0.10%
british	1	0.10%	devices	1	0.10%
broke	1	0.10%	die	1	0.10%
business	1	0.10%	dissolving	1	0.10%
button	1	0.10%	distress	1	0.10%
buy	1	0.10%	documented	1	0.10%
cameras	1	0.10%	drawings	1	0.10%
carbon	1	0.10%	dream	1	0.10%
card	1	0.10%	dreams	1	0.10%
cardboard	1	0.10%	drink	1	0.10%

<i>Class 5 – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
drinking	1	0.10%	hers	1	0.10%
dry	1	0.10%	holes	1	0.10%
e	1	0.10%	huge	1	0.10%
e_f_i	1	0.10%	huh	1	0.10%
early	1	0.10%	ice	1	0.10%
earth	1	0.10%	identical	1	0.10%
eight	1	0.10%	important	1	0.10%
eighty	1	0.10%	improve	1	0.10%
either	1	0.10%	improved	1	0.10%
elevator	1	0.10%	improvements	1	0.10%
elias_howe	1	0.10%	incline	1	0.10%
emile_berliner	1	0.10%	inclined	1	0.10%
enemy	1	0.10%	included	1	0.10%
englishman	1	0.10%	information	1	0.10%
escalators	1	0.10%	injected	1	0.10%
except	1	0.10%	instructions	1	0.10%
explodes	1	0.10%	interest	1	0.10%
explosive	1	0.10%	inventing	1	0.10%
exposition	1	0.10%	iron	1	0.10%
fact	1	0.10%	isaac_singer	1	0.10%
february	1	0.10%	it'd	1	0.10%
feel	1	0.10%	it'll	1	0.10%
fifties	1	0.10%	itself	1	0.10%
fire	1	0.10%	jacob_perkins	1	0.10%
fix	1	0.10%	jean_joseph_lenoir	1	0.10%
foot	1	0.10%	jesse_reno	1	0.10%
forced	1	0.10%	john_fisher	1	0.10%
formed	1	0.10%	kansas	1	0.10%
fourth	1	0.10%	keeping	1	0.10%
france	1	0.10%	kinzie	1	0.10%
france's	1	0.10%	lace	1	0.10%
fueled	1	0.10%	lasting	1	0.10%
future	1	0.10%	late	1	0.10%
gas	1	0.10%	launched	1	0.10%
generating	1	0.10%	lead	1	0.10%
george_eastman	1	0.10%	leavenworth	1	0.10%
gold	1	0.10%	left	1	0.10%
gradually	1	0.10%	lenoir	1	0.10%
guns	1	0.10%	let's	1	0.10%
guy's	1	0.10%	light	1	0.10%
harmful	1	0.10%	lightbulbs	1	0.10%
hazardous	1	0.10%	lived	1	0.10%
health	1	0.10%	lock	1	0.10%
hear	1	0.10%	lost	1	0.10%
heard	1	0.10%	louis_pasteur's	1	0.10%
he'd	1	0.10%	mackintosh	1	0.10%
helped	1	0.10%	man	1	0.10%
hence	1	0.10%	maryland	1	0.10%

<i>Class 5 – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
mass	1	0.10%	phone	1	0.10%
massachussetts	1	0.10%	photographic	1	0.10%
materials	1	0.10%	please	1	0.10%
matter	1	0.10%	pour	1	0.10%
maybe	1	0.10%	powered	1	0.10%
merchandise	1	0.10%	practical	1	0.10%
messaging	1	0.10%	presentation	1	0.10%
microphones	1	0.10%	preserve	1	0.10%
mile	1	0.10%	prey	1	0.10%
mine's	1	0.10%	print	1	0.10%
miscounted	1	0.10%	process	1	0.10%
mixture	1	0.10%	produce	1	0.10%
montgomery_ward	1	0.10%	produced	1	0.10%
motor	1	0.10%	products	1	0.10%
motorized	1	0.10%	pronounce	1	0.10%
move	1	0.10%	questions	1	0.10%
moving	1	0.10%	quick	1	0.10%
multiplying	1	0.10%	quizzes	1	0.10%
n	1	0.10%	r	1	0.10%
name's	1	0.10%	railings	1	0.10%
neat	1	0.10%	raincoat	1	0.10%
necessities	1	0.10%	raincoats	1	0.10%
needed	1	0.10%	rainy	1	0.10%
needle	1	0.10%	random	1	0.10%
new_york	1	0.10%	ray	1	0.10%
ninety	1	0.10%	read	1	0.10%
nope	1	0.10%	realized	1	0.10%
number	1	0.10%	received	1	0.10%
office	1	0.10%	recognize	1	0.10%
omittedname	1	0.10%	refrigerators	1	0.10%
one's	1	0.10%	reno	1	0.10%
open	1	0.10%	reproducing	1	0.10%
original	1	0.10%	rich	1	0.10%
otherwise	1	0.10%	rode	1	0.10%
overhead	1	0.10%	rollercoasters	1	0.10%
page	1	0.10%	royalties	1	0.10%
painter	1	0.10%	rubber	1	0.10%
part	1	0.10%	run	1	0.10%
pass	1	0.10%	s_o_s	1	0.10%
passed	1	0.10%	sailors	1	0.10%
passengers	1	0.10%	sales	1	0.10%
passes	1	0.10%	samuel	1	0.10%
pattern	1	0.10%	samuel_morse	1	0.10%
pay	1	0.10%	scientific	1	0.10%
pedal	1	0.10%	sears	1	0.10%
pen	1	0.10%	sears_and_roebuck	1	0.10%
period	1	0.10%	second	1	0.10%
petroleum	1	0.10%	sets	1	0.10%

<i>Class 5 – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
seven	1	0.10%	textured	1	0.10%
seventeenth	1	0.10%	thirteen	1	0.10%
seventh	1	0.10%	thomas_alva_ediso		
shake	1	0.10%	n	1	0.10%
shaped	1	0.10%	thrown	1	0.10%
sheet	1	0.10%	tin	1	0.10%
shock	1	0.10%	transmitter	1	0.10%
shoelaces	1	0.10%	transportation	1	0.10%
silver	1	0.10%	treadle	1	0.10%
similar	1	0.10%	tried	1	0.10%
singer's	1	0.10%	trip	1	0.10%
single	1	0.10%	truth	1	0.10%
skinniest	1	0.10%	twelve	1	0.10%
slides	1	0.10%	type	1	0.10%
soaked	1	0.10%	u_s	1	0.10%
son	1	0.10%	underwater	1	0.10%
soon	1	0.10%	ungodly	1	0.10%
south	1	0.10%	usually	1	0.10%
special	1	0.10%	utilized	1	0.10%
specific	1	0.10%	utilizes	1	0.10%
spoil	1	0.10%	vapor	1	0.10%
stairs	1	0.10%	vehicles	1	0.10%
stand	1	0.10%	voice	1	0.10%
stationery	1	0.10%	voltage	1	0.10%
still	1	0.10%	voltaic	1	0.10%
stitch	1	0.10%	wagon	1	0.10%
street	1	0.10%	walmart	1	0.10%
strength	1	0.10%	washington_d_c	1	0.10%
strip	1	0.10%	wasn't	1	0.10%
stuck	1	0.10%	water	1	0.10%
studentname	1	0.10%	watts	1	0.10%
stunning	1	0.10%	weapon	1	0.10%
subjects	1	0.10%	wedge	1	0.10%
successful	1	0.10%	wet	1	0.10%
suited	1	0.10%	what'd	1	0.10%
support	1	0.10%	wheel	1	0.10%
sure	1	0.10%	whole	1	0.10%
switched	1	0.10%	wide	1	0.10%
system	1	0.10%	woohoo	1	0.10%
tar	1	0.10%	wool	1	0.10%
teachername	1	0.10%	wrong	1	0.10%
technology	1	0.10%	wrote	1	0.10%
telegraph	1	0.10%	StudentName	1	0.10%
telegraphic	1	0.10%	yep	1	0.10%
ten	1	0.10%	yesterday	1	0.10%
text	1	0.10%	you'd	1	0.10%

<i>Class 5 – Context Core</i>					
Word	Count	Frequency	Word	Count	Frequency
the	192	5.77%	two	12	0.36%
and	133	3.99%	all	11	0.33%
it	121	3.63%	an	11	0.33%
was	102	3.06%	as	11	0.33%
to	86	2.58%	can	11	0.33%
that	67	2.01%	get	11	0.33%
a	63	1.89%	they	11	0.33%
like	61	1.83%	with	11	0.33%
he	59	1.77%	from	10	0.30%
i	55	1.65%	going	10	0.30%
you	54	1.62%	have	10	0.30%
in	47	1.41%	how	10	0.30%
one	41	1.23%	really	10	0.30%
so	41	1.23%	got	9	0.27%
is	40	1.20%	kind	9	0.27%
of	40	1.20%	out	9	0.27%
yeah	25	0.75%	stapler	9	0.27%
alright	24	0.72%	used	9	0.27%
first	23	0.69%	battery	8	0.24%
eighteen	22	0.66%	but	8	0.24%
on	22	0.66%	fifty	8	0.24%
it's	21	0.63%	know	8	0.24%
this	21	0.63%	machine	8	0.24%
for	20	0.60%	milk	8	0.24%
invented	20	0.60%	not	8	0.24%
which	20	0.60%	now	8	0.24%
just	19	0.57%	way	8	0.24%
my	18	0.54%	were	8	0.24%
oh	18	0.54%	cool	7	0.21%
your	17	0.51%	did	7	0.21%
by	16	0.48%	four	7	0.21%
okay	16	0.48%	i'm	7	0.21%
what	15	0.45%	keep	7	0.21%
because	14	0.42%	lightbulb	7	0.21%
don't	14	0.42%	sixty	7	0.21%
had	14	0.42%	wanted	7	0.21%
his	14	0.42%	didn't	6	0.18%
if	14	0.42%	else	6	0.18%
or	14	0.42%	hundred	6	0.18%
that's	14	0.42%	little	6	0.18%
up	14	0.42%	long	6	0.18%
want	14	0.42%	mean	6	0.18%
do	13	0.39%	patent	6	0.18%
go	13	0.39%	slide	6	0.18%
at	12	0.36%	something	6	0.18%
then	12	0.36%	them	6	0.18%
there	12	0.36%	think	6	0.18%
time	12	0.36%	three	6	0.18%

<i>Class 5 – Context Core (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
torpedo	6	0.18%	order	4	0.12%
we	6	0.18%	over	4	0.12%
went	6	0.18%	paper	4	0.12%
anybody	5	0.15%	picture	4	0.12%
be	5	0.15%	plug	4	0.12%
down	5	0.15%	point	4	0.12%
find	5	0.15%	refrigerator	4	0.12%
good	5	0.15%	remember	4	0.12%
hand	5	0.15%	same	4	0.12%
howe	5	0.15%	saw	4	0.12%
invention	5	0.15%	say	4	0.12%
last	5	0.15%	she	4	0.12%
much	5	0.15%	skinny	4	0.12%
name	5	0.15%	taste	4	0.12%
off	5	0.15%	temperature	4	0.12%
pasteurization	5	0.15%	through	4	0.12%
people	5	0.15%	where	4	0.12%
said	5	0.15%	wine	4	0.12%
six	5	0.15%	TeacherName	4	0.12%
there's	5	0.15%	actually	3	0.09%
thing	5	0.15%	again	3	0.09%
those	5	0.15%	also	3	0.09%
twenty	5	0.15%	answer	3	0.09%
unpasteurized	5	0.15%	anything	3	0.09%
would	5	0.15%	bad	3	0.09%
after	4	0.12%	basically	3	0.09%
are	4	0.12%	born	3	0.09%
bacteria	4	0.12%	both	3	0.09%
before	4	0.12%	click	3	0.09%
called	4	0.12%	copper	3	0.09%
circuit	4	0.12%	date	3	0.09%
company	4	0.12%	dates	3	0.09%
deal	4	0.12%	died	3	0.09%
developed	4	0.12%	does	3	0.09%
electric	4	0.12%	fifteen	3	0.09%
electricity	4	0.12%	god	3	0.09%
engine	4	0.12%	goes	3	0.09%
food	4	0.12%	guy	3	0.09%
forty	4	0.12%	here	3	0.09%
heat	4	0.12%	high	3	0.09%
hold	4	0.12%	him	3	0.09%
inventor	4	0.12%	hours	3	0.09%
looks	4	0.12%	i'll	3	0.09%
made	4	0.12%	into	3	0.09%
make	4	0.12%	let	3	0.09%
microorganisms	4	0.12%	longer	3	0.09%
next	4	0.12%	mail	3	0.09%
ones	4	0.12%	modern	3	0.09%

Class 5 – Context Core (cont.)					
Word	Count	Frequency	Word	Count	Frequency
most	3	0.09%	actual	2	0.06%
named	3	0.09%	american	2	0.06%
need	3	0.09%	amusement	2	0.06%
o	3	0.09%	attached	2	0.06%
our	3	0.09%	attack	2	0.06%
pretty	3	0.09%	batteries	2	0.06%
product	3	0.09%	been	2	0.06%
rural	3	0.09%	being	2	0.06%
scotland	3	0.09%	bell	2	0.06%
see	3	0.09%	big	2	0.06%
sent	3	0.09%	bigger	2	0.06%
seventy	3	0.09%	book	2	0.06%
sewing	3	0.09%	brine	2	0.06%
singer	3	0.09%	burn	2	0.06%
slocum	3	0.09%	c	2	0.06%
sorry	3	0.09%	carburetor	2	0.06%
spell	3	0.09%	catalog	2	0.06%
spot	3	0.09%	cause	2	0.06%
started	3	0.09%	cellar	2	0.06%
stroke	3	0.09%	chicago	2	0.06%
too	3	0.09%	closest	2	0.06%
traveling	3	0.09%	cloth	2	0.06%
very	3	0.09%	coal	2	0.06%
voltaic_pile	3	0.09%	combustion	2	0.06%
waterproof	3	0.09%	come	2	0.06%
weird	3	0.09%	cooling	2	0.06%
when	3	0.09%	count	2	0.06%
why	3	0.09%	country	2	0.06%
StudentName's	3	0.09%	credited	2	0.06%
year	3	0.09%	current	2	0.06%
zinc	3	0.09%			

Composite: Total – Total					
Word	Count	Frequency	Word	Count	Frequency
the	340	5.16%	he	81	1.23%
and	224	3.40%	in	81	1.23%
it	195	2.96%	is	69	1.05%
like	158	2.40%	it's	68	1.03%
i	143	2.17%	so	67	1.02%
to	141	2.14%	they	67	1.02%
was	134	2.03%	one	64	0.97%
a	129	1.96%	yeah	61	0.92%
that	114	1.73%	have	41	0.62%
you	97	1.47%	what	40	0.61%
of	90	1.36%	this	39	0.59%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
because	38	0.58%	with	18	0.27%
oh	38	0.58%	did	17	0.26%
don't	35	0.53%	how	17	0.26%
if	35	0.53%	people	17	0.26%
okay	35	0.53%	think	17	0.26%
on	35	0.53%	your	17	0.26%
or	34	0.52%	at	16	0.24%
but	33	0.50%	put	16	0.24%
that's	33	0.50%	out	15	0.23%
my	32	0.49%	were	15	0.23%
be	30	0.45%	would	15	0.23%
just	30	0.45%	i'm	14	0.21%
alright	28	0.42%	more	14	0.21%
for	26	0.39%	same	14	0.21%
get	26	0.39%	studentname	14	0.21%
no	26	0.39%	about	13	0.20%
then	25	0.38%	are	13	0.20%
there	25	0.38%	didn't	13	0.20%
from	24	0.36%	down	13	0.20%
got	24	0.36%	me	13	0.20%
had	24	0.36%	they're	13	0.20%
something	24	0.36%	thing	13	0.20%
first	23	0.35%	time	13	0.20%
know	23	0.35%	as	12	0.18%
up	23	0.35%	kind	12	0.18%
eighteen	22	0.33%	say	12	0.18%
his	22	0.33%	their	12	0.18%
them	22	0.33%	thought	12	0.18%
by	21	0.32%	where	12	0.18%
do	21	0.32%	keep	11	0.17%
go	21	0.32%	other	11	0.17%
not	21	0.32%	there's	11	0.17%
want	21	0.32%	four	10	0.15%
we	21	0.32%	good	10	0.15%
which	21	0.32%	little	10	0.15%
can	20	0.30%	mountains	10	0.15%
invented	20	0.30%	now	10	0.15%
all	19	0.29%	only	10	0.15%
going	19	0.29%	those	10	0.15%
really	19	0.29%	well	10	0.15%
said	19	0.29%	wouldn't	10	0.15%
two	19	0.29%	away	9	0.14%
an	18	0.27%	cool	9	0.14%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
could	9	0.14%	actually	6	0.09%
else	9	0.14%	also	6	0.09%
fifty	9	0.14%	around	6	0.09%
localtown	9	0.14%	commercial	6	0.09%
lot	9	0.14%	find	6	0.09%
machine	9	0.14%	food	6	0.09%
make	9	0.14%	goes	6	0.09%
much	9	0.14%	heat	6	0.09%
snow	9	0.14%	hundred	6	0.09%
stapler	9	0.14%	last	6	0.09%
three	9	0.14%	let	6	0.09%
used	9	0.14%	line	6	0.09%
wanted	9	0.14%	longer	6	0.09%
battery	8	0.12%	ones	6	0.09%
guy	8	0.12%	over	6	0.09%
into	8	0.12%	patent	6	0.09%
land	8	0.12%	rhyme	6	0.09%
long	8	0.12%	see	6	0.09%
mean	8	0.12%	she	6	0.09%
milk	8	0.12%	slide	6	0.09%
name	8	0.12%	torpedo	6	0.09%
off	8	0.12%	very	6	0.09%
stanza	8	0.12%	why	6	0.09%
things	8	0.12%	wrong	6	0.09%
through	8	0.12%	year	6	0.09%
too	8	0.12%	you're	6	0.09%
way	8	0.12%	alliteration	5	0.08%
went	8	0.12%	anybody	5	0.08%
when	8	0.12%	anything	5	0.08%
yep	8	0.12%	between	5	0.08%
after	7	0.11%	commercials	5	0.08%
been	7	0.11%	deal	5	0.08%
country	7	0.11%	fifteen	5	0.08%
does	7	0.11%	hand	5	0.08%
doesn't	7	0.11%	high	5	0.08%
him	7	0.11%	howe	5	0.08%
lightbulb	7	0.11%	invention	5	0.08%
made	7	0.11%	looks	5	0.08%
six	7	0.11%	making	5	0.08%
sixty	7	0.11%	mountain	5	0.08%
these	7	0.11%	need	5	0.08%
twenty	7	0.11%	next	5	0.08%
use	7	0.11%	number	5	0.08%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
our	5	0.08%	guys	4	0.06%
paper	5	0.08%	hate	4	0.06%
pasteurization	5	0.08%	help	4	0.06%
probably	5	0.08%	here	4	0.06%
read	5	0.08%	hold	4	0.06%
right	5	0.08%	huge	4	0.06%
river	5	0.08%	incorporated	4	0.06%
rocky	5	0.08%	inventor	4	0.06%
short	5	0.08%	major	4	0.06%
side	5	0.08%	maybe	4	0.06%
some	5	0.08%	microorganisms	4	0.06%
take	5	0.08%	mine	4	0.06%
thinking	5	0.08%	most	4	0.06%
transferred	5	0.08%	national	4	0.06%
unpasteurized	5	0.08%	new_york	4	0.06%
war	5	0.08%	nothing	4	0.06%
wasn't	5	0.08%	old	4	0.06%
water	5	0.08%	order	4	0.06%
annoying	4	0.06%	outside	4	0.06%
any	4	0.06%	page	4	0.06%
arkansas	4	0.06%	park	4	0.06%
bacteria	4	0.06%	part	4	0.06%
before	4	0.06%	person	4	0.06%
being	4	0.06%	picture	4	0.06%
big	4	0.06%	plug	4	0.06%
called	4	0.06%	point	4	0.06%
circuit	4	0.06%	power	4	0.06%
company	4	0.06%	rain	4	0.06%
consonance	4	0.06%	refrigerator	4	0.06%
copper	4	0.06%	remember	4	0.06%
date	4	0.06%	saw	4	0.06%
developed	4	0.06%	saying	4	0.06%
died	4	0.06%	school	4	0.06%
electric	4	0.06%	skinny	4	0.06%
electricity	4	0.06%	sorry	4	0.06%
engine	4	0.06%	sound	4	0.06%
five	4	0.06%	started	4	0.06%
forty	4	0.06%	sure	4	0.06%
found	4	0.06%	taste	4	0.06%
fun	4	0.06%	tell	4	0.06%
god	4	0.06%	temperature	4	0.06%
gold	4	0.06%	thick	4	0.06%
group	4	0.06%	though	4	0.06%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
us	4	0.06%	give	3	0.05%
weird	4	0.06%	ground	3	0.05%
whenever	4	0.06%	growing	3	0.05%
wine	4	0.06%	has	3	0.05%
words	4	0.06%	hit	3	0.05%
TeacherName	4	0.06%	hours	3	0.05%
again	3	0.05%	i'll	3	0.05%
always	3	0.05%	indians	3	0.05%
animals	3	0.05%	influence	3	0.05%
another	3	0.05%	information	3	0.05%
answer	3	0.05%	isn't	3	0.05%
appalachian	3	0.05%	kept	3	0.05%
appalachians	3	0.05%	kill	3	0.05%
area	3	0.05%	laramie	3	0.05%
back	3	0.05%	live	3	0.05%
bad	3	0.05%	mail	3	0.05%
basically	3	0.05%	makes	3	0.05%
bit	3	0.05%	many	3	0.05%
black	3	0.05%	metals	3	0.05%
born	3	0.05%	mhm	3	0.05%
both	3	0.05%	modern	3	0.05%
bunch	3	0.05%	money	3	0.05%
burn	3	0.05%	named	3	0.05%
cause	3	0.05%	never	3	0.05%
civil	3	0.05%	o	3	0.05%
click	3	0.05%	one's	3	0.05%
coal	3	0.05%	open	3	0.05%
coast	3	0.05%	pretty	3	0.05%
come	3	0.05%	product	3	0.05%
comes	3	0.05%	question	3	0.05%
dates	3	0.05%	ready	3	0.05%
doing	3	0.05%	rockies	3	0.05%
done	3	0.05%	rural	3	0.05%
dry	3	0.05%	sad	3	0.05%
eat	3	0.05%	says	3	0.05%
farther	3	0.05%	scotland	3	0.05%
forest	3	0.05%	sent	3	0.05%
forgot	3	0.05%	seven	3	0.05%
french	3	0.05%	seventy	3	0.05%
fuel	3	0.05%	sewing	3	0.05%
funny	3	0.05%	shorter	3	0.05%
gets	3	0.05%	should	3	0.05%
getting	3	0.05%	silken	3	0.05%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
since	3	0.05%	basic	2	0.03%
singer	3	0.05%	batteries	2	0.03%
slocum	3	0.05%	bell	2	0.03%
spell	3	0.05%	best	2	0.03%
spot	3	0.05%	better	2	0.03%
still	3	0.05%	bigger	2	0.03%
stroke	3	0.05%	body	2	0.03%
stuff	3	0.05%	book	2	0.03%
talking	3	0.05%	boston	2	0.03%
teachername	3	0.05%	breaks	2	0.03%
they'd	3	0.05%	brine	2	0.03%
told	3	0.05%	british	2	0.03%
trail	3	0.05%	brought	2	0.03%
trash	3	0.05%	c	2	0.03%
traveling	3	0.05%	california	2	0.03%
u_s	3	0.05%	carburetor	2	0.03%
until	3	0.05%	card	2	0.03%
voltaic_pile	3	0.05%	catalog	2	0.03%
wants	3	0.05%	cellar	2	0.03%
warm	3	0.05%	central	2	0.03%
waterproof	3	0.05%	charged	2	0.03%
we're	3	0.05%	chicago	2	0.03%
whole	3	0.05%	city	2	0.03%
StudentName's	3	0.05%	climate	2	0.03%
yes	3	0.05%	closest	2	0.03%
zinc	3	0.05%	cloth	2	0.03%
zoo	3	0.05%	clothes	2	0.03%
above	2	0.03%	cold	2	0.03%
actual	2	0.03%	combustion	2	0.03%
advertise	2	0.03%	cooling	2	0.03%
affected	2	0.03%	count	2	0.03%
ago	2	0.03%	credited	2	0.03%
alligator	2	0.03%	current	2	0.03%
amazon	2	0.03%	curtain	2	0.03%
american	2	0.03%	cut	2	0.03%
amusement	2	0.03%	cuts	2	0.03%
animal	2	0.03%	design	2	0.03%
annabel_lee	2	0.03%	determine	2	0.03%
annexed	2	0.03%	die	2	0.03%
areas	2	0.03%	different	2	0.03%
attached	2	0.03%	disposal	2	0.03%
attack	2	0.03%	dollars	2	0.03%
bag	2	0.03%	doritos	2	0.03%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
double	2	0.03%	human	2	0.03%
draw	2	0.03%	hungry	2	0.03%
dreams	2	0.03%	ice	2	0.03%
each	2	0.03%	inches	2	0.03%
earth	2	0.03%	indian	2	0.03%
easier	2	0.03%	intake	2	0.03%
east	2	0.03%	internal	2	0.03%
ecosystems	2	0.03%	invent	2	0.03%
electrically	2	0.03%	jimmy_john's	2	0.03%
emily	2	0.03%	job	2	0.03%
environment	2	0.03%	jobs	2	0.03%
equator	2	0.03%	keeps	2	0.03%
escalator	2	0.03%	kids	2	0.03%
ether	2	0.03%	killed	2	0.03%
even	2	0.03%	kills	2	0.03%
everybody	2	0.03%	known	2	0.03%
everyone	2	0.03%	l	2	0.03%
everything	2	0.03%	lead	2	0.03%
exact	2	0.03%	learn	2	0.03%
exhaust	2	0.03%	least	2	0.03%
exports	2	0.03%	left	2	0.03%
fall	2	0.03%	lived	2	0.03%
farm	2	0.03%	localtown's	2	0.03%
favorite	2	0.03%	look	2	0.03%
feather	2	0.03%	lose	2	0.03%
feelings	2	0.03%	lost	2	0.03%
fight	2	0.03%	louis_pasteur	2	0.03%
film	2	0.03%	m	2	0.03%
fine	2	0.03%	m_and_m	2	0.03%
fish	2	0.03%	manslaughter	2	0.03%
flows	2	0.03%	matter	2	0.03%
fossil	2	0.03%	means	2	0.03%
gas	2	0.03%	message	2	0.03%
grade	2	0.03%	meter	2	0.03%
half	2	0.03%	microphone	2	0.03%
happy	2	0.03%	middle	2	0.03%
hath	2	0.03%	mine's	2	0.03%
heard	2	0.03%	mississippi	2	0.03%
heating	2	0.03%	needed	2	0.03%
heaven	2	0.03%	nile	2	0.03%
here's	2	0.03%	nine	2	0.03%
hills	2	0.03%	nineteen	2	0.03%
howe's	2	0.03%	nope	2	0.03%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
orbit	2	0.03%	south	2	0.03%
originally	2	0.03%	spain	2	0.03%
paragraph	2	0.03%	spark	2	0.03%
parking	2	0.03%	spoiling	2	0.03%
party	2	0.03%	squinkies	2	0.03%
pass	2	0.03%	st_louis	2	0.03%
patented	2	0.03%	starting	2	0.03%
paul	2	0.03%	states	2	0.03%
pay	2	0.03%	stomach	2	0.03%
pens	2	0.03%	stop	2	0.03%
personification	2	0.03%	stopped	2	0.03%
phone	2	0.03%	store	2	0.03%
phosphate	2	0.03%	strokes	2	0.03%
pictures	2	0.03%	team	2	0.03%
pieces	2	0.03%	telephone	2	0.03%
platte	2	0.03%	territory	2	0.03%
poem	2	0.03%	than	2	0.03%
poughkeepsie	2	0.03%	that'd	2	0.03%
price	2	0.03%	thirty	2	0.03%
prison	2	0.03%	times	2	0.03%
production	2	0.03%	today	2	0.03%
purple	2	0.03%	together	2	0.03%
quebec	2	0.03%	took	2	0.03%
quickly	2	0.03%	try	2	0.03%
quiz	2	0.03%	tunnel	2	0.03%
regular	2	0.03%	u	2	0.03%
repeating	2	0.03%	uncertain	2	0.03%
repetition	2	0.03%	uncle	2	0.03%
ride	2	0.03%	uranium	2	0.03%
rivers	2	0.03%	valleys	2	0.03%
rustling	2	0.03%	volts	2	0.03%
s	2	0.03%	wait	2	0.03%
salesman	2	0.03%	washington_d_c	2	0.03%
samuel_slocum	2	0.03%	wet	2	0.03%
seconds	2	0.03%	what'd	2	0.03%
seems	2	0.03%	what's	2	0.03%
send	2	0.03%	wheel	2	0.03%
sense	2	0.03%	wife	2	0.03%
settlers	2	0.03%	wire	2	0.03%
ship	2	0.03%	wires	2	0.03%
silver	2	0.03%	won	2	0.03%
slideshow	2	0.03%	work	2	0.03%
somebody	2	0.03%	would've	2	0.03%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
wrote	2	0.03%	baltimore	1	0.02%
wrought	2	0.03%	bar	1	0.02%
OmittedName	2	0.03%	barely	1	0.02%
you'd	2	0.03%	based	1	0.02%
you've	2	0.03%	basin	1	0.02%
ability	1	0.02%	beauty	1	0.02%
able	1	0.02%	became	1	0.02%
acid	1	0.02%	beginning	1	0.02%
across	1	0.02%	behind	1	0.02%
acting	1	0.02%	belgian	1	0.02%
acts	1	0.02%	believe	1	0.02%
admitted	1	0.02%	belt	1	0.02%
advancements	1	0.02%	bet	1	0.02%
advertises	1	0.02%	boats	1	0.02%
affect	1	0.02%	bought	1	0.02%
affects	1	0.02%	boundary	1	0.02%
afraid	1	0.02%	bra	1	0.02%
against	1	0.02%	bro	1	0.02%
alessandro_volta	1	0.02%	broke	1	0.02%
alive	1	0.02%	brother	1	0.02%
allstate	1	0.02%	build	1	0.02%
almost	1	0.02%	building	1	0.02%
along	1	0.02%	bush	1	0.02%
already	1	0.02%	business	1	0.02%
alternating	1	0.02%	button	1	0.02%
ameristar	1	0.02%	buy	1	0.02%
annoys	1	0.02%	calgary	1	0.02%
applied	1	0.02%	calling	1	0.02%
approval	1	0.02%	came	1	0.02%
arctic	1	0.02%	cameras	1	0.02%
argument	1	0.02%	canada	1	0.02%
arm	1	0.02%	can't	1	0.02%
armor	1	0.02%	canyon	1	0.02%
army	1	0.02%	car	1	0.02%
art	1	0.02%	carbon	1	0.02%
asks	1	0.02%	cardboard	1	0.02%
atlantic	1	0.02%	carry	1	0.02%
attacking	1	0.02%	casino	1	0.02%
available	1	0.02%	cat	1	0.02%
awesome	1	0.02%	catalogs	1	0.02%
baby	1	0.02%	catch	1	0.02%
backs	1	0.02%	catchy	1	0.02%
ball	1	0.02%	catfish	1	0.02%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
caught	1	0.02%	cup	1	0.02%
ceded	1	0.02%	cups	1	0.02%
cell	1	0.02%	cycle	1	0.02%
centennial	1	0.02%	dallas	1	0.02%
chambers	1	0.02%	dating	1	0.02%
changing	1	0.02%	david_bushnell	1	0.02%
charles_mackintosh	1	0.02%	day	1	0.02%
chasing	1	0.02%	deals	1	0.02%
check	1	0.02%	debate	1	0.02%
cheer	1	0.02%	december	1	0.02%
chocolate	1	0.02%	decent	1	0.02%
christian	1	0.02%	decided	1	0.02%
citizens	1	0.02%	deciduous	1	0.02%
clark	1	0.02%	deeds	1	0.02%
clerk	1	0.02%	degrees	1	0.02%
clicks	1	0.02%	deliver	1	0.02%
cliff	1	0.02%	demand	1	0.02%
cloud	1	0.02%	department	1	0.02%
colder	1	0.02%	detrimental	1	0.02%
coming	1	0.02%	developing	1	0.02%
common	1	0.02%	devices	1	0.02%
commonly	1	0.02%	dies	1	0.02%
companies	1	0.02%	direction	1	0.02%
complete	1	0.02%	dirt	1	0.02%
completed	1	0.02%	discover	1	0.02%
completing	1	0.02%	discuss	1	0.02%
complicated	1	0.02%	dissolving	1	0.02%
compression	1	0.02%	distress	1	0.02%
computer	1	0.02%	documented	1	0.02%
coney_island	1	0.02%	dog	1	0.02%
conflicts	1	0.02%	drain	1	0.02%
coniferous	1	0.02%	drained	1	0.02%
conserve	1	0.02%	drawings	1	0.02%
construction	1	0.02%	dream	1	0.02%
container	1	0.02%	drink	1	0.02%
continent	1	0.02%	drinking	1	0.02%
controversy	1	0.02%	drugs	1	0.02%
conveyor	1	0.02%	dryest	1	0.02%
council	1	0.02%	dumb	1	0.02%
cranked	1	0.02%	e	1	0.02%
crazy	1	0.02%	e_f_i	1	0.02%
created	1	0.02%	early	1	0.02%
crops	1	0.02%	easiest	1	0.02%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
easter	1	0.02%	fighting	1	0.02%
eating	1	0.02%	fight	1	0.02%
ecosystem	1	0.02%	fire	1	0.02%
edges	1	0.02%	fix	1	0.02%
education	1	0.02%	florida	1	0.02%
effect	1	0.02%	flow	1	0.02%
effective	1	0.02%	flowing	1	0.02%
effects	1	0.02%	flushed	1	0.02%
eight	1	0.02%	following	1	0.02%
eighty	1	0.02%	foot	1	0.02%
either	1	0.02%	forced	1	0.02%
elevator	1	0.02%	forget	1	0.02%
elias_howe	1	0.02%	formed	1	0.02%
emile_berliner	1	0.02%	fort	1	0.02%
emotions	1	0.02%	fourth	1	0.02%
encouraging	1	0.02%	france	1	0.02%
end	1	0.02%	france's	1	0.02%
ended	1	0.02%	front	1	0.02%
enemy	1	0.02%	fueled	1	0.02%
englishman	1	0.02%	fuels	1	0.02%
enough	1	0.02%	future	1	0.02%
entertaining	1	0.02%	generating	1	0.02%
erosion	1	0.02%	george_eastman	1	0.02%
escalators	1	0.02%	girl	1	0.02%
ever	1	0.02%	girls	1	0.02%
every	1	0.02%	government	1	0.02%
example	1	0.02%	gradually	1	0.02%
examples	1	0.02%	grand	1	0.02%
except	1	0.02%	grandma	1	0.02%
explodes	1	0.02%	grasslands	1	0.02%
explosive	1	0.02%	greater	1	0.02%
exposition	1	0.02%	greece	1	0.02%
face	1	0.02%	groups	1	0.02%
fact	1	0.02%	grow	1	0.02%
falls	1	0.02%	guerilla	1	0.02%
fast	1	0.02%	guess	1	0.02%
faster	1	0.02%	guns	1	0.02%
feathers	1	0.02%	guy's	1	0.02%
february	1	0.02%	gym	1	0.02%
fed	1	0.02%	hair	1	0.02%
feel	1	0.02%	happens	1	0.02%
fell	1	0.02%	harmful	1	0.02%
fifties	1	0.02%	harry	1	0.02%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
haven't	1	0.02%	inside	1	0.02%
hazardous	1	0.02%	instead	1	0.02%
health	1	0.02%	instructions	1	0.02%
healthcare	1	0.02%	insulation	1	0.02%
healthier	1	0.02%	insurance	1	0.02%
hear	1	0.02%	interest	1	0.02%
he'd	1	0.02%	introduced	1	0.02%
he'll	1	0.02%	invaded	1	0.02%
helped	1	0.02%	inventing	1	0.02%
hence	1	0.02%	involuntary	1	0.02%
her	1	0.02%	iowa	1	0.02%
hers	1	0.02%	iran	1	0.02%
hey	1	0.02%	iron	1	0.02%
highlands	1	0.02%	isaac_singer	1	0.02%
himself	1	0.02%	it'd	1	0.02%
hinges	1	0.02%	it'll	1	0.02%
history	1	0.02%	its	1	0.02%
holes	1	0.02%	itself	1	0.02%
hope	1	0.02%	jacob_perkins	1	0.02%
horrible	1	0.02%	jean_joseph_lenoir	1	0.02%
hot	1	0.02%	jesse_reno	1	0.02%
houses	1	0.02%	john_fisher	1	0.02%
housing	1	0.02%	jumping	1	0.02%
houston	1	0.02%	kansas	1	0.02%
huh	1	0.02%	keeping	1	0.02%
humane_society	1	0.02%	kid	1	0.02%
hunting	1	0.02%	kid's	1	0.02%
hydro_power	1	0.02%	killing	1	0.02%
hydroelectric	1	0.02%	kinzie	1	0.02%
i'd	1	0.02%	kitchen	1	0.02%
idea	1	0.02%	knocking	1	0.02%
identical	1	0.02%	la_la_loopsy	1	0.02%
imagine	1	0.02%	lace	1	0.02%
important	1	0.02%	large	1	0.02%
imports	1	0.02%	lasting	1	0.02%
improper	1	0.02%	late	1	0.02%
improve	1	0.02%	laughing	1	0.02%
improved	1	0.02%	launched	1	0.02%
improvements	1	0.02%	leaders	1	0.02%
incline	1	0.02%	learning	1	0.02%
inclined	1	0.02%	leave	1	0.02%
included	1	0.02%	leavenworth	1	0.02%
injected	1	0.02%	lee	1	0.02%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
leeward	1	0.02%	might	1	0.02%
length	1	0.02%	might've	1	0.02%
lenoir	1	0.02%	mile	1	0.02%
less	1	0.02%	miners	1	0.02%
let's	1	0.02%	miracle	1	0.02%
letters	1	0.02%	miscounted	1	0.02%
licker	1	0.02%	missouri	1	0.02%
light	1	0.02%	mixed	1	0.02%
lightbulbs	1	0.02%	mixture	1	0.02%
lint	1	0.02%	mmhmm	1	0.02%
lion	1	0.02%	montgomery_ward	1	0.02%
listen	1	0.02%	moron	1	0.02%
listening	1	0.02%	motor	1	0.02%
lock	1	0.02%	motorized	1	0.02%
locker	1	0.02%	move	1	0.02%
los_angeles	1	0.02%	moving	1	0.02%
loss	1	0.02%	multiplying	1	0.02%
louis_pasteur's	1	0.02%	murder	1	0.02%
love	1	0.02%	n	1	0.02%
low	1	0.02%	naked	1	0.02%
mackintosh	1	0.02%	name's	1	0.02%
main	1	0.02%	natural	1	0.02%
man	1	0.02%	near	1	0.02%
mannequins	1	0.02%	nearly	1	0.02%
manufacturing	1	0.02%	neat	1	0.02%
map	1	0.02%	necessities	1	0.02%
marks	1	0.02%	necklace	1	0.02%
maryland	1	0.02%	needle	1	0.02%
mass	1	0.02%	new_orleans	1	0.02%
massachussetts	1	0.02%	newer	1	0.02%
materials	1	0.02%	news	1	0.02%
math	1	0.02%	ninety	1	0.02%
may	1	0.02%	nobody	1	0.02%
meaning	1	0.02%	nonlocalstate	1	0.02%
measurement	1	0.02%	nonlocaltown	1	0.02%
merchandise	1	0.02%	nonlocaltown's	1	0.02%
mess	1	0.02%	north	1	0.02%
messaging	1	0.02%	northeast	1	0.02%
messed	1	0.02%	northern	1	0.02%
mexico	1	0.02%	notes	1	0.02%
miami	1	0.02%	nutrition	1	0.02%
microphones	1	0.02%	occurred	1	0.02%
mid_latitude	1	0.02%	ocean	1	0.02%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
office	1	0.02%	pollution	1	0.02%
ohio	1	0.02%	poor	1	0.02%
oklahoma	1	0.02%	populated	1	0.02%
old_navy	1	0.02%	pour	1	0.02%
older	1	0.02%	powered	1	0.02%
omittedname	1	0.02%	practical	1	0.02%
opera	1	0.02%	practically	1	0.02%
opposing	1	0.02%	precious	1	0.02%
opposite	1	0.02%	presentation	1	0.02%
orange	1	0.02%	preserve	1	0.02%
original	1	0.02%	pressure	1	0.02%
otherwise	1	0.02%	prey	1	0.02%
ours	1	0.02%	primary	1	0.02%
overhead	1	0.02%	prince	1	0.02%
overlapped	1	0.02%	print	1	0.02%
oxygen	1	0.02%	process	1	0.02%
pacific	1	0.02%	produce	1	0.02%
painter	1	0.02%	produced	1	0.02%
panther	1	0.02%	products	1	0.02%
passed	1	0.02%	pronounce	1	0.02%
passengers	1	0.02%	property	1	0.02%
passes	1	0.02%	protected	1	0.02%
pattern	1	0.02%	punched	1	0.02%
pedal	1	0.02%	quadricorn	1	0.02%
pen	1	0.02%	queen	1	0.02%
per	1	0.02%	questions	1	0.02%
period	1	0.02%	quick	1	0.02%
petroleum	1	0.02%	quite	1	0.02%
phoenix	1	0.02%	quizzes	1	0.02%
photographic	1	0.02%	r	1	0.02%
picnics	1	0.02%	railings	1	0.02%
pitched	1	0.02%	raincoat	1	0.02%
place	1	0.02%	raincoats	1	0.02%
places	1	0.02%	rainfall	1	0.02%
plan	1	0.02%	rainy	1	0.02%
planning	1	0.02%	raise	1	0.02%
plastic	1	0.02%	random	1	0.02%
please	1	0.02%	ray	1	0.02%
plow	1	0.02%	real	1	0.02%
plows	1	0.02%	realized	1	0.02%
poe	1	0.02%	reason	1	0.02%
points	1	0.02%	received	1	0.02%
polished	1	0.02%	recent	1	0.02%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
recognize	1	0.02%	sears_and_roebuck	1	0.02%
recognized	1	0.02%	season	1	0.02%
red	1	0.02%	seasons	1	0.02%
reduced	1	0.02%	seat	1	0.02%
refrigerators	1	0.02%	second	1	0.02%
region	1	0.02%	secondary	1	0.02%
reno	1	0.02%	sees	1	0.02%
repeated	1	0.02%	selling	1	0.02%
reproducing	1	0.02%	semester	1	0.02%
reservation	1	0.02%	separated	1	0.02%
reserves	1	0.02%	separates	1	0.02%
residential	1	0.02%	sets	1	0.02%
resources	1	0.02%	settle	1	0.02%
restaurant	1	0.02%	settling	1	0.02%
retarded	1	0.02%	seventeenth	1	0.02%
revolutionary	1	0.02%	seventh	1	0.02%
rich	1	0.02%	sexy	1	0.02%
rocks	1	0.02%	shadow	1	0.02%
rode	1	0.02%	shake	1	0.02%
rollercoasters	1	0.02%	shaped	1	0.02%
rotten	1	0.02%	sheet	1	0.02%
royalties	1	0.02%	shift	1	0.02%
rubber	1	0.02%	shock	1	0.02%
rule	1	0.02%	shoelaces	1	0.02%
ruling	1	0.02%	shrooms	1	0.02%
run	1	0.02%	sick	1	0.02%
running	1	0.02%	sides	1	0.02%
rush	1	0.02%	similar	1	0.02%
s_o_s	1	0.02%	singer's	1	0.02%
sailors	1	0.02%	singing	1	0.02%
sales	1	0.02%	single	1	0.02%
samuel	1	0.02%	skinniest	1	0.02%
samuel_morse	1	0.02%	slaughtered	1	0.02%
san_antonio	1	0.02%	sleep	1	0.02%
san_francisco	1	0.02%	slides	1	0.02%
scare	1	0.02%	snatches	1	0.02%
science	1	0.02%	sneaking	1	0.02%
scientific	1	0.02%	soaked	1	0.02%
scorched	1	0.02%	soil	1	0.02%
scratch	1	0.02%	soldiers	1	0.02%
screwed	1	0.02%	somewhere	1	0.02%
search	1	0.02%	son	1	0.02%
sears	1	0.02%	song	1	0.02%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
song's	1	0.02%	tar	1	0.02%
soon	1	0.02%	target	1	0.02%
sounding	1	0.02%	tear	1	0.02%
sounds	1	0.02%	technology	1	0.02%
southwest	1	0.02%	teens	1	0.02%
southwestern	1	0.02%	telegraph	1	0.02%
special	1	0.02%	telegraphic	1	0.02%
specific	1	0.02%	temperate	1	0.02%
spoil	1	0.02%	temple	1	0.02%
sprouts	1	0.02%	tempurpedic	1	0.02%
squatting	1	0.02%	ten	1	0.02%
stairs	1	0.02%	text	1	0.02%
stand	1	0.02%	textured	1	0.02%
stanzas	1	0.02%	th	1	0.02%
start	1	0.02%	thinks	1	0.02%
starts	1	0.02%	thirteen	1	0.02%
stationery	1	0.02%	thomas_alva_edison	1	0.02%
stay	1	0.02%	thousand	1	0.02%
steeper	1	0.02%	threw	1	0.02%
stinks	1	0.02%	throw	1	0.02%
stitch	1	0.02%	thrown	1	0.02%
stops	1	0.02%	tiger	1	0.02%
streams	1	0.02%	tin	1	0.02%
street	1	0.02%	toilets	1	0.02%
strength	1	0.02%	tourism	1	0.02%
strip	1	0.02%	towards	1	0.02%
stuck	1	0.02%	transmitter	1	0.02%
stunning	1	0.02%	transportation	1	0.02%
subject	1	0.02%	travelers	1	0.02%
subjects	1	0.02%	treadle	1	0.02%
successful	1	0.02%	treehouse	1	0.02%
suited	1	0.02%	tried	1	0.02%
support	1	0.02%	trip	1	0.02%
surrender	1	0.02%	truth	1	0.02%
survived	1	0.02%	trying	1	0.02%
sweet	1	0.02%	tube	1	0.02%
switched	1	0.02%	turn	1	0.02%
system	1	0.02%	turns	1	0.02%
takes	1	0.02%	tv	1	0.02%
taking	1	0.02%	twelve	1	0.02%
talk	1	0.02%	type	1	0.02%
talked	1	0.02%	understand	1	0.02%
taller	1	0.02%	underwater	1	0.02%

<i>Composite: Total – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
ungodly	1	0.02%	wheels	1	0.02%
unicorn	1	0.02%	where's	1	0.02%
united	1	0.02%	who	1	0.02%
united_states	1	0.02%	whoa	1	0.02%
uses	1	0.02%	who's	1	0.02%
using	1	0.02%	wide	1	0.02%
usually	1	0.02%	wildlife	1	0.02%
utilized	1	0.02%	will	1	0.02%
utilizes	1	0.02%	wind	1	0.02%
vapor	1	0.02%	without	1	0.02%
vehicles	1	0.02%	wives	1	0.02%
virginia_city	1	0.02%	wondering	1	0.02%
vision	1	0.02%	won't	1	0.02%
voice	1	0.02%	wood	1	0.02%
voices	1	0.02%	woohoo	1	0.02%
voltage	1	0.02%	wool	1	0.02%
voltaic	1	0.02%	worked	1	0.02%
wagon	1	0.02%	works	1	0.02%
walmart	1	0.02%	world	1	0.02%
warfare	1	0.02%	worth	1	0.02%
warmer	1	0.02%	wow	1	0.02%
watts	1	0.02%	write	1	0.02%
waves	1	0.02%	written	1	0.02%
ways	1	0.02%	wyoming	1	0.02%
weapon	1	0.02%	xlocalcityx	1	0.02%
websites	1	0.02%	StudentName	1	0.02%
wedge	1	0.02%	yesterday	1	0.02%
weight	1	0.02%	yet	1	0.02%
west	1	0.02%			

<i>Composite: Total – Fringe</i>					
Word	Count	Frequency	Word	Count	Frequency
okay	35	1.72%	lot	9	0.44%
alright	28	1.38%	machine	9	0.44%
eighteen	22	1.08%	snow	9	0.44%
invented	20	0.98%	stapler	9	0.44%
studentname	14	0.69%	battery	8	0.39%
keep	11	0.54%	guy	8	0.39%
mountains	10	0.49%	land	8	0.39%
away	9	0.44%	milk	8	0.39%
cool	9	0.44%	name	8	0.39%
fifty	9	0.44%	stanza	8	0.39%
localtown	9	0.44%	yep	8	0.39%

<i>Composite: Total – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
country	7	0.34%	company	4	0.20%
lightbulb	7	0.34%	consonance	4	0.20%
six	7	0.34%	copper	4	0.20%
sixty	7	0.34%	date	4	0.20%
twenty	7	0.34%	developed	4	0.20%
also	6	0.29%	died	4	0.20%
commercial	6	0.29%	electric	4	0.20%
food	6	0.29%	electricity	4	0.20%
heat	6	0.29%	engine	4	0.20%
let	6	0.29%	forty	4	0.20%
line	6	0.29%	fun	4	0.20%
ones	6	0.29%	god	4	0.20%
patent	6	0.29%	gold	4	0.20%
rhyme	6	0.29%	group	4	0.20%
slide	6	0.29%	guys	4	0.20%
torpedo	6	0.29%	hate	4	0.20%
wrong	6	0.29%	help	4	0.20%
alliteration	5	0.25%	hold	4	0.20%
between	5	0.25%	huge	4	0.20%
commercials	5	0.25%	incorporated	4	0.20%
deal	5	0.25%	inventor	4	0.20%
fifteen	5	0.25%	major	4	0.20%
hand	5	0.25%	maybe	4	0.20%
howe	5	0.25%	microorganisms	4	0.20%
invention	5	0.25%	national	4	0.20%
mountain	5	0.25%	new_york	4	0.20%
number	5	0.25%	order	4	0.20%
paper	5	0.25%	page	4	0.20%
pasteurization	5	0.25%	park	4	0.20%
read	5	0.25%	part	4	0.20%
river	5	0.25%	person	4	0.20%
rocky	5	0.25%	picture	4	0.20%
side	5	0.25%	plug	4	0.20%
transferred	5	0.25%	point	4	0.20%
unpasteurized	5	0.25%	power	4	0.20%
war	5	0.25%	rain	4	0.20%
wasn't	5	0.25%	refrigerator	4	0.20%
water	5	0.25%	remember	4	0.20%
annoying	4	0.20%	school	4	0.20%
arkansas	4	0.20%	skinny	4	0.20%
bacteria	4	0.20%	sorry	4	0.20%
being	4	0.20%	sound	4	0.20%
circuit	4	0.20%	sure	4	0.20%

<i>Composite: Total – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
taste	4	0.20%	live	3	0.15%
temperature	4	0.20%	mail	3	0.15%
thick	4	0.20%	metals	3	0.15%
weird	4	0.20%	mhm	3	0.15%
whenever	4	0.20%	modern	3	0.15%
wine	4	0.20%	named	3	0.15%
words	4	0.20%	o	3	0.15%
TeacherName	4	0.20%	one's	3	0.15%
again	3	0.15%	open	3	0.15%
animals	3	0.15%	product	3	0.15%
answer	3	0.15%	question	3	0.15%
appalachian	3	0.15%	ready	3	0.15%
appalachians	3	0.15%	rockies	3	0.15%
area	3	0.15%	rural	3	0.15%
basically	3	0.15%	sad	3	0.15%
bit	3	0.15%	scotland	3	0.15%
black	3	0.15%	sent	3	0.15%
born	3	0.15%	seven	3	0.15%
both	3	0.15%	seventy	3	0.15%
bunch	3	0.15%	sewing	3	0.15%
burn	3	0.15%	silken	3	0.15%
cause	3	0.15%	since	3	0.15%
civil	3	0.15%	singer	3	0.15%
click	3	0.15%	slocum	3	0.15%
coal	3	0.15%	spot	3	0.15%
coast	3	0.15%	still	3	0.15%
dates	3	0.15%	stroke	3	0.15%
dry	3	0.15%	teachername	3	0.15%
forest	3	0.15%	they'd	3	0.15%
forgot	3	0.15%	trail	3	0.15%
french	3	0.15%	trash	3	0.15%
fuel	3	0.15%	traveling	3	0.15%
funny	3	0.15%	u_s	3	0.15%
ground	3	0.15%	until	3	0.15%
growing	3	0.15%	voltaic_pile	3	0.15%
hit	3	0.15%	warm	3	0.15%
hours	3	0.15%	waterproof	3	0.15%
indians	3	0.15%	we're	3	0.15%
influence	3	0.15%	whole	3	0.15%
information	3	0.15%	StudentName's	3	0.15%
kept	3	0.15%	zinc	3	0.15%
kill	3	0.15%	zoo	3	0.15%
laramie	3	0.15%	above	2	0.10%

<i>Composite: Total – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
advertise	2	0.10%	curtain	2	0.10%
affected	2	0.10%	cut	2	0.10%
ago	2	0.10%	cuts	2	0.10%
alligator	2	0.10%	design	2	0.10%
amazon	2	0.10%	determine	2	0.10%
american	2	0.10%	die	2	0.10%
amusement	2	0.10%	disposal	2	0.10%
animal	2	0.10%	dollars	2	0.10%
annabel_lee	2	0.10%	doritos	2	0.10%
annexed	2	0.10%	double	2	0.10%
areas	2	0.10%	draw	2	0.10%
attached	2	0.10%	dreams	2	0.10%
attack	2	0.10%	each	2	0.10%
bag	2	0.10%	earth	2	0.10%
basic	2	0.10%	east	2	0.10%
batteries	2	0.10%	ecosystems	2	0.10%
bell	2	0.10%	electrically	2	0.10%
body	2	0.10%	emily	2	0.10%
book	2	0.10%	environment	2	0.10%
boston	2	0.10%	equator	2	0.10%
breaks	2	0.10%	escalator	2	0.10%
brine	2	0.10%	ether	2	0.10%
british	2	0.10%	exact	2	0.10%
c	2	0.10%	exhaust	2	0.10%
california	2	0.10%	exports	2	0.10%
carburetor	2	0.10%	fall	2	0.10%
card	2	0.10%	farm	2	0.10%
catalog	2	0.10%	favorite	2	0.10%
cellar	2	0.10%	feather	2	0.10%
central	2	0.10%	feelings	2	0.10%
charged	2	0.10%	fight	2	0.10%
chicago	2	0.10%	film	2	0.10%
city	2	0.10%	fine	2	0.10%
climate	2	0.10%	fish	2	0.10%
closest	2	0.10%	flows	2	0.10%
cloth	2	0.10%	fossil	2	0.10%
clothes	2	0.10%	gas	2	0.10%
cold	2	0.10%	grade	2	0.10%
combustion	2	0.10%	half	2	0.10%
cooling	2	0.10%	happy	2	0.10%
count	2	0.10%	hath	2	0.10%
credited	2	0.10%	heard	2	0.10%
current	2	0.10%	heating	2	0.10%

<i>Composite: Total – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
heaven	2	0.10%	orbit	2	0.10%
here's	2	0.10%	originally	2	0.10%
hills	2	0.10%	paragraph	2	0.10%
howe's	2	0.10%	parking	2	0.10%
human	2	0.10%	party	2	0.10%
hungry	2	0.10%	pass	2	0.10%
ice	2	0.10%	patented	2	0.10%
inches	2	0.10%	paul	2	0.10%
indian	2	0.10%	pay	2	0.10%
intake	2	0.10%	pens	2	0.10%
internal	2	0.10%	personification	2	0.10%
invent	2	0.10%	phone	2	0.10%
jimmy_john's	2	0.10%	phosphate	2	0.10%
keeps	2	0.10%	pictures	2	0.10%
kids	2	0.10%	pieces	2	0.10%
killed	2	0.10%	platte	2	0.10%
kills	2	0.10%	poem	2	0.10%
known	2	0.10%	poughkeepsie	2	0.10%
l	2	0.10%	price	2	0.10%
lead	2	0.10%	prison	2	0.10%
learn	2	0.10%	production	2	0.10%
least	2	0.10%	purple	2	0.10%
left	2	0.10%	quebec	2	0.10%
lived	2	0.10%	quickly	2	0.10%
localtown's	2	0.10%	quiz	2	0.10%
lose	2	0.10%	regular	2	0.10%
lost	2	0.10%	repeating	2	0.10%
louis_pasteur	2	0.10%	repetition	2	0.10%
m	2	0.10%	ride	2	0.10%
m_and_m	2	0.10%	rivers	2	0.10%
manslaughter	2	0.10%	rustling	2	0.10%
matter	2	0.10%	s	2	0.10%
message	2	0.10%	salesman	2	0.10%
meter	2	0.10%	samuel_slocum	2	0.10%
microphone	2	0.10%	seconds	2	0.10%
middle	2	0.10%	seems	2	0.10%
mine's	2	0.10%	send	2	0.10%
mississippi	2	0.10%	sense	2	0.10%
needed	2	0.10%	settlers	2	0.10%
nile	2	0.10%	ship	2	0.10%
nine	2	0.10%	silver	2	0.10%
nineteen	2	0.10%	slideshow	2	0.10%
nope	2	0.10%	south	2	0.10%

<i>Composite: Total – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
spain	2	0.10%	admitted	1	0.05%
spark	2	0.10%	advancements	1	0.05%
spoiling	2	0.10%	advertises	1	0.05%
squinkies	2	0.10%	affect	1	0.05%
st_louis	2	0.10%	affects	1	0.05%
states	2	0.10%	afraid	1	0.05%
stomach	2	0.10%	against	1	0.05%
store	2	0.10%	alessandro_volta	1	0.05%
strokes	2	0.10%	alive	1	0.05%
team	2	0.10%	allstate	1	0.05%
telephone	2	0.10%	almost	1	0.05%
territory	2	0.10%	along	1	0.05%
that'd	2	0.10%	already	1	0.05%
thirty	2	0.10%	alternating	1	0.05%
today	2	0.10%	ameristar	1	0.05%
together	2	0.10%	annoys	1	0.05%
try	2	0.10%	applied	1	0.05%
tunnel	2	0.10%	approval	1	0.05%
u	2	0.10%	arctic	1	0.05%
uncertain	2	0.10%	argument	1	0.05%
uncle	2	0.10%	arm	1	0.05%
uranium	2	0.10%	armor	1	0.05%
valleys	2	0.10%	army	1	0.05%
volts	2	0.10%	art	1	0.05%
washington_d_c	2	0.10%	asks	1	0.05%
wet	2	0.10%	atlantic	1	0.05%
what'd	2	0.10%	attacking	1	0.05%
what's	2	0.10%	available	1	0.05%
wheel	2	0.10%	awesome	1	0.05%
wire	2	0.10%	baby	1	0.05%
wires	2	0.10%	backs	1	0.05%
won	2	0.10%	ball	1	0.05%
would've	2	0.10%	baltimore	1	0.05%
wrote	2	0.10%	bar	1	0.05%
wrought	2	0.10%	barely	1	0.05%
OmittedName	2	0.10%	based	1	0.05%
you'd	2	0.10%	basin	1	0.05%
ability	1	0.05%	beauty	1	0.05%
able	1	0.05%	became	1	0.05%
acid	1	0.05%	beginning	1	0.05%
across	1	0.05%	belgian	1	0.05%
acting	1	0.05%	believe	1	0.05%
acts	1	0.05%	belt	1	0.05%

<i>Composite: Total – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
bet	1	0.05%	clicks	1	0.05%
boats	1	0.05%	cliff	1	0.05%
bought	1	0.05%	cloud	1	0.05%
boundary	1	0.05%	colder	1	0.05%
bra	1	0.05%	common	1	0.05%
bro	1	0.05%	commonly	1	0.05%
broke	1	0.05%	companies	1	0.05%
brother	1	0.05%	complete	1	0.05%
build	1	0.05%	completed	1	0.05%
building	1	0.05%	completing	1	0.05%
bush	1	0.05%	complicated	1	0.05%
business	1	0.05%	compression	1	0.05%
button	1	0.05%	computer	1	0.05%
buy	1	0.05%	coney_island	1	0.05%
calgary	1	0.05%	conflicts	1	0.05%
cameras	1	0.05%	coniferous	1	0.05%
canada	1	0.05%	conserve	1	0.05%
canyon	1	0.05%	construction	1	0.05%
car	1	0.05%	container	1	0.05%
carbon	1	0.05%	continent	1	0.05%
cardboard	1	0.05%	controversy	1	0.05%
carry	1	0.05%	conveyor	1	0.05%
casino	1	0.05%	council	1	0.05%
cat	1	0.05%	cranked	1	0.05%
catalogs	1	0.05%	crazy	1	0.05%
catch	1	0.05%	created	1	0.05%
catchy	1	0.05%	crops	1	0.05%
catfish	1	0.05%	cup	1	0.05%
caught	1	0.05%	cups	1	0.05%
ceded	1	0.05%	cycle	1	0.05%
cell	1	0.05%	dallas	1	0.05%
centennial	1	0.05%	dating	1	0.05%
chambers	1	0.05%	david_bushnell	1	0.05%
changing	1	0.05%	deals	1	0.05%
charles_mackintosh	1	0.05%	debate	1	0.05%
chasing	1	0.05%	december	1	0.05%
check	1	0.05%	decent	1	0.05%
cheer	1	0.05%	decided	1	0.05%
chocolate	1	0.05%	deciduous	1	0.05%
christian	1	0.05%	deeds	1	0.05%
citizens	1	0.05%	degrees	1	0.05%
clark	1	0.05%	deliver	1	0.05%
clerk	1	0.05%	demand	1	0.05%

<i>Composite: Total – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
department	1	0.05%	entertaining	1	0.05%
detrimental	1	0.05%	erosion	1	0.05%
developing	1	0.05%	escalators	1	0.05%
devices	1	0.05%	example	1	0.05%
dies	1	0.05%	examples	1	0.05%
direction	1	0.05%	except	1	0.05%
dirt	1	0.05%	explodes	1	0.05%
discover	1	0.05%	explosive	1	0.05%
discuss	1	0.05%	exposition	1	0.05%
dissolving	1	0.05%	face	1	0.05%
distress	1	0.05%	fact	1	0.05%
documented	1	0.05%	falls	1	0.05%
dog	1	0.05%	feathers	1	0.05%
drain	1	0.05%	february	1	0.05%
drained	1	0.05%	fed	1	0.05%
drawings	1	0.05%	feel	1	0.05%
dream	1	0.05%	fell	1	0.05%
drink	1	0.05%	fifties	1	0.05%
drinking	1	0.05%	fighting	1	0.05%
drugs	1	0.05%	fight	1	0.05%
dryest	1	0.05%	fire	1	0.05%
dumb	1	0.05%	fix	1	0.05%
e	1	0.05%	florida	1	0.05%
e_f_i	1	0.05%	flow	1	0.05%
early	1	0.05%	flowing	1	0.05%
easter	1	0.05%	flushed	1	0.05%
ecosystem	1	0.05%	following	1	0.05%
edges	1	0.05%	foot	1	0.05%
education	1	0.05%	forced	1	0.05%
effect	1	0.05%	forget	1	0.05%
effective	1	0.05%	formed	1	0.05%
effects	1	0.05%	fort	1	0.05%
eight	1	0.05%	fourth	1	0.05%
eighty	1	0.05%	france	1	0.05%
either	1	0.05%	france's	1	0.05%
elevator	1	0.05%	fueled	1	0.05%
elias_howe	1	0.05%	fuels	1	0.05%
emile_berliner	1	0.05%	future	1	0.05%
emotions	1	0.05%	generating	1	0.05%
encouraging	1	0.05%	george_eastman	1	0.05%
enemy	1	0.05%	girl	1	0.05%
englishman	1	0.05%	girls	1	0.05%
enough	1	0.05%	government	1	0.05%

<i>Composite: Total – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
gradually	1	0.05%	imagine	1	0.05%
grand	1	0.05%	important	1	0.05%
grandma	1	0.05%	imports	1	0.05%
grasslands	1	0.05%	improper	1	0.05%
greater	1	0.05%	improve	1	0.05%
greece	1	0.05%	improved	1	0.05%
groups	1	0.05%	improvements	1	0.05%
grow	1	0.05%	incline	1	0.05%
guerilla	1	0.05%	inclined	1	0.05%
guess	1	0.05%	included	1	0.05%
guns	1	0.05%	injected	1	0.05%
guy's	1	0.05%	instead	1	0.05%
gym	1	0.05%	instructions	1	0.05%
hair	1	0.05%	insulation	1	0.05%
happens	1	0.05%	insurance	1	0.05%
harmful	1	0.05%	interest	1	0.05%
harry	1	0.05%	introduced	1	0.05%
hazardous	1	0.05%	invaded	1	0.05%
health	1	0.05%	inventing	1	0.05%
healthcare	1	0.05%	involuntary	1	0.05%
healthier	1	0.05%	iowa	1	0.05%
hear	1	0.05%	iran	1	0.05%
he'd	1	0.05%	iron	1	0.05%
he'll	1	0.05%	isaac_singer	1	0.05%
helped	1	0.05%	it'd	1	0.05%
hence	1	0.05%	it'll	1	0.05%
hers	1	0.05%	itself	1	0.05%
hey	1	0.05%	jacob_perkins	1	0.05%
highlands	1	0.05%	jean_joseph_lenoir	1	0.05%
hinges	1	0.05%	jesse_reno	1	0.05%
history	1	0.05%	john_fisher	1	0.05%
holes	1	0.05%	jumping	1	0.05%
hope	1	0.05%	kansas	1	0.05%
horrible	1	0.05%	keeping	1	0.05%
hot	1	0.05%	kid	1	0.05%
houston	1	0.05%	kid's	1	0.05%
huh	1	0.05%	killing	1	0.05%
humane_society	1	0.05%	kinzie	1	0.05%
hunting	1	0.05%	kitchen	1	0.05%
hydro_power	1	0.05%	knocking	1	0.05%
hydroelectric	1	0.05%	la_la_loopsy	1	0.05%
idea	1	0.05%	lace	1	0.05%
identical	1	0.05%	lasting	1	0.05%

<i>Composite: Total – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
late	1	0.05%	mexico	1	0.05%
laughing	1	0.05%	miami	1	0.05%
launched	1	0.05%	microphones	1	0.05%
leaders	1	0.05%	mid_latitude	1	0.05%
learning	1	0.05%	might've	1	0.05%
leave	1	0.05%	mile	1	0.05%
leavenworth	1	0.05%	miners	1	0.05%
lee	1	0.05%	miracle	1	0.05%
leeward	1	0.05%	miscounted	1	0.05%
length	1	0.05%	missouri	1	0.05%
lenoir	1	0.05%	mixed	1	0.05%
let's	1	0.05%	mixture	1	0.05%
letters	1	0.05%	mmhmm	1	0.05%
licker	1	0.05%	montgomery_ward	1	0.05%
light	1	0.05%	moron	1	0.05%
lightbulbs	1	0.05%	motor	1	0.05%
lint	1	0.05%	motorized	1	0.05%
lion	1	0.05%	move	1	0.05%
listen	1	0.05%	moving	1	0.05%
listening	1	0.05%	multiplying	1	0.05%
lock	1	0.05%	murder	1	0.05%
locker	1	0.05%	n	1	0.05%
los_angeles	1	0.05%	naked	1	0.05%
loss	1	0.05%	name's	1	0.05%
louis_pasteur's	1	0.05%	natural	1	0.05%
love	1	0.05%	neat	1	0.05%
mackintosh	1	0.05%	necessities	1	0.05%
main	1	0.05%	necklace	1	0.05%
man	1	0.05%	needle	1	0.05%
mannequins	1	0.05%	new_orleans	1	0.05%
manufacturing	1	0.05%	news	1	0.05%
map	1	0.05%	ninety	1	0.05%
marks	1	0.05%	nonlocalstate	1	0.05%
maryland	1	0.05%	nonlocaltown	1	0.05%
mass	1	0.05%	nonlocaltown's	1	0.05%
massachussetts	1	0.05%	north	1	0.05%
materials	1	0.05%	northeast	1	0.05%
math	1	0.05%	northern	1	0.05%
measurement	1	0.05%	notes	1	0.05%
merchandise	1	0.05%	nutrition	1	0.05%
mess	1	0.05%	occurred	1	0.05%
messaging	1	0.05%	ocean	1	0.05%
messed	1	0.05%	office	1	0.05%

<i>Composite: Total – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
ohio	1	0.05%	practical	1	0.05%
oklahoma	1	0.05%	practically	1	0.05%
old_navy	1	0.05%	precious	1	0.05%
omittedname	1	0.05%	presentation	1	0.05%
opera	1	0.05%	preserve	1	0.05%
opposing	1	0.05%	pressure	1	0.05%
opposite	1	0.05%	prey	1	0.05%
orange	1	0.05%	primary	1	0.05%
original	1	0.05%	prince	1	0.05%
otherwise	1	0.05%	print	1	0.05%
overhead	1	0.05%	process	1	0.05%
overlapped	1	0.05%	produce	1	0.05%
oxygen	1	0.05%	produced	1	0.05%
pacific	1	0.05%	products	1	0.05%
painter	1	0.05%	pronounce	1	0.05%
panther	1	0.05%	property	1	0.05%
passed	1	0.05%	protected	1	0.05%
passengers	1	0.05%	punched	1	0.05%
passes	1	0.05%	quadricorn	1	0.05%
pattern	1	0.05%	queen	1	0.05%
pedal	1	0.05%	questions	1	0.05%
pen	1	0.05%	quick	1	0.05%
per	1	0.05%	quizzes	1	0.05%
period	1	0.05%	r	1	0.05%
petroleum	1	0.05%	railings	1	0.05%
phoenix	1	0.05%	raincoat	1	0.05%
photographic	1	0.05%	raincoats	1	0.05%
picnics	1	0.05%	rainfall	1	0.05%
pitched	1	0.05%	rainy	1	0.05%
plan	1	0.05%	raise	1	0.05%
planning	1	0.05%	random	1	0.05%
plastic	1	0.05%	ray	1	0.05%
please	1	0.05%	realized	1	0.05%
plow	1	0.05%	reason	1	0.05%
plows	1	0.05%	received	1	0.05%
poe	1	0.05%	recent	1	0.05%
points	1	0.05%	recognize	1	0.05%
polished	1	0.05%	recognized	1	0.05%
pollution	1	0.05%	red	1	0.05%
poor	1	0.05%	reduced	1	0.05%
populated	1	0.05%	refrigerators	1	0.05%
pour	1	0.05%	region	1	0.05%
powered	1	0.05%	reno	1	0.05%

<i>Composite: Total – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
repeated	1	0.05%	selling	1	0.05%
reproducing	1	0.05%	semester	1	0.05%
reservation	1	0.05%	separated	1	0.05%
reserves	1	0.05%	separates	1	0.05%
residential	1	0.05%	sets	1	0.05%
resources	1	0.05%	settle	1	0.05%
restaurant	1	0.05%	settling	1	0.05%
retarded	1	0.05%	seventeenth	1	0.05%
revolutionary	1	0.05%	seventh	1	0.05%
rich	1	0.05%	sexy	1	0.05%
rocks	1	0.05%	shadow	1	0.05%
rode	1	0.05%	shake	1	0.05%
rollercoasters	1	0.05%	shaped	1	0.05%
rotten	1	0.05%	sheet	1	0.05%
royalties	1	0.05%	shift	1	0.05%
rubber	1	0.05%	shock	1	0.05%
rule	1	0.05%	shoelaces	1	0.05%
ruling	1	0.05%	shrooms	1	0.05%
run	1	0.05%	sick	1	0.05%
running	1	0.05%	sides	1	0.05%
rush	1	0.05%	similar	1	0.05%
s_o_s	1	0.05%	singer's	1	0.05%
sailors	1	0.05%	singing	1	0.05%
sales	1	0.05%	single	1	0.05%
samuel	1	0.05%	skinniest	1	0.05%
samuel_morse	1	0.05%	slaughtered	1	0.05%
san_antonio	1	0.05%	sleep	1	0.05%
san_francisco	1	0.05%	slides	1	0.05%
scare	1	0.05%	snatches	1	0.05%
science	1	0.05%	sneaking	1	0.05%
scientific	1	0.05%	soaked	1	0.05%
scorched	1	0.05%	soil	1	0.05%
scratch	1	0.05%	soldiers	1	0.05%
screwed	1	0.05%	son	1	0.05%
search	1	0.05%	song	1	0.05%
sears	1	0.05%	song's	1	0.05%
sears_and_roebuck	1	0.05%	soon	1	0.05%
season	1	0.05%	sounding	1	0.05%
seasons	1	0.05%	sounds	1	0.05%
seat	1	0.05%	southwest	1	0.05%
second	1	0.05%	southwestern	1	0.05%
secondary	1	0.05%	special	1	0.05%
sees	1	0.05%	specific	1	0.05%

<i>Composite: Total – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
spoil	1	0.05%	thomas_alva_edison	1	0.05%
sprouts	1	0.05%	threw	1	0.05%
squatting	1	0.05%	throw	1	0.05%
stairs	1	0.05%	thrown	1	0.05%
stand	1	0.05%	tiger	1	0.05%
stanzas	1	0.05%	tin	1	0.05%
stationery	1	0.05%	toilets	1	0.05%
stay	1	0.05%	tourism	1	0.05%
steeper	1	0.05%	towards	1	0.05%
stinks	1	0.05%	transmitter	1	0.05%
stitch	1	0.05%	transportation	1	0.05%
streams	1	0.05%	travelers	1	0.05%
street	1	0.05%	treadle	1	0.05%
strength	1	0.05%	treehouse	1	0.05%
strip	1	0.05%	tried	1	0.05%
stuck	1	0.05%	trip	1	0.05%
stunning	1	0.05%	truth	1	0.05%
subject	1	0.05%	trying	1	0.05%
subjects	1	0.05%	tube	1	0.05%
successful	1	0.05%	turn	1	0.05%
suited	1	0.05%	turns	1	0.05%
support	1	0.05%	tv	1	0.05%
surrender	1	0.05%	twelve	1	0.05%
survived	1	0.05%	type	1	0.05%
sweet	1	0.05%	understand	1	0.05%
switched	1	0.05%	underwater	1	0.05%
system	1	0.05%	ungodly	1	0.05%
taller	1	0.05%	unicorn	1	0.05%
tar	1	0.05%	united	1	0.05%
target	1	0.05%	united_states	1	0.05%
tear	1	0.05%	usually	1	0.05%
technology	1	0.05%	utilized	1	0.05%
teens	1	0.05%	utilizes	1	0.05%
telegraph	1	0.05%	vapor	1	0.05%
telegraphic	1	0.05%	vehicles	1	0.05%
temperate	1	0.05%	virginia_city	1	0.05%
temple	1	0.05%	vision	1	0.05%
tempurpedic	1	0.05%	voice	1	0.05%
ten	1	0.05%	voices	1	0.05%
text	1	0.05%	voltage	1	0.05%
textured	1	0.05%	voltaic	1	0.05%
th	1	0.05%	wagon	1	0.05%
thirteen	1	0.05%	walmart	1	0.05%

Composite: Total – Fringe (cont.)					
Word	Count	Frequency	Word	Count	Frequency
warfare	1	0.05%	wondering	1	0.05%
warmer	1	0.05%	wood	1	0.05%
watts	1	0.05%	woohoo	1	0.05%
waves	1	0.05%	wool	1	0.05%
weapon	1	0.05%	world	1	0.05%
websites	1	0.05%	worth	1	0.05%
wedge	1	0.05%	wow	1	0.05%
weight	1	0.05%	write	1	0.05%
west	1	0.05%	written	1	0.05%
wheels	1	0.05%	wyoming	1	0.05%
whoa	1	0.05%	xlocalcityx	1	0.05%
who's	1	0.05%	StudentName	1	0.05%
wide	1	0.05%	yesterday	1	0.05%
wildlife	1	0.05%	yet	1	0.05%
wind	1	0.05%			

Composite: Total – Context Core					
Word	Count	Frequency	Word	Count	Frequency
the	340	5.16%	if	35	0.53%
and	224	3.40%	okay	35	0.53%
it	195	2.96%	on	35	0.53%
like	158	2.40%	or	34	0.52%
i	143	2.17%	but	33	0.50%
to	141	2.14%	that's	33	0.50%
was	134	2.03%	my	32	0.49%
a	129	1.96%	be	30	0.45%
that	114	1.73%	just	30	0.45%
you	97	1.47%	alright	28	0.42%
of	90	1.36%	for	26	0.39%
he	81	1.23%	get	26	0.39%
in	81	1.23%	no	26	0.39%
is	69	1.05%	then	25	0.38%
it's	68	1.03%	there	25	0.38%
so	67	1.02%	from	24	0.36%
they	67	1.02%	got	24	0.36%
one	64	0.97%	had	24	0.36%
yeah	61	0.92%	something	24	0.36%
have	41	0.62%	first	23	0.35%
what	40	0.61%	know	23	0.35%
this	39	0.59%	up	23	0.35%
because	38	0.58%	eighteen	22	0.33%
oh	38	0.58%	his	22	0.33%
don't	35	0.53%	them	22	0.33%

<i>Composite: Total – Context Core (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
them	22	0.33%	thought	12	0.18%
by	21	0.32%	where	12	0.18%
do	21	0.32%	keep	11	0.17%
go	21	0.32%	other	11	0.17%
not	21	0.32%	there's	11	0.17%
want	21	0.32%	four	10	0.15%
we	21	0.32%	good	10	0.15%
which	21	0.32%	little	10	0.15%
can	20	0.30%	mountains	10	0.15%
invented	20	0.30%	now	10	0.15%
all	19	0.29%	only	10	0.15%
going	19	0.29%	those	10	0.15%
really	19	0.29%	well	10	0.15%
said	19	0.29%	wouldn't	10	0.15%
two	19	0.29%	away	9	0.14%
an	18	0.27%	cool	9	0.14%
with	18	0.27%	could	9	0.14%
did	17	0.26%	else	9	0.14%
how	17	0.26%	fifty	9	0.14%
people	17	0.26%	localtown	9	0.14%
think	17	0.26%	lot	9	0.14%
your	17	0.26%	machine	9	0.14%
at	16	0.24%	make	9	0.14%
put	16	0.24%	much	9	0.14%
out	15	0.23%	snow	9	0.14%
were	15	0.23%	stapler	9	0.14%
would	15	0.23%	three	9	0.14%
i'm	14	0.21%	used	9	0.14%
more	14	0.21%	wanted	9	0.14%
same	14	0.21%	battery	8	0.12%
studentname	14	0.21%	guy	8	0.12%
about	13	0.20%	into	8	0.12%
are	13	0.20%	land	8	0.12%
didn't	13	0.20%	long	8	0.12%
down	13	0.20%	mean	8	0.12%
me	13	0.20%	milk	8	0.12%
they're	13	0.20%	name	8	0.12%
thing	13	0.20%	off	8	0.12%
time	13	0.20%	stanza	8	0.12%
as	12	0.18%	things	8	0.12%
kind	12	0.18%	through	8	0.12%
say	12	0.18%	too	8	0.12%
their	12	0.18%	way	8	0.12%

<i>Composite: Total – Context Core (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
went	8	0.12%	anybody	5	0.08%
when	8	0.12%	anything	5	0.08%
yep	8	0.12%	between	5	0.08%
after	7	0.11%	commercials	5	0.08%
been	7	0.11%	deal	5	0.08%
country	7	0.11%	fifteen	5	0.08%
does	7	0.11%	hand	5	0.08%
doesn't	7	0.11%	high	5	0.08%
him	7	0.11%	howe	5	0.08%
lightbulb	7	0.11%	invention	5	0.08%
made	7	0.11%	looks	5	0.08%
six	7	0.11%	making	5	0.08%
sixty	7	0.11%	mountain	5	0.08%
these	7	0.11%	need	5	0.08%
twenty	7	0.11%	next	5	0.08%
use	7	0.11%	number	5	0.08%
actually	6	0.09%	our	5	0.08%
also	6	0.09%	paper	5	0.08%
around	6	0.09%	pasteurization	5	0.08%
commercial	6	0.09%	probably	5	0.08%
find	6	0.09%	read	5	0.08%
food	6	0.09%	right	5	0.08%
goes	6	0.09%	river	5	0.08%
heat	6	0.09%	rocky	5	0.08%
hundred	6	0.09%	short	5	0.08%
last	6	0.09%	side	5	0.08%
let	6	0.09%	some	5	0.08%
line	6	0.09%	take	5	0.08%
longer	6	0.09%	thinking	5	0.08%
ones	6	0.09%	transferred	5	0.08%
over	6	0.09%	unpasteurized	5	0.08%
patent	6	0.09%	war	5	0.08%
rhyme	6	0.09%	wasn't	5	0.08%
see	6	0.09%	water	5	0.08%
she	6	0.09%	annoying	4	0.06%
slide	6	0.09%	any	4	0.06%
torpedo	6	0.09%	arkansas	4	0.06%
very	6	0.09%	bacteria	4	0.06%
why	6	0.09%	before	4	0.06%
wrong	6	0.09%	being	4	0.06%
year	6	0.09%	big	4	0.06%
you're	6	0.09%	called	4	0.06%
alliteration	5	0.08%	circuit	4	0.06%

<i>Composite: Total – Context Core (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
company	4	0.06%	rain	4	0.06%
consonance	4	0.06%	refrigerator	4	0.06%
copper	4	0.06%	remember	4	0.06%
date	4	0.06%	saw	4	0.06%
developed	4	0.06%	saying	4	0.06%
died	4	0.06%	school	4	0.06%
electric	4	0.06%	skinny	4	0.06%
electricity	4	0.06%	sorry	4	0.06%
engine	4	0.06%	sound	4	0.06%
five	4	0.06%	started	4	0.06%
forty	4	0.06%	sure	4	0.06%
found	4	0.06%	taste	4	0.06%
fun	4	0.06%	tell	4	0.06%
god	4	0.06%	temperature	4	0.06%
gold	4	0.06%	thick	4	0.06%
group	4	0.06%	though	4	0.06%
guys	4	0.06%	us	4	0.06%
hate	4	0.06%	weird	4	0.06%
help	4	0.06%	whenever	4	0.06%
here	4	0.06%	wine	4	0.06%
hold	4	0.06%	words	4	0.06%
huge	4	0.06%	TeacherName	4	0.06%
incorporated	4	0.06%	again	3	0.05%
inventor	4	0.06%	always	3	0.05%
major	4	0.06%	animals	3	0.05%
maybe	4	0.06%	another	3	0.05%
microorganisms	4	0.06%	answer	3	0.05%
mine	4	0.06%	appalachian	3	0.05%
most	4	0.06%	appalachians	3	0.05%
national	4	0.06%	area	3	0.05%
new_york	4	0.06%	back	3	0.05%
nothing	4	0.06%	bad	3	0.05%
old	4	0.06%	basically	3	0.05%
order	4	0.06%	bit	3	0.05%
outside	4	0.06%	black	3	0.05%
page	4	0.06%	born	3	0.05%
park	4	0.06%	both	3	0.05%
part	4	0.06%	bunch	3	0.05%
person	4	0.06%	burn	3	0.05%
picture	4	0.06%	cause	3	0.05%
plug	4	0.06%	civil	3	0.05%
point	4	0.06%	click	3	0.05%
power	4	0.06%	coal	3	0.05%

Composite: Total – Context Core (cont.)					
Word	Count	Frequency	Word	Count	Frequency
coast	3	0.05%	hours	3	0.05%
come	3	0.05%	i'll	3	0.05%
comes	3	0.05%	indians	3	0.05%
dates	3	0.05%	influence	3	0.05%
doing	3	0.05%	information	3	0.05%
done	3	0.05%	isn't	3	0.05%
dry	3	0.05%	kept	3	0.05%
eat	3	0.05%	kill	3	0.05%
farther	3	0.05%	laramie	3	0.05%
forest	3	0.05%	live	3	0.05%
forgot	3	0.05%	mail	3	0.05%
french	3	0.05%	makes	3	0.05%
fuel	3	0.05%	many	3	0.05%
funny	3	0.05%	metals	3	0.05%
gets	3	0.05%	mhm	3	0.05%
getting	3	0.05%	modern	3	0.05%
give	3	0.05%	money	3	0.05%
ground	3	0.05%	named	3	0.05%
growing	3	0.05%	never	3	0.05%
has	3	0.05%	o	3	0.05%
hit	3	0.05%			

Composite: Middle School – Total					
Word	Count	Frequency	Word	Count	Frequency
the	98	5.09%	oh	15	0.78%
like	58	3.01%	one	15	0.78%
i	57	2.96%	is	13	0.67%
and	46	2.39%	or	13	0.67%
it	44	2.28%	studentname	13	0.67%
a	34	1.77%	that's	13	0.67%
to	32	1.66%	don't	12	0.62%
it's	28	1.45%	if	12	0.62%
of	28	1.45%	okay	12	0.62%
that	26	1.35%	put	12	0.62%
they	26	1.35%	was	12	0.62%
have	23	1.19%	know	11	0.57%
you	22	1.14%	they're	11	0.57%
yeah	20	1.04%	he	10	0.52%
because	18	0.93%	more	10	0.52%
no	18	0.93%	them	10	0.52%
what	18	0.93%	we	10	0.52%
be	17	0.88%	localtown	9	0.47%
but	16	0.83%	snow	9	0.47%
so	16	0.83%	something	9	0.47%
in	15	0.78%	there	9	0.47%

Composite: Middle School – Total (cont.)					
Word	Count	Frequency	Word	Count	Frequency
about	8	0.42%	hate	4	0.21%
from	8	0.42%	how	4	0.21%
get	8	0.42%	incorporated	4	0.21%
had	8	0.42%	into	4	0.21%
my	8	0.42%	keep	4	0.21%
this	8	0.42%	major	4	0.21%
would	8	0.42%	mountain	4	0.21%
all	7	0.36%	national	4	0.21%
can	7	0.36%	number	4	0.21%
me	7	0.36%	park	4	0.21%
where	7	0.36%	power	4	0.21%
wouldn't	7	0.36%	rain	4	0.21%
an	6	0.31%	say	4	0.21%
are	6	0.31%	saying	4	0.21%
commercial	6	0.31%	then	4	0.21%
doesn't	6	0.31%	thick	4	0.21%
got	6	0.31%	things	4	0.21%
mountains	6	0.31%	those	4	0.21%
not	6	0.31%	always	3	0.16%
on	6	0.31%	animals	3	0.16%
people	6	0.31%	another	3	0.16%
said	6	0.31%	appalachian	3	0.16%
thought	6	0.31%	area	3	0.16%
up	6	0.31%	between	3	0.16%
well	6	0.31%	bunch	3	0.16%
around	5	0.26%	coast	3	0.16%
away	5	0.26%	farther	3	0.16%
been	5	0.26%	forest	3	0.16%
commercials	5	0.26%	funny	3	0.16%
country	5	0.26%	good	3	0.16%
do	5	0.26%	growing	3	0.16%
down	5	0.26%	has	3	0.16%
go	5	0.26%	his	3	0.16%
going	5	0.26%	influence	3	0.16%
just	5	0.26%	little	3	0.16%
make	5	0.26%	live	3	0.16%
river	5	0.26%	longer	3	0.16%
thinking	5	0.26%	lot	3	0.16%
too	5	0.26%	made	3	0.16%
transferred	5	0.26%	much	3	0.16%
were	5	0.26%	new_york	3	0.16%
wrong	5	0.26%	off	3	0.16%
annoying	4	0.21%	page	3	0.16%
arkansas	4	0.21%	part	3	0.16%
by	4	0.21%	question	3	0.16%
didn't	4	0.21%	read	3	0.16%
does	4	0.21%	really	3	0.16%
for	4	0.21%	rockies	3	0.16%

Composite: Middle School – Total (cont.)					
Word	Count	Frequency	Word	Count	Frequency
same	3	0.16%	give	2	0.10%
shorter	3	0.16%	guy	2	0.10%
side	3	0.16%	half	2	0.10%
since	3	0.16%	heat	2	0.10%
talking	3	0.16%	hungry	2	0.10%
two	3	0.16%	i'm	2	0.10%
use	3	0.16%	isn't	2	0.10%
want	3	0.16%	job	2	0.10%
war	3	0.16%	jobs	2	0.10%
warm	3	0.16%	let	2	0.10%
water	3	0.16%	localtown's	2	0.10%
why	3	0.16%	m_and_m	2	0.10%
with	3	0.16%	makes	2	0.10%
year	3	0.16%	making	2	0.10%
you're	3	0.16%	many	2	0.10%
zoo	3	0.16%	mean	2	0.10%
above	2	0.10%	means	2	0.10%
actually	2	0.10%	mississippi	2	0.10%
animal	2	0.10%	nile	2	0.10%
annexed	2	0.10%	only	2	0.10%
any	2	0.10%	orbit	2	0.10%
appalachians	2	0.10%	our	2	0.10%
areas	2	0.10%	out	2	0.10%
at	2	0.10%	outside	2	0.10%
being	2	0.10%	party	2	0.10%
breaks	2	0.10%	phosphate	2	0.10%
central	2	0.10%	platte	2	0.10%
city	2	0.10%	price	2	0.10%
civil	2	0.10%	probably	2	0.10%
climate	2	0.10%	quebec	2	0.10%
clothes	2	0.10%	right	2	0.10%
cold	2	0.10%	rivers	2	0.10%
comes	2	0.10%	rocky	2	0.10%
could	2	0.10%	says	2	0.10%
doritos	2	0.10%	school	2	0.10%
dry	2	0.10%	see	2	0.10%
east	2	0.10%	she	2	0.10%
eat	2	0.10%	six	2	0.10%
ecosystems	2	0.10%	spain	2	0.10%
environment	2	0.10%	squinkies	2	0.10%
equator	2	0.10%	st_louis	2	0.10%
exports	2	0.10%	states	2	0.10%
fall	2	0.10%	teachername	2	0.10%
favorite	2	0.10%	territory	2	0.10%
flows	2	0.10%	their	2	0.10%
food	2	0.10%	there's	2	0.10%
fossil	2	0.10%	thing	2	0.10%
fun	2	0.10%	think	2	0.10%

Composite: Middle School – Total (cont.)					
Word	Count	Frequency	Word	Count	Frequency
three	2	0.10%	canada	1	0.05%
tunnel	2	0.10%	can't	1	0.05%
twenty	2	0.10%	canyon	1	0.05%
u_s	2	0.10%	car	1	0.05%
uncle	2	0.10%	card	1	0.05%
uranium	2	0.10%	carry	1	0.05%
valleys	2	0.10%	casino	1	0.05%
very	2	0.10%	catchy	1	0.05%
wasn't	2	0.10%	cause	1	0.05%
we're	2	0.10%	ceded	1	0.05%
ability	1	0.05%	cheer	1	0.05%
able	1	0.05%	chocolate	1	0.05%
advertise	1	0.05%	citizens	1	0.05%
advertises	1	0.05%	cliff	1	0.05%
affect	1	0.05%	coal	1	0.05%
affected	1	0.05%	colder	1	0.05%
affects	1	0.05%	come	1	0.05%
after	1	0.05%	companies	1	0.05%
ago	1	0.05%	conflicts	1	0.05%
allstate	1	0.05%	coniferous	1	0.05%
alright	1	0.05%	conserve	1	0.05%
amazon	1	0.05%	continent	1	0.05%
ameristar	1	0.05%	copper	1	0.05%
annoys	1	0.05%	crops	1	0.05%
arctic	1	0.05%	dallas	1	0.05%
art	1	0.05%	date	1	0.05%
as	1	0.05%	dating	1	0.05%
asks	1	0.05%	deciduous	1	0.05%
atlantic	1	0.05%	demand	1	0.05%
available	1	0.05%	did	1	0.05%
awesome	1	0.05%	die	1	0.05%
baby	1	0.05%	direction	1	0.05%
barely	1	0.05%	discover	1	0.05%
based	1	0.05%	drain	1	0.05%
basic	1	0.05%	drained	1	0.05%
basin	1	0.05%	drugs	1	0.05%
beauty	1	0.05%	dryest	1	0.05%
better	1	0.05%	dumb	1	0.05%
big	1	0.05%	easter	1	0.05%
bit	1	0.05%	ecosystem	1	0.05%
boats	1	0.05%	edges	1	0.05%
boston	1	0.05%	education	1	0.05%
boundary	1	0.05%	effect	1	0.05%
british	1	0.05%	effective	1	0.05%
build	1	0.05%	effects	1	0.05%
calgary	1	0.05%	else	1	0.05%
california	1	0.05%	emotions	1	0.05%
calling	1	0.05%	encouraging	1	0.05%

Composite: Middle School – Total (cont.)					
Word	Count	Frequency	Word	Count	Frequency
ended	1	0.05%	history	1	0.05%
entertaining	1	0.05%	horrible	1	0.05%
erosion	1	0.05%	hot	1	0.05%
everyone	1	0.05%	housing	1	0.05%
everything	1	0.05%	houston	1	0.05%
example	1	0.05%	human	1	0.05%
falls	1	0.05%	humane_society	1	0.05%
farm	1	0.05%	hydro_power	1	0.05%
fast	1	0.05%	hydroelectric	1	0.05%
fed	1	0.05%	ice	1	0.05%
feelings	1	0.05%	idea	1	0.05%
fighting	1	0.05%	imagine	1	0.05%
find	1	0.05%	imports	1	0.05%
florida	1	0.05%	indian	1	0.05%
flow	1	0.05%	instead	1	0.05%
flowing	1	0.05%	insulation	1	0.05%
flushed	1	0.05%	insurance	1	0.05%
forget	1	0.05%	introduced	1	0.05%
four	1	0.05%	invaded	1	0.05%
french	1	0.05%	kept	1	0.05%
fuel	1	0.05%	kids	1	0.05%
fuels	1	0.05%	kid's	1	0.05%
gas	1	0.05%	kind	1	0.05%
gets	1	0.05%	knocking	1	0.05%
girls	1	0.05%	la_la_loopsy	1	0.05%
god	1	0.05%	land	1	0.05%
goes	1	0.05%	large	1	0.05%
gold	1	0.05%	last	1	0.05%
grand	1	0.05%	laughing	1	0.05%
grandma	1	0.05%	lead	1	0.05%
grasslands	1	0.05%	learning	1	0.05%
greater	1	0.05%	least	1	0.05%
group	1	0.05%	leave	1	0.05%
groups	1	0.05%	leeward	1	0.05%
guess	1	0.05%	less	1	0.05%
guys	1	0.05%	licker	1	0.05%
gym	1	0.05%	line	1	0.05%
happens	1	0.05%	lint	1	0.05%
haven't	1	0.05%	locker	1	0.05%
healthcare	1	0.05%	long	1	0.05%
healthier	1	0.05%	look	1	0.05%
heard	1	0.05%	los_angeles	1	0.05%
help	1	0.05%	loss	1	0.05%
here	1	0.05%	love	1	0.05%
high	1	0.05%	machine	1	0.05%
highlands	1	0.05%	mannequins	1	0.05%
hills	1	0.05%	manufacturing	1	0.05%
hinges	1	0.05%	map	1	0.05%

Composite: Middle School – Total (cont.)					
Word	Count	Frequency	Word	Count	Frequency
marks	1	0.05%	per	1	0.05%
math	1	0.05%	person	1	0.05%
maybe	1	0.05%	phoenix	1	0.05%
measurement	1	0.05%	picnics	1	0.05%
messed	1	0.05%	pitched	1	0.05%
mexico	1	0.05%	place	1	0.05%
mhm	1	0.05%	plastic	1	0.05%
miami	1	0.05%	plow	1	0.05%
mid_latitude	1	0.05%	plows	1	0.05%
might	1	0.05%	points	1	0.05%
mine's	1	0.05%	polished	1	0.05%
missouri	1	0.05%	pollution	1	0.05%
mixed	1	0.05%	poor	1	0.05%
money	1	0.05%	populated	1	0.05%
moron	1	0.05%	practically	1	0.05%
most	1	0.05%	protected	1	0.05%
naked	1	0.05%	quadricorn	1	0.05%
natural	1	0.05%	queen	1	0.05%
needed	1	0.05%	quite	1	0.05%
never	1	0.05%	rainfall	1	0.05%
new_orleans	1	0.05%	raise	1	0.05%
next	1	0.05%	real	1	0.05%
nonlocalstate	1	0.05%	reduced	1	0.05%
nonlocaltown	1	0.05%	region	1	0.05%
nonlocaltown's	1	0.05%	residential	1	0.05%
north	1	0.05%	resources	1	0.05%
northeast	1	0.05%	restaurant	1	0.05%
northern	1	0.05%	rocks	1	0.05%
nothing	1	0.05%	rule	1	0.05%
now	1	0.05%	ruling	1	0.05%
nutrition	1	0.05%	san_antonio	1	0.05%
occurred	1	0.05%	san_francisco	1	0.05%
ocean	1	0.05%	scare	1	0.05%
ohio	1	0.05%	science	1	0.05%
old	1	0.05%	scratch	1	0.05%
old_navy	1	0.05%	season	1	0.05%
ones	1	0.05%	seasons	1	0.05%
one's	1	0.05%	seat	1	0.05%
open	1	0.05%	sees	1	0.05%
opera	1	0.05%	selling	1	0.05%
opposing	1	0.05%	semester	1	0.05%
opposite	1	0.05%	sense	1	0.05%
other	1	0.05%	separated	1	0.05%
ours	1	0.05%	separates	1	0.05%
over	1	0.05%	seven	1	0.05%
pacific	1	0.05%	sexy	1	0.05%
paper	1	0.05%	shadow	1	0.05%
pay	1	0.05%	shift	1	0.05%

Composite: Middle School – Total (cont.)					
Word	Count	Frequency	Word	Count	Frequency
short	1	0.05%	tv	1	0.05%
should	1	0.05%	understand	1	0.05%
sides	1	0.05%	unicorn	1	0.05%
silver	1	0.05%	united	1	0.05%
singing	1	0.05%	united_states	1	0.05%
sleep	1	0.05%	us	1	0.05%
snatches	1	0.05%	voices	1	0.05%
soil	1	0.05%	wanted	1	0.05%
song	1	0.05%	wants	1	0.05%
song's	1	0.05%	warmer	1	0.05%
sound	1	0.05%	washington_d_c	1	0.05%
south	1	0.05%	waves	1	0.05%
southwest	1	0.05%	websites	1	0.05%
southwestern	1	0.05%	weight	1	0.05%
steeper	1	0.05%	weird	1	0.05%
stinks	1	0.05%	went	1	0.05%
stop	1	0.05%	wet	1	0.05%
streams	1	0.05%	wheel	1	0.05%
subject	1	0.05%	wheels	1	0.05%
take	1	0.05%	when	1	0.05%
takes	1	0.05%	where's	1	0.05%
taller	1	0.05%	who	1	0.05%
tear	1	0.05%	whoa	1	0.05%
teens	1	0.05%	whole	1	0.05%
temperate	1	0.05%	who's	1	0.05%
tempurpedic	1	0.05%	wildlife	1	0.05%
than	1	0.05%	will	1	0.05%
these	1	0.05%	wind	1	0.05%
they'd	1	0.05%	wood	1	0.05%
thinks	1	0.05%	work	1	0.05%
though	1	0.05%	world	1	0.05%
through	1	0.05%	worth	1	0.05%
throw	1	0.05%	write	1	0.05%
time	1	0.05%	wrote	1	0.05%
told	1	0.05%	LocalCity	1	0.05%
towards	1	0.05%	OmittedName	1	0.05%
trash	1	0.05%	yep	1	0.05%
treehouse	1	0.05%	yes	1	0.05%
trying	1	0.05%	yet	1	0.05%
turns	1	0.05%	you've	1	0.05%

Composite: Middle School – Fringe					
Word	Count	Frequency	Word	Count	Frequency
studentname	13	2.09%	commercial	6	0.97%
okay	12	1.93%	mountains	6	0.97%
localtown	9	1.45%	away	5	0.81%
snow	9	1.45%	commercials	5	0.81%

Composite: Middle School – Fringe (cont.)					
Word	Count	Frequency	Word	Count	Frequency
country	5	0.81%	central	2	0.32%
river	5	0.81%	city	2	0.32%
transferred	5	0.81%	civil	2	0.32%
wrong	5	0.81%	climate	2	0.32%
annoying	4	0.64%	clothes	2	0.32%
arkansas	4	0.64%	cold	2	0.32%
hate	4	0.64%	doritos	2	0.32%
incorporated	4	0.64%	dry	2	0.32%
keep	4	0.64%	east	2	0.32%
major	4	0.64%	ecosystems	2	0.32%
mountain	4	0.64%	environment	2	0.32%
national	4	0.64%	equator	2	0.32%
number	4	0.64%	exports	2	0.32%
park	4	0.64%	fall	2	0.32%
power	4	0.64%	favorite	2	0.32%
rain	4	0.64%	flows	2	0.32%
thick	4	0.64%	food	2	0.32%
animals	3	0.48%	fossil	2	0.32%
appalachian	3	0.48%	fun	2	0.32%
area	3	0.48%	guy	2	0.32%
between	3	0.48%	half	2	0.32%
bunch	3	0.48%	heat	2	0.32%
coast	3	0.48%	hungry	2	0.32%
forest	3	0.48%	let	2	0.32%
funny	3	0.48%	localtown's	2	0.32%
growing	3	0.48%	m_and_m	2	0.32%
influence	3	0.48%	mississippi	2	0.32%
live	3	0.48%	nile	2	0.32%
lot	3	0.48%	orbit	2	0.32%
new_york	3	0.48%	party	2	0.32%
page	3	0.48%	phosphate	2	0.32%
part	3	0.48%	platte	2	0.32%
question	3	0.48%	price	2	0.32%
read	3	0.48%	quebec	2	0.32%
rockies	3	0.48%	rivers	2	0.32%
side	3	0.48%	rocky	2	0.32%
since	3	0.48%	school	2	0.32%
war	3	0.48%	six	2	0.32%
warm	3	0.48%	spain	2	0.32%
water	3	0.48%	squinkies	2	0.32%
zoo	3	0.48%	st_louis	2	0.32%
above	2	0.32%	states	2	0.32%
animal	2	0.32%	teachername	2	0.32%
annexed	2	0.32%	territory	2	0.32%
appalachians	2	0.32%	tunnel	2	0.32%
areas	2	0.32%	twenty	2	0.32%
being	2	0.32%	u_s	2	0.32%
breaks	2	0.32%	uncle	2	0.32%

Composite: Middle School – Fringe (cont.)					
Word	Count	Frequency	Word	Count	Frequency
uranium	2	0.32%	citizens	1	0.16%
valleys	2	0.32%	cliff	1	0.16%
wasn't	2	0.32%	coal	1	0.16%
we're	2	0.32%	colder	1	0.16%
ability	1	0.16%	companies	1	0.16%
able	1	0.16%	conflicts	1	0.16%
advertise	1	0.16%	coniferous	1	0.16%
advertises	1	0.16%	conserve	1	0.16%
affect	1	0.16%	continent	1	0.16%
affected	1	0.16%	copper	1	0.16%
affects	1	0.16%	crops	1	0.16%
ago	1	0.16%	dallas	1	0.16%
allstate	1	0.16%	date	1	0.16%
alright	1	0.16%	dating	1	0.16%
amazon	1	0.16%	deciduous	1	0.16%
ameristar	1	0.16%	demand	1	0.16%
annoys	1	0.16%	die	1	0.16%
arctic	1	0.16%	direction	1	0.16%
art	1	0.16%	discover	1	0.16%
asks	1	0.16%	drain	1	0.16%
atlantic	1	0.16%	drained	1	0.16%
available	1	0.16%	drugs	1	0.16%
awesome	1	0.16%	dryest	1	0.16%
baby	1	0.16%	dumb	1	0.16%
barely	1	0.16%	easter	1	0.16%
based	1	0.16%	ecosystem	1	0.16%
basic	1	0.16%	edges	1	0.16%
basin	1	0.16%	education	1	0.16%
beauty	1	0.16%	effect	1	0.16%
bit	1	0.16%	effective	1	0.16%
boats	1	0.16%	effects	1	0.16%
boston	1	0.16%	emotions	1	0.16%
boundary	1	0.16%	encouraging	1	0.16%
british	1	0.16%	entertaining	1	0.16%
build	1	0.16%	erosion	1	0.16%
calgary	1	0.16%	example	1	0.16%
california	1	0.16%	falls	1	0.16%
canada	1	0.16%	farm	1	0.16%
canyon	1	0.16%	fed	1	0.16%
car	1	0.16%	feelings	1	0.16%
card	1	0.16%	fighting	1	0.16%
carry	1	0.16%	florida	1	0.16%
casino	1	0.16%	flow	1	0.16%
catchy	1	0.16%	flowing	1	0.16%
cause	1	0.16%	flushed	1	0.16%
ceded	1	0.16%	forget	1	0.16%
cheer	1	0.16%	french	1	0.16%
chocolate	1	0.16%	fuel	1	0.16%

<i>Composite: Middle School – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
fuels	1	0.16%	learning	1	0.16%
gas	1	0.16%	least	1	0.16%
girls	1	0.16%	leave	1	0.16%
god	1	0.16%	leeward	1	0.16%
gold	1	0.16%	licker	1	0.16%
grand	1	0.16%	line	1	0.16%
grandma	1	0.16%	lint	1	0.16%
grasslands	1	0.16%	locker	1	0.16%
greater	1	0.16%	los_angeles	1	0.16%
group	1	0.16%	loss	1	0.16%
groups	1	0.16%	love	1	0.16%
guess	1	0.16%	machine	1	0.16%
guys	1	0.16%	mannequins	1	0.16%
gym	1	0.16%	manufacturing	1	0.16%
happens	1	0.16%	map	1	0.16%
healthcare	1	0.16%	marks	1	0.16%
healthier	1	0.16%	math	1	0.16%
heard	1	0.16%	maybe	1	0.16%
help	1	0.16%	measurement	1	0.16%
highlands	1	0.16%	messed	1	0.16%
hills	1	0.16%	mexico	1	0.16%
hinges	1	0.16%	mhm	1	0.16%
history	1	0.16%	miami	1	0.16%
horrible	1	0.16%	mid_latitude	1	0.16%
hot	1	0.16%	mine's	1	0.16%
houston	1	0.16%	missouri	1	0.16%
human	1	0.16%	mixed	1	0.16%
humane_society	1	0.16%	moron	1	0.16%
hydro_power	1	0.16%	naked	1	0.16%
hydroelectric	1	0.16%	natural	1	0.16%
ice	1	0.16%	needed	1	0.16%
idea	1	0.16%	new_orleans	1	0.16%
imagine	1	0.16%	nonlocalstate	1	0.16%
imports	1	0.16%	nonlocaltown	1	0.16%
indian	1	0.16%	nonlocaltown's	1	0.16%
instead	1	0.16%	north	1	0.16%
insulation	1	0.16%	northeast	1	0.16%
insurance	1	0.16%	northern	1	0.16%
introduced	1	0.16%	nutrition	1	0.16%
invaded	1	0.16%	occurred	1	0.16%
kept	1	0.16%	ocean	1	0.16%
kids	1	0.16%	ohio	1	0.16%
kid's	1	0.16%	old_navy	1	0.16%
knocking	1	0.16%	ones	1	0.16%
la_la_loopsy	1	0.16%	one's	1	0.16%
land	1	0.16%	open	1	0.16%
laughing	1	0.16%	opera	1	0.16%
lead	1	0.16%	opposing	1	0.16%

<i>Composite: Middle School – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
opposite	1	0.16%	shift	1	0.16%
pacific	1	0.16%	sides	1	0.16%
paper	1	0.16%	silver	1	0.16%
pay	1	0.16%	singing	1	0.16%
per	1	0.16%	sleep	1	0.16%
person	1	0.16%	snatches	1	0.16%
phoenix	1	0.16%	soil	1	0.16%
picnics	1	0.16%	song	1	0.16%
pitched	1	0.16%	song's	1	0.16%
plastic	1	0.16%	sound	1	0.16%
plow	1	0.16%	south	1	0.16%
plows	1	0.16%	southwest	1	0.16%
points	1	0.16%	southwestern	1	0.16%
polished	1	0.16%	steeper	1	0.16%
pollution	1	0.16%	stinks	1	0.16%
poor	1	0.16%	streams	1	0.16%
populated	1	0.16%	subject	1	0.16%
practically	1	0.16%	taller	1	0.16%
protected	1	0.16%	tear	1	0.16%
quadricorn	1	0.16%	teens	1	0.16%
queen	1	0.16%	temperate	1	0.16%
rainfall	1	0.16%	tempurpedic	1	0.16%
raise	1	0.16%	they'd	1	0.16%
reduced	1	0.16%	throw	1	0.16%
region	1	0.16%	towards	1	0.16%
residential	1	0.16%	trash	1	0.16%
resources	1	0.16%	treehouse	1	0.16%
restaurant	1	0.16%	trying	1	0.16%
rocks	1	0.16%	turns	1	0.16%
rule	1	0.16%	tv	1	0.16%
ruling	1	0.16%	understand	1	0.16%
san_antonio	1	0.16%	unicorn	1	0.16%
san_francisco	1	0.16%	united	1	0.16%
scare	1	0.16%	united_states	1	0.16%
science	1	0.16%	voices	1	0.16%
scratch	1	0.16%	warmer	1	0.16%
season	1	0.16%	washington_d_c	1	0.16%
seasons	1	0.16%	waves	1	0.16%
seat	1	0.16%	websites	1	0.16%
sees	1	0.16%	weight	1	0.16%
selling	1	0.16%	weird	1	0.16%
semester	1	0.16%	wet	1	0.16%
sense	1	0.16%	wheel	1	0.16%
separated	1	0.16%	wheels	1	0.16%
separates	1	0.16%	whoa	1	0.16%
seven	1	0.16%	whole	1	0.16%
sexy	1	0.16%	who's	1	0.16%
shadow	1	0.16%	wildlife	1	0.16%

<i>Composite: Middle School – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
wind	1	0.16%	LocalCity	1	0.16%
wood	1	0.16%	OmittedName	1	0.16%
world	1	0.16%	yep	1	0.16%
worth	1	0.16%	yet	1	0.16%
write	1	0.16%			
wrote	1	0.16%			

<i>Composite: Middle School – Context Core</i>					
Word	Count	Frequency	Word	Count	Frequency
the	98	5.09%	localtown	9	0.47%
like	58	3.01%	snow	9	0.47%
i	57	2.96%	something	9	0.47%
and	46	2.39%	there	9	0.47%
it	44	2.28%	about	8	0.42%
a	34	1.77%	from	8	0.42%
to	32	1.66%	get	8	0.42%
it's	28	1.45%	had	8	0.42%
of	28	1.45%	my	8	0.42%
that	26	1.35%	this	8	0.42%
they	26	1.35%	would	8	0.42%
have	23	1.19%	all	7	0.36%
you	22	1.14%	can	7	0.36%
yeah	20	1.04%	me	7	0.36%
because	18	0.93%	where	7	0.36%
no	18	0.93%	wouldn't	7	0.36%
what	18	0.93%	an	6	0.31%
be	17	0.88%	are	6	0.31%
but	16	0.83%	commercial	6	0.31%
so	16	0.83%	doesn't	6	0.31%
in	15	0.78%	got	6	0.31%
oh	15	0.78%	mountains	6	0.31%
one	15	0.78%	not	6	0.31%
is	13	0.67%	on	6	0.31%
or	13	0.67%	people	6	0.31%
studentname	13	0.67%	said	6	0.31%
that's	13	0.67%	thought	6	0.31%
don't	12	0.62%	up	6	0.31%
if	12	0.62%	well	6	0.31%
okay	12	0.62%	around	5	0.26%
put	12	0.62%	away	5	0.26%
was	12	0.62%	been	5	0.26%
know	11	0.57%	commercials	5	0.26%
they're	11	0.57%	country	5	0.26%
he	10	0.52%	do	5	0.26%
more	10	0.52%	down	5	0.26%
them	10	0.52%	go	5	0.26%
we	10	0.52%	going	5	0.26%

<i>Composite: Middle School – Context Core (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
just	5	0.26%	little	3	0.16%
make	5	0.26%	live	3	0.16%
river	5	0.26%	longer	3	0.16%
thinking	5	0.26%	lot	3	0.16%
too	5	0.26%	made	3	0.16%
transferred	5	0.26%	much	3	0.16%
were	5	0.26%	new_york	3	0.16%
wrong	5	0.26%	off	3	0.16%
annoying	4	0.21%	page	3	0.16%
arkansas	4	0.21%	part	3	0.16%
by	4	0.21%	question	3	0.16%
didn't	4	0.21%	read	3	0.16%
does	4	0.21%	really	3	0.16%
for	4	0.21%	rockies	3	0.16%
hate	4	0.21%	same	3	0.16%
how	4	0.21%	shorter	3	0.16%
incorporated	4	0.21%	side	3	0.16%
into	4	0.21%	since	3	0.16%
keep	4	0.21%	talking	3	0.16%
major	4	0.21%	two	3	0.16%
mountain	4	0.21%	use	3	0.16%
national	4	0.21%	want	3	0.16%
number	4	0.21%	war	3	0.16%
park	4	0.21%	warm	3	0.16%
power	4	0.21%	water	3	0.16%
rain	4	0.21%	why	3	0.16%
say	4	0.21%	with	3	0.16%
saying	4	0.21%	year	3	0.16%
then	4	0.21%	you're	3	0.16%
thick	4	0.21%	zoo	3	0.16%
things	4	0.21%	above	2	0.10%
those	4	0.21%	actually	2	0.10%
always	3	0.16%	animal	2	0.10%
animals	3	0.16%	annexed	2	0.10%
another	3	0.16%	any	2	0.10%
appalachian	3	0.16%	appalachians	2	0.10%
area	3	0.16%	areas	2	0.10%
between	3	0.16%	at	2	0.10%
bunch	3	0.16%	being	2	0.10%
coast	3	0.16%	breaks	2	0.10%
farther	3	0.16%	central	2	0.10%
forest	3	0.16%	city	2	0.10%
funny	3	0.16%	civil	2	0.10%
good	3	0.16%	climate	2	0.10%
growing	3	0.16%	clothes	2	0.10%
has	3	0.16%	cold	2	0.10%
his	3	0.16%	comes	2	0.10%
influence	3	0.16%	could	2	0.10%

<i>Composite: Middle School – Context Core (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
doritos	2	0.10%	means	2	0.10%
dry	2	0.10%	mississippi	2	0.10%
east	2	0.10%	nile	2	0.10%
eat	2	0.10%	only	2	0.10%
ecosystems	2	0.10%	orbit	2	0.10%
environment	2	0.10%	our	2	0.10%
equator	2	0.10%	out	2	0.10%
exports	2	0.10%	outside	2	0.10%
fall	2	0.10%	party	2	0.10%
favorite	2	0.10%	phosphate	2	0.10%
flows	2	0.10%	platte	2	0.10%
food	2	0.10%	price	2	0.10%
fossil	2	0.10%	probably	2	0.10%
fun	2	0.10%	quebec	2	0.10%
give	2	0.10%	right	2	0.10%
guy	2	0.10%	rivers	2	0.10%
half	2	0.10%	rocky	2	0.10%
heat	2	0.10%	says	2	0.10%
hungry	2	0.10%	school	2	0.10%
i'm	2	0.10%	see	2	0.10%
isn't	2	0.10%	she	2	0.10%
job	2	0.10%	six	2	0.10%
jobs	2	0.10%	spain	2	0.10%
let	2	0.10%	squinkies	2	0.10%
localtown's	2	0.10%	st_louis	2	0.10%
m_and_m	2	0.10%	states	2	0.10%
makes	2	0.10%	teachername	2	0.10%
making	2	0.10%	territory	2	0.10%
many	2	0.10%	their	2	0.10%
mean	2	0.10%	there's	2	0.10%

<i>Composite: High School – Total</i>					
Word	Count	Frequency	Word	Count	Frequency
the	242	5.18%	so	51	1.09%
and	178	3.81%	one	49	1.05%
it	151	3.23%	they	41	0.88%
was	122	2.61%	yeah	41	0.88%
to	109	2.33%	it's	40	0.86%
like	100	2.14%	this	31	0.66%
a	95	2.03%	on	29	0.62%
that	88	1.88%	alright	27	0.58%
i	86	1.84%	just	25	0.54%
you	75	1.61%	my	24	0.51%
he	71	1.52%	don't	23	0.49%
in	66	1.41%	first	23	0.49%
of	62	1.33%	if	23	0.49%
is	56	1.20%	oh	23	0.49%

<i>Composite: High School – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
okay	23	0.49%	thing	11	0.24%
eighteen	22	0.47%	we	11	0.24%
for	22	0.47%	other	10	0.21%
what	22	0.47%	their	10	0.21%
or	21	0.45%	were	10	0.21%
then	21	0.45%	cool	9	0.19%
which	21	0.45%	didn't	9	0.19%
because	20	0.43%	fifty	9	0.19%
invented	20	0.43%	four	9	0.19%
that's	20	0.43%	now	9	0.19%
his	19	0.41%	stapler	9	0.19%
get	18	0.39%	there's	9	0.19%
got	18	0.39%	used	9	0.19%
have	18	0.39%	battery	8	0.17%
want	18	0.39%	down	8	0.17%
but	17	0.36%	else	8	0.17%
by	17	0.36%	machine	8	0.17%
up	17	0.36%	milk	8	0.17%
your	17	0.36%	name	8	0.17%
did	16	0.34%	no	8	0.17%
do	16	0.34%	only	8	0.17%
from	16	0.34%	say	8	0.17%
go	16	0.34%	stanza	8	0.17%
had	16	0.34%	wanted	8	0.17%
really	16	0.34%	way	8	0.17%
there	16	0.34%	are	7	0.15%
two	16	0.34%	could	7	0.15%
not	15	0.32%	good	7	0.15%
something	15	0.32%	him	7	0.15%
think	15	0.32%	keep	7	0.15%
with	15	0.32%	land	7	0.15%
at	14	0.30%	lightbulb	7	0.15%
going	14	0.30%	little	7	0.15%
be	13	0.28%	long	7	0.15%
can	13	0.28%	sixty	7	0.15%
how	13	0.28%	three	7	0.15%
out	13	0.28%	through	7	0.15%
said	13	0.28%	went	7	0.15%
all	12	0.26%	when	7	0.15%
an	12	0.26%	would	7	0.15%
i'm	12	0.26%	yep	7	0.15%
know	12	0.26%	after	6	0.13%
them	12	0.26%	also	6	0.13%
time	12	0.26%	guy	6	0.13%
as	11	0.24%	hundred	6	0.13%
kind	11	0.24%	lot	6	0.13%
people	11	0.24%	me	6	0.13%
same	11	0.24%	mean	6	0.13%

<i>Composite: High School – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
much	6	0.13%	found	4	0.09%
patent	6	0.13%	heat	4	0.09%
rhyme	6	0.13%	high	4	0.09%
slide	6	0.13%	hold	4	0.09%
these	6	0.13%	huge	4	0.09%
those	6	0.13%	into	4	0.09%
thought	6	0.13%	inventor	4	0.09%
torpedo	6	0.13%	let	4	0.09%
about	5	0.11%	made	4	0.09%
alliteration	5	0.11%	make	4	0.09%
anybody	5	0.11%	microorganisms	4	0.09%
anything	5	0.11%	mine	4	0.09%
deal	5	0.11%	more	4	0.09%
fifteen	5	0.11%	mountains	4	0.09%
find	5	0.11%	next	4	0.09%
goes	5	0.11%	order	4	0.09%
hand	5	0.11%	paper	4	0.09%
howe	5	0.11%	picture	4	0.09%
invention	5	0.11%	plug	4	0.09%
last	5	0.11%	point	4	0.09%
line	5	0.11%	put	4	0.09%
looks	5	0.11%	refrigerator	4	0.09%
need	5	0.11%	remember	4	0.09%
off	5	0.11%	saw	4	0.09%
ones	5	0.11%	see	4	0.09%
over	5	0.11%	she	4	0.09%
pasteurization	5	0.11%	short	4	0.09%
six	5	0.11%	skinny	4	0.09%
some	5	0.11%	sorry	4	0.09%
twenty	5	0.11%	started	4	0.09%
unpasteurized	5	0.11%	sure	4	0.09%
where	5	0.11%	take	4	0.09%
actually	4	0.09%	taste	4	0.09%
away	4	0.09%	tell	4	0.09%
bacteria	4	0.09%	temperature	4	0.09%
before	4	0.09%	things	4	0.09%
called	4	0.09%	use	4	0.09%
circuit	4	0.09%	very	4	0.09%
company	4	0.09%	well	4	0.09%
consonance	4	0.09%	whenever	4	0.09%
developed	4	0.09%	wine	4	0.09%
died	4	0.09%	words	4	0.09%
electric	4	0.09%	TeacherName	4	0.09%
electricity	4	0.09%	again	3	0.06%
engine	4	0.09%	answer	3	0.06%
five	4	0.09%	back	3	0.06%
food	4	0.09%	bad	3	0.06%
forty	4	0.09%	basically	3	0.06%

<i>Composite: High School – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
big	3	0.06%	sad	3	0.06%
black	3	0.06%	scotland	3	0.06%
born	3	0.06%	sent	3	0.06%
both	3	0.06%	seventy	3	0.06%
burn	3	0.06%	sewing	3	0.06%
click	3	0.06%	silken	3	0.06%
copper	3	0.06%	singer	3	0.06%
date	3	0.06%	slocum	3	0.06%
dates	3	0.06%	sound	3	0.06%
does	3	0.06%	spell	3	0.06%
doing	3	0.06%	spot	3	0.06%
done	3	0.06%	still	3	0.06%
forgot	3	0.06%	stroke	3	0.06%
getting	3	0.06%	stuff	3	0.06%
god	3	0.06%	though	3	0.06%
gold	3	0.06%	too	3	0.06%
ground	3	0.06%	trail	3	0.06%
group	3	0.06%	traveling	3	0.06%
guys	3	0.06%	until	3	0.06%
help	3	0.06%	us	3	0.06%
here	3	0.06%	voltaic_pile	3	0.06%
hit	3	0.06%	wasn't	3	0.06%
hours	3	0.06%	waterproof	3	0.06%
i'll	3	0.06%	weird	3	0.06%
indians	3	0.06%	why	3	0.06%
information	3	0.06%	wouldn't	3	0.06%
kill	3	0.06%	StudentName's	3	0.06%
laramie	3	0.06%	year	3	0.06%
longer	3	0.06%	you're	3	0.06%
mail	3	0.06%	zinc	3	0.06%
making	3	0.06%	actual	2	0.04%
maybe	3	0.06%	alligator	2	0.04%
metals	3	0.06%	american	2	0.04%
modern	3	0.06%	amusement	2	0.04%
most	3	0.06%	annabel_lee	2	0.04%
named	3	0.06%	any	2	0.04%
nothing	3	0.06%	attached	2	0.04%
o	3	0.06%	attack	2	0.04%
old	3	0.06%	bag	2	0.04%
our	3	0.06%	batteries	2	0.04%
person	3	0.06%	been	2	0.04%
pretty	3	0.06%	being	2	0.04%
probably	3	0.06%	bell	2	0.04%
product	3	0.06%	best	2	0.04%
ready	3	0.06%	between	2	0.04%
right	3	0.06%	bigger	2	0.04%
rocky	3	0.06%	bit	2	0.04%
rural	3	0.06%	body	2	0.04%

<i>Composite: High School – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
book	2	0.04%	fuel	2	0.04%
brine	2	0.04%	fun	2	0.04%
brought	2	0.04%	gets	2	0.04%
c	2	0.04%	grade	2	0.04%
carburetor	2	0.04%	happy	2	0.04%
catalog	2	0.04%	hath	2	0.04%
cause	2	0.04%	heating	2	0.04%
cellar	2	0.04%	heaven	2	0.04%
charged	2	0.04%	here's	2	0.04%
chicago	2	0.04%	howe's	2	0.04%
closest	2	0.04%	inches	2	0.04%
cloth	2	0.04%	intake	2	0.04%
coal	2	0.04%	internal	2	0.04%
combustion	2	0.04%	invent	2	0.04%
come	2	0.04%	jimmy_john's	2	0.04%
cooling	2	0.04%	keeps	2	0.04%
count	2	0.04%	kept	2	0.04%
country	2	0.04%	killed	2	0.04%
credited	2	0.04%	kills	2	0.04%
current	2	0.04%	known	2	0.04%
curtain	2	0.04%	l	2	0.04%
cut	2	0.04%	learn	2	0.04%
cuts	2	0.04%	left	2	0.04%
design	2	0.04%	lived	2	0.04%
determine	2	0.04%	lose	2	0.04%
different	2	0.04%	lost	2	0.04%
disposal	2	0.04%	louis_pasteur	2	0.04%
dollars	2	0.04%	m	2	0.04%
double	2	0.04%	manslaughter	2	0.04%
draw	2	0.04%	matter	2	0.04%
dreams	2	0.04%	message	2	0.04%
each	2	0.04%	meter	2	0.04%
earth	2	0.04%	mhm	2	0.04%
easier	2	0.04%	microphone	2	0.04%
electrically	2	0.04%	middle	2	0.04%
emily	2	0.04%	money	2	0.04%
escalator	2	0.04%	never	2	0.04%
ether	2	0.04%	nine	2	0.04%
even	2	0.04%	nineteen	2	0.04%
everybody	2	0.04%	nope	2	0.04%
exact	2	0.04%	one's	2	0.04%
exhaust	2	0.04%	open	2	0.04%
feather	2	0.04%	originally	2	0.04%
fight	2	0.04%	outside	2	0.04%
film	2	0.04%	paragraph	2	0.04%
fine	2	0.04%	parking	2	0.04%
fish	2	0.04%	pass	2	0.04%
french	2	0.04%	patented	2	0.04%

<i>Composite: High School – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
paul	2	0.04%	together	2	0.04%
pens	2	0.04%	told	2	0.04%
personification	2	0.04%	took	2	0.04%
phone	2	0.04%	trash	2	0.04%
pictures	2	0.04%	try	2	0.04%
pieces	2	0.04%	u	2	0.04%
poem	2	0.04%	uncertain	2	0.04%
poughkeepsie	2	0.04%	volts	2	0.04%
prison	2	0.04%	wait	2	0.04%
production	2	0.04%	wants	2	0.04%
purple	2	0.04%	war	2	0.04%
quickly	2	0.04%	water	2	0.04%
quiz	2	0.04%	what'd	2	0.04%
read	2	0.04%	what's	2	0.04%
regular	2	0.04%	whole	2	0.04%
repeating	2	0.04%	wife	2	0.04%
repetition	2	0.04%	wire	2	0.04%
ride	2	0.04%	wires	2	0.04%
rustling	2	0.04%	won	2	0.04%
s	2	0.04%	would've	2	0.04%
salesman	2	0.04%	wrought	2	0.04%
samuel_slocum	2	0.04%	yes	2	0.04%
school	2	0.04%	you'd	2	0.04%
seconds	2	0.04%	acid	1	0.02%
seems	2	0.04%	across	1	0.02%
send	2	0.04%	acting	1	0.02%
settlers	2	0.04%	acts	1	0.02%
seven	2	0.04%	admitted	1	0.02%
ship	2	0.04%	advancements	1	0.02%
should	2	0.04%	advertise	1	0.02%
side	2	0.04%	affected	1	0.02%
slideshow	2	0.04%	afraid	1	0.02%
somebody	2	0.04%	against	1	0.02%
spark	2	0.04%	ago	1	0.02%
spoiling	2	0.04%	alessandro_volta	1	0.02%
starting	2	0.04%	alive	1	0.02%
stomach	2	0.04%	almost	1	0.02%
stopped	2	0.04%	along	1	0.02%
store	2	0.04%	already	1	0.02%
strokes	2	0.04%	alternating	1	0.02%
team	2	0.04%	amazon	1	0.02%
telephone	2	0.04%	appalachians	1	0.02%
that'd	2	0.04%	applied	1	0.02%
they'd	2	0.04%	approval	1	0.02%
they're	2	0.04%	argument	1	0.02%
thirty	2	0.04%	arm	1	0.02%
times	2	0.04%	armor	1	0.02%
today	2	0.04%	army	1	0.02%

<i>Composite: High School – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
around	1	0.02%	clerk	1	0.02%
attacking	1	0.02%	clicks	1	0.02%
backs	1	0.02%	cloud	1	0.02%
ball	1	0.02%	comes	1	0.02%
baltimore	1	0.02%	coming	1	0.02%
bar	1	0.02%	common	1	0.02%
basic	1	0.02%	commonly	1	0.02%
became	1	0.02%	complete	1	0.02%
beginning	1	0.02%	completed	1	0.02%
behind	1	0.02%	completing	1	0.02%
belgian	1	0.02%	complicated	1	0.02%
believe	1	0.02%	compression	1	0.02%
belt	1	0.02%	computer	1	0.02%
bet	1	0.02%	coney_island	1	0.02%
better	1	0.02%	construction	1	0.02%
boston	1	0.02%	container	1	0.02%
bought	1	0.02%	controversy	1	0.02%
bra	1	0.02%	conveyor	1	0.02%
british	1	0.02%	council	1	0.02%
bro	1	0.02%	cranked	1	0.02%
broke	1	0.02%	crazy	1	0.02%
brother	1	0.02%	created	1	0.02%
building	1	0.02%	cup	1	0.02%
bush	1	0.02%	cups	1	0.02%
business	1	0.02%	cycle	1	0.02%
button	1	0.02%	david_bushnell	1	0.02%
buy	1	0.02%	day	1	0.02%
california	1	0.02%	deals	1	0.02%
came	1	0.02%	debate	1	0.02%
cameras	1	0.02%	december	1	0.02%
carbon	1	0.02%	decent	1	0.02%
card	1	0.02%	decided	1	0.02%
cardboard	1	0.02%	deeds	1	0.02%
cat	1	0.02%	degrees	1	0.02%
catalogs	1	0.02%	deliver	1	0.02%
catch	1	0.02%	department	1	0.02%
catfish	1	0.02%	detrimental	1	0.02%
caught	1	0.02%	developing	1	0.02%
cell	1	0.02%	devices	1	0.02%
centennial	1	0.02%	die	1	0.02%
chambers	1	0.02%	dies	1	0.02%
changing	1	0.02%	dirt	1	0.02%
charles_mackintosh	1	0.02%	discuss	1	0.02%
chasing	1	0.02%	dissolving	1	0.02%
check	1	0.02%	distress	1	0.02%
christian	1	0.02%	documented	1	0.02%
civil	1	0.02%	doesn't	1	0.02%
clark	1	0.02%	dog	1	0.02%

<i>Composite: High School – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
drawings	1	0.02%	fort	1	0.02%
dream	1	0.02%	fourth	1	0.02%
drink	1	0.02%	france	1	0.02%
drinking	1	0.02%	france's	1	0.02%
dry	1	0.02%	front	1	0.02%
e	1	0.02%	fueled	1	0.02%
e_f_i	1	0.02%	future	1	0.02%
early	1	0.02%	gas	1	0.02%
easiest	1	0.02%	generating	1	0.02%
eat	1	0.02%	george_eastman	1	0.02%
eating	1	0.02%	girl	1	0.02%
eight	1	0.02%	give	1	0.02%
eighty	1	0.02%	government	1	0.02%
either	1	0.02%	gradually	1	0.02%
elevator	1	0.02%	greece	1	0.02%
elias_howe	1	0.02%	grow	1	0.02%
emile_berliner	1	0.02%	guerilla	1	0.02%
end	1	0.02%	guns	1	0.02%
enemy	1	0.02%	guy's	1	0.02%
englishman	1	0.02%	hair	1	0.02%
enough	1	0.02%	harmful	1	0.02%
escalators	1	0.02%	harry	1	0.02%
ever	1	0.02%	hazardous	1	0.02%
every	1	0.02%	health	1	0.02%
everyone	1	0.02%	hear	1	0.02%
everything	1	0.02%	heard	1	0.02%
examples	1	0.02%	he'd	1	0.02%
except	1	0.02%	he'll	1	0.02%
explodes	1	0.02%	helped	1	0.02%
explosive	1	0.02%	hence	1	0.02%
exposition	1	0.02%	her	1	0.02%
face	1	0.02%	hers	1	0.02%
fact	1	0.02%	hey	1	0.02%
farm	1	0.02%	hills	1	0.02%
faster	1	0.02%	himself	1	0.02%
feathers	1	0.02%	holes	1	0.02%
february	1	0.02%	hope	1	0.02%
feel	1	0.02%	houses	1	0.02%
feelings	1	0.02%	huh	1	0.02%
fell	1	0.02%	human	1	0.02%
fifties	1	0.02%	hunting	1	0.02%
fighths	1	0.02%	ice	1	0.02%
fire	1	0.02%	i'd	1	0.02%
fix	1	0.02%	identical	1	0.02%
following	1	0.02%	important	1	0.02%
foot	1	0.02%	improper	1	0.02%
forced	1	0.02%	improve	1	0.02%
formed	1	0.02%	improved	1	0.02%

<i>Composite: High School – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
improvements	1	0.02%	listen	1	0.02%
incline	1	0.02%	listening	1	0.02%
inclined	1	0.02%	lock	1	0.02%
included	1	0.02%	look	1	0.02%
indian	1	0.02%	louis_pasteur's	1	0.02%
injected	1	0.02%	low	1	0.02%
inside	1	0.02%	mackintosh	1	0.02%
instructions	1	0.02%	main	1	0.02%
interest	1	0.02%	makes	1	0.02%
inventing	1	0.02%	man	1	0.02%
involuntary	1	0.02%	many	1	0.02%
iowa	1	0.02%	maryland	1	0.02%
iran	1	0.02%	mass	1	0.02%
iron	1	0.02%	massachussetts	1	0.02%
isaac_singer	1	0.02%	materials	1	0.02%
isn't	1	0.02%	may	1	0.02%
it'd	1	0.02%	meaning	1	0.02%
it'll	1	0.02%	merchandise	1	0.02%
its	1	0.02%	mess	1	0.02%
itself	1	0.02%	messaging	1	0.02%
jacob_perkins	1	0.02%	microphones	1	0.02%
jean_joseph_lenoir	1	0.02%	might've	1	0.02%
jesse_reno	1	0.02%	mile	1	0.02%
john_fisher	1	0.02%	miners	1	0.02%
jumping	1	0.02%	mine's	1	0.02%
kansas	1	0.02%	miracle	1	0.02%
keeping	1	0.02%	miscounted	1	0.02%
kid	1	0.02%	mixture	1	0.02%
kids	1	0.02%	mmhmm	1	0.02%
killing	1	0.02%	montgomery_ward	1	0.02%
kinzie	1	0.02%	motor	1	0.02%
kitchen	1	0.02%	motorized	1	0.02%
lace	1	0.02%	mountain	1	0.02%
lasting	1	0.02%	move	1	0.02%
late	1	0.02%	moving	1	0.02%
launched	1	0.02%	multiplying	1	0.02%
lead	1	0.02%	murder	1	0.02%
leaders	1	0.02%	n	1	0.02%
least	1	0.02%	name's	1	0.02%
leavenworth	1	0.02%	near	1	0.02%
lee	1	0.02%	nearly	1	0.02%
length	1	0.02%	neat	1	0.02%
lenoir	1	0.02%	necessities	1	0.02%
let's	1	0.02%	necklace	1	0.02%
letters	1	0.02%	needed	1	0.02%
light	1	0.02%	needle	1	0.02%
lightbulbs	1	0.02%	new_york	1	0.02%
lion	1	0.02%	newer	1	0.02%

<i>Composite: High School – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
news	1	0.02%	products	1	0.02%
ninety	1	0.02%	pronounce	1	0.02%
nobody	1	0.02%	property	1	0.02%
notes	1	0.02%	punched	1	0.02%
number	1	0.02%	questions	1	0.02%
office	1	0.02%	quick	1	0.02%
oklahoma	1	0.02%	quizzes	1	0.02%
older	1	0.02%	r	1	0.02%
omittedname	1	0.02%	railings	1	0.02%
orange	1	0.02%	raincoat	1	0.02%
original	1	0.02%	raincoats	1	0.02%
otherwise	1	0.02%	rainy	1	0.02%
overhead	1	0.02%	random	1	0.02%
overlapped	1	0.02%	ray	1	0.02%
oxygen	1	0.02%	realized	1	0.02%
page	1	0.02%	reason	1	0.02%
painter	1	0.02%	received	1	0.02%
panther	1	0.02%	recent	1	0.02%
part	1	0.02%	recognize	1	0.02%
passed	1	0.02%	recognized	1	0.02%
passengers	1	0.02%	red	1	0.02%
passes	1	0.02%	refrigerators	1	0.02%
pattern	1	0.02%	reno	1	0.02%
pay	1	0.02%	repeated	1	0.02%
pedal	1	0.02%	reproducing	1	0.02%
pen	1	0.02%	reservation	1	0.02%
period	1	0.02%	reserves	1	0.02%
petroleum	1	0.02%	retarded	1	0.02%
photographic	1	0.02%	revolutionary	1	0.02%
places	1	0.02%	rich	1	0.02%
plan	1	0.02%	rode	1	0.02%
planning	1	0.02%	rollercoasters	1	0.02%
please	1	0.02%	rotten	1	0.02%
poe	1	0.02%	royalties	1	0.02%
pour	1	0.02%	rubber	1	0.02%
powered	1	0.02%	run	1	0.02%
practical	1	0.02%	running	1	0.02%
precious	1	0.02%	rush	1	0.02%
presentation	1	0.02%	s_o_s	1	0.02%
preserve	1	0.02%	sailors	1	0.02%
pressure	1	0.02%	sales	1	0.02%
prey	1	0.02%	samuel	1	0.02%
primary	1	0.02%	samuel_morse	1	0.02%
prince	1	0.02%	says	1	0.02%
print	1	0.02%	scientific	1	0.02%
process	1	0.02%	scorched	1	0.02%
produce	1	0.02%	screwed	1	0.02%
produced	1	0.02%	search	1	0.02%

<i>Composite: High School – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
sears	1	0.02%	street	1	0.02%
sears_and_roebuck	1	0.02%	strength	1	0.02%
second	1	0.02%	strip	1	0.02%
secondary	1	0.02%	stuck	1	0.02%
sense	1	0.02%	studentname	1	0.02%
sets	1	0.02%	stunning	1	0.02%
settle	1	0.02%	subjects	1	0.02%
settling	1	0.02%	successful	1	0.02%
seventeenth	1	0.02%	suited	1	0.02%
seventh	1	0.02%	support	1	0.02%
shake	1	0.02%	surrender	1	0.02%
shaped	1	0.02%	survived	1	0.02%
sheet	1	0.02%	sweet	1	0.02%
shock	1	0.02%	switched	1	0.02%
shoelaces	1	0.02%	system	1	0.02%
shrooms	1	0.02%	taking	1	0.02%
sick	1	0.02%	talk	1	0.02%
silver	1	0.02%	talked	1	0.02%
similar	1	0.02%	tar	1	0.02%
singer's	1	0.02%	target	1	0.02%
single	1	0.02%	teachername	1	0.02%
skinniest	1	0.02%	technology	1	0.02%
slaughtered	1	0.02%	telegraph	1	0.02%
slides	1	0.02%	telegraphic	1	0.02%
sneaking	1	0.02%	temple	1	0.02%
soaked	1	0.02%	ten	1	0.02%
soldiers	1	0.02%	text	1	0.02%
somewhere	1	0.02%	textured	1	0.02%
son	1	0.02%	th	1	0.02%
soon	1	0.02%	than	1	0.02%
sounding	1	0.02%	thirteen	1	0.02%
sounds	1	0.02%	thomas_alva_ediso		
south	1	0.02%	n	1	0.02%
special	1	0.02%	thousand	1	0.02%
specific	1	0.02%	threw	1	0.02%
spoil	1	0.02%	thrown	1	0.02%
sprouts	1	0.02%	tiger	1	0.02%
squatting	1	0.02%	tin	1	0.02%
stairs	1	0.02%	toilets	1	0.02%
stand	1	0.02%	tourism	1	0.02%
stanzas	1	0.02%	transmitter	1	0.02%
start	1	0.02%	transportation	1	0.02%
starts	1	0.02%	travelers	1	0.02%
stationery	1	0.02%	treadle	1	0.02%
stay	1	0.02%	tried	1	0.02%
stitch	1	0.02%	trip	1	0.02%
stop	1	0.02%	truth	1	0.02%
stops	1	0.02%	tube	1	0.02%
			turn	1	0.02%

Composite: High School – Total (cont.)					
Word	Count	Frequency	Word	Count	Frequency
twelve	1	0.02%	wedge	1	0.02%
type	1	0.02%	we're	1	0.02%
u_s	1	0.02%	west	1	0.02%
underwater	1	0.02%	wet	1	0.02%
ungodly	1	0.02%	wheel	1	0.02%
uses	1	0.02%	wide	1	0.02%
using	1	0.02%	without	1	0.02%
usually	1	0.02%	wives	1	0.02%
utilized	1	0.02%	wondering	1	0.02%
utilizes	1	0.02%	won't	1	0.02%
vapor	1	0.02%	woohoo	1	0.02%
vehicles	1	0.02%	wool	1	0.02%
virginia_city	1	0.02%	work	1	0.02%
vision	1	0.02%	worked	1	0.02%
voice	1	0.02%	works	1	0.02%
voltage	1	0.02%	wow	1	0.02%
voltaic	1	0.02%	written	1	0.02%
wagon	1	0.02%	wrong	1	0.02%
walmart	1	0.02%	wrote	1	0.02%
warfare	1	0.02%	wyoming	1	0.02%
washington_d_c	1	0.02%	OmittedName	1	0.02%
watts	1	0.02%	StudentName	1	0.02%
ways	1	0.02%	yesterday	1	0.02%
weapon	1	0.02%	you've	1	0.02%

Composite: High School – Fringe					
Word	Count	Frequency	Word	Count	Frequency
alright	27	1.91%	patent	6	0.42%
okay	23	1.63%	rhyme	6	0.42%
eighteen	22	1.56%	slide	6	0.42%
invented	20	1.41%	torpedo	6	0.42%
cool	9	0.64%	alliteration	5	0.35%
fifty	9	0.64%	deal	5	0.35%
stapler	9	0.64%	fifteen	5	0.35%
battery	8	0.57%	hand	5	0.35%
machine	8	0.57%	howe	5	0.35%
milk	8	0.57%	invention	5	0.35%
name	8	0.57%	line	5	0.35%
stanza	8	0.57%	ones	5	0.35%
keep	7	0.50%	pasteurization	5	0.35%
land	7	0.50%	six	5	0.35%
lightbulb	7	0.50%	twenty	5	0.35%
sixty	7	0.50%	unpasteurized	5	0.35%
yep	7	0.50%	away	4	0.28%
also	6	0.42%	bacteria	4	0.28%
guy	6	0.42%	circuit	4	0.28%
lot	6	0.42%	company	4	0.28%

<i>Composite: High School – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
consonance	4	0.28%	help	3	0.21%
developed	4	0.28%	hit	3	0.21%
died	4	0.28%	hours	3	0.21%
electric	4	0.28%	indians	3	0.21%
electricity	4	0.28%	information	3	0.21%
engine	4	0.28%	kill	3	0.21%
food	4	0.28%	laramie	3	0.21%
forty	4	0.28%	mail	3	0.21%
heat	4	0.28%	maybe	3	0.21%
hold	4	0.28%	metals	3	0.21%
huge	4	0.28%	modern	3	0.21%
inventor	4	0.28%	named	3	0.21%
let	4	0.28%	o	3	0.21%
microorganisms	4	0.28%	person	3	0.21%
mountains	4	0.28%	product	3	0.21%
order	4	0.28%	ready	3	0.21%
paper	4	0.28%	rocky	3	0.21%
picture	4	0.28%	rural	3	0.21%
plug	4	0.28%	sad	3	0.21%
point	4	0.28%	scotland	3	0.21%
refrigerator	4	0.28%	sent	3	0.21%
remember	4	0.28%	seventy	3	0.21%
skinny	4	0.28%	sewing	3	0.21%
sorry	4	0.28%	silken	3	0.21%
sure	4	0.28%	singer	3	0.21%
taste	4	0.28%	slocum	3	0.21%
temperature	4	0.28%	sound	3	0.21%
whenever	4	0.28%	spot	3	0.21%
wine	4	0.28%	still	3	0.21%
words	4	0.28%	stroke	3	0.21%
TeacherName	4	0.28%	trail	3	0.21%
again	3	0.21%	traveling	3	0.21%
answer	3	0.21%	until	3	0.21%
basically	3	0.21%	voltaic_pile	3	0.21%
black	3	0.21%	wasn't	3	0.21%
born	3	0.21%	waterproof	3	0.21%
both	3	0.21%	weird	3	0.21%
burn	3	0.21%	StudentName's	3	0.21%
click	3	0.21%	zinc	3	0.21%
copper	3	0.21%	alligator	2	0.14%
date	3	0.21%	american	2	0.14%
dates	3	0.21%	amusement	2	0.14%
forgot	3	0.21%	annabel_lee	2	0.14%
god	3	0.21%	attached	2	0.14%
gold	3	0.21%	attack	2	0.14%
ground	3	0.21%	bag	2	0.14%
group	3	0.21%	batteries	2	0.14%
guys	3	0.21%	being	2	0.14%

<i>Composite: High School – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
bell	2	0.14%	grade	2	0.14%
between	2	0.14%	happy	2	0.14%
bit	2	0.14%	hath	2	0.14%
body	2	0.14%	heating	2	0.14%
book	2	0.14%	heaven	2	0.14%
brine	2	0.14%	here's	2	0.14%
c	2	0.14%	howe's	2	0.14%
carburetor	2	0.14%	inches	2	0.14%
catalog	2	0.14%	intake	2	0.14%
cause	2	0.14%	internal	2	0.14%
cellar	2	0.14%	invent	2	0.14%
charged	2	0.14%	jimmy_john's	2	0.14%
chicago	2	0.14%	keeps	2	0.14%
closest	2	0.14%	kept	2	0.14%
cloth	2	0.14%	killed	2	0.14%
coal	2	0.14%	kills	2	0.14%
combustion	2	0.14%	known	2	0.14%
cooling	2	0.14%	l	2	0.14%
count	2	0.14%	learn	2	0.14%
country	2	0.14%	left	2	0.14%
credited	2	0.14%	lived	2	0.14%
current	2	0.14%	lose	2	0.14%
curtain	2	0.14%	lost	2	0.14%
cut	2	0.14%	louis_pasteur	2	0.14%
cuts	2	0.14%	m	2	0.14%
design	2	0.14%	manslaughter	2	0.14%
determine	2	0.14%	matter	2	0.14%
disposal	2	0.14%	message	2	0.14%
dollars	2	0.14%	meter	2	0.14%
double	2	0.14%	mhm	2	0.14%
draw	2	0.14%	microphone	2	0.14%
dreams	2	0.14%	middle	2	0.14%
each	2	0.14%	nine	2	0.14%
earth	2	0.14%	nineteen	2	0.14%
electrically	2	0.14%	nope	2	0.14%
emily	2	0.14%	one's	2	0.14%
escalator	2	0.14%	open	2	0.14%
ether	2	0.14%	originally	2	0.14%
exact	2	0.14%	paragraph	2	0.14%
exhaust	2	0.14%	parking	2	0.14%
feather	2	0.14%	pass	2	0.14%
fight	2	0.14%	patented	2	0.14%
film	2	0.14%	paul	2	0.14%
fine	2	0.14%	pens	2	0.14%
fish	2	0.14%	personification	2	0.14%
french	2	0.14%	phone	2	0.14%
fuel	2	0.14%	pictures	2	0.14%
fun	2	0.14%	pieces	2	0.14%

<i>Composite: High School – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
poem	2	0.14%	wires	2	0.14%
poughkeepsie	2	0.14%	won	2	0.14%
prison	2	0.14%	would've	2	0.14%
production	2	0.14%	wrought	2	0.14%
purple	2	0.14%	you'd	2	0.14%
quickly	2	0.14%	acid	1	0.07%
quiz	2	0.14%	across	1	0.07%
read	2	0.14%	acting	1	0.07%
regular	2	0.14%	acts	1	0.07%
repeating	2	0.14%	admitted	1	0.07%
repetition	2	0.14%	advancements	1	0.07%
ride	2	0.14%	advertise	1	0.07%
rustling	2	0.14%	affected	1	0.07%
s	2	0.14%	afraid	1	0.07%
salesman	2	0.14%	against	1	0.07%
samuel_slocum	2	0.14%	ago	1	0.07%
school	2	0.14%	alessandro_volta	1	0.07%
seconds	2	0.14%	alive	1	0.07%
seems	2	0.14%	almost	1	0.07%
send	2	0.14%	along	1	0.07%
settlers	2	0.14%	already	1	0.07%
seven	2	0.14%	alternating	1	0.07%
ship	2	0.14%	amazon	1	0.07%
side	2	0.14%	appalachians	1	0.07%
slideshow	2	0.14%	applied	1	0.07%
spark	2	0.14%	approval	1	0.07%
spoiling	2	0.14%	argument	1	0.07%
stomach	2	0.14%	arm	1	0.07%
store	2	0.14%	armor	1	0.07%
strokes	2	0.14%	army	1	0.07%
team	2	0.14%	attacking	1	0.07%
telephone	2	0.14%	backs	1	0.07%
that'd	2	0.14%	ball	1	0.07%
they'd	2	0.14%	baltimore	1	0.07%
thirty	2	0.14%	bar	1	0.07%
today	2	0.14%	basic	1	0.07%
together	2	0.14%	became	1	0.07%
trash	2	0.14%	beginning	1	0.07%
try	2	0.14%	belgian	1	0.07%
u	2	0.14%	believe	1	0.07%
uncertain	2	0.14%	belt	1	0.07%
volts	2	0.14%	bet	1	0.07%
war	2	0.14%	boston	1	0.07%
water	2	0.14%	bought	1	0.07%
what'd	2	0.14%	bra	1	0.07%
what's	2	0.14%	british	1	0.07%
whole	2	0.14%	bro	1	0.07%
wire	2	0.14%	broke	1	0.07%

<i>Composite: High School – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
brother	1	0.07%	cycle	1	0.07%
building	1	0.07%	david_bushnell	1	0.07%
bush	1	0.07%	deals	1	0.07%
business	1	0.07%	debate	1	0.07%
button	1	0.07%	december	1	0.07%
buy	1	0.07%	decent	1	0.07%
california	1	0.07%	decided	1	0.07%
cameras	1	0.07%	deeds	1	0.07%
carbon	1	0.07%	degrees	1	0.07%
card	1	0.07%	deliver	1	0.07%
cardboard	1	0.07%	department	1	0.07%
cat	1	0.07%	detrimental	1	0.07%
catalogs	1	0.07%	developing	1	0.07%
catch	1	0.07%	devices	1	0.07%
catfish	1	0.07%	die	1	0.07%
caught	1	0.07%	dies	1	0.07%
cell	1	0.07%	dirt	1	0.07%
centennial	1	0.07%	discuss	1	0.07%
chambers	1	0.07%	dissolving	1	0.07%
changing	1	0.07%	distress	1	0.07%
charles_mackintosh	1	0.07%	documented	1	0.07%
chasing	1	0.07%	dog	1	0.07%
check	1	0.07%	drawings	1	0.07%
christian	1	0.07%	dream	1	0.07%
civil	1	0.07%	drink	1	0.07%
clark	1	0.07%	drinking	1	0.07%
clerk	1	0.07%	dry	1	0.07%
clicks	1	0.07%	e	1	0.07%
cloud	1	0.07%	e_f_i	1	0.07%
common	1	0.07%	early	1	0.07%
commonly	1	0.07%	eight	1	0.07%
complete	1	0.07%	eighty	1	0.07%
completed	1	0.07%	either	1	0.07%
completing	1	0.07%	elevator	1	0.07%
complicated	1	0.07%	elias_howe	1	0.07%
compression	1	0.07%	emile_berliner	1	0.07%
computer	1	0.07%	enemy	1	0.07%
coney_island	1	0.07%	englishman	1	0.07%
construction	1	0.07%	enough	1	0.07%
container	1	0.07%	escalators	1	0.07%
controversy	1	0.07%	examples	1	0.07%
conveyor	1	0.07%	except	1	0.07%
council	1	0.07%	explodes	1	0.07%
cranked	1	0.07%	explosive	1	0.07%
crazy	1	0.07%	exposition	1	0.07%
created	1	0.07%	face	1	0.07%
cup	1	0.07%	fact	1	0.07%
cups	1	0.07%	farm	1	0.07%

<i>Composite: High School – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
feathers	1	0.07%	hunting	1	0.07%
february	1	0.07%	ice	1	0.07%
feel	1	0.07%	identical	1	0.07%
feelings	1	0.07%	important	1	0.07%
fell	1	0.07%	improper	1	0.07%
fifties	1	0.07%	improve	1	0.07%
fight	1	0.07%	improved	1	0.07%
fire	1	0.07%	improvements	1	0.07%
fix	1	0.07%	incline	1	0.07%
following	1	0.07%	inclined	1	0.07%
foot	1	0.07%	included	1	0.07%
forced	1	0.07%	indian	1	0.07%
formed	1	0.07%	injected	1	0.07%
fort	1	0.07%	instructions	1	0.07%
fourth	1	0.07%	interest	1	0.07%
france	1	0.07%	inventing	1	0.07%
france's	1	0.07%	involuntary	1	0.07%
fueled	1	0.07%	iowa	1	0.07%
future	1	0.07%	iran	1	0.07%
gas	1	0.07%	iron	1	0.07%
generating	1	0.07%	isaac_singer	1	0.07%
george_eastman	1	0.07%	it'd	1	0.07%
girl	1	0.07%	it'll	1	0.07%
government	1	0.07%	itself	1	0.07%
gradually	1	0.07%	jacob_perkins	1	0.07%
greece	1	0.07%	jean_joseph_lenoir	1	0.07%
grow	1	0.07%	jesse_reno	1	0.07%
guerilla	1	0.07%	john_fisher	1	0.07%
guns	1	0.07%	jumping	1	0.07%
guy's	1	0.07%	kansas	1	0.07%
hair	1	0.07%	keeping	1	0.07%
harmful	1	0.07%	kid	1	0.07%
harry	1	0.07%	kids	1	0.07%
hazardous	1	0.07%	killing	1	0.07%
health	1	0.07%	kinzie	1	0.07%
hear	1	0.07%	kitchen	1	0.07%
heard	1	0.07%	lace	1	0.07%
he'd	1	0.07%	lasting	1	0.07%
he'll	1	0.07%	late	1	0.07%
helped	1	0.07%	launched	1	0.07%
hence	1	0.07%	lead	1	0.07%
hers	1	0.07%	leaders	1	0.07%
hey	1	0.07%	least	1	0.07%
hills	1	0.07%	leavenworth	1	0.07%
holes	1	0.07%	lee	1	0.07%
hope	1	0.07%	length	1	0.07%
huh	1	0.07%	lenoir	1	0.07%
human	1	0.07%	let's	1	0.07%

<i>Composite: High School – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
letters	1	0.07%	oklahoma	1	0.07%
light	1	0.07%	omittedname	1	0.07%
lightbulbs	1	0.07%	orange	1	0.07%
lion	1	0.07%	original	1	0.07%
listen	1	0.07%	otherwise	1	0.07%
listening	1	0.07%	overhead	1	0.07%
lock	1	0.07%	overlapped	1	0.07%
louis_pasteur's	1	0.07%	oxygen	1	0.07%
mackintosh	1	0.07%	page	1	0.07%
main	1	0.07%	painter	1	0.07%
man	1	0.07%	panther	1	0.07%
maryland	1	0.07%	part	1	0.07%
mass	1	0.07%	passed	1	0.07%
massachussetts	1	0.07%	passengers	1	0.07%
materials	1	0.07%	passes	1	0.07%
merchandise	1	0.07%	pattern	1	0.07%
mess	1	0.07%	pay	1	0.07%
messaging	1	0.07%	pedal	1	0.07%
microphones	1	0.07%	pen	1	0.07%
might've	1	0.07%	period	1	0.07%
mile	1	0.07%	petroleum	1	0.07%
miners	1	0.07%	photographic	1	0.07%
mine's	1	0.07%	plan	1	0.07%
miracle	1	0.07%	planning	1	0.07%
miscounted	1	0.07%	please	1	0.07%
mixture	1	0.07%	poe	1	0.07%
mmhmm	1	0.07%	pour	1	0.07%
montgomery_ward	1	0.07%	powered	1	0.07%
motor	1	0.07%	practical	1	0.07%
motorized	1	0.07%	precious	1	0.07%
mountain	1	0.07%	presentation	1	0.07%
move	1	0.07%	preserve	1	0.07%
moving	1	0.07%	pressure	1	0.07%
multiplying	1	0.07%	prey	1	0.07%
murder	1	0.07%	primary	1	0.07%
n	1	0.07%	prince	1	0.07%
name's	1	0.07%	print	1	0.07%
neat	1	0.07%	process	1	0.07%
necessities	1	0.07%	produce	1	0.07%
necklace	1	0.07%	produced	1	0.07%
needed	1	0.07%	products	1	0.07%
needle	1	0.07%	pronounce	1	0.07%
new_york	1	0.07%	property	1	0.07%
news	1	0.07%	punched	1	0.07%
ninety	1	0.07%	questions	1	0.07%
notes	1	0.07%	quick	1	0.07%
number	1	0.07%	quizzes	1	0.07%
office	1	0.07%	r	1	0.07%

<i>Composite: High School – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
railings	1	0.07%	seventh	1	0.07%
raincoat	1	0.07%	shake	1	0.07%
raincoats	1	0.07%	shaped	1	0.07%
rainy	1	0.07%	sheet	1	0.07%
random	1	0.07%	shock	1	0.07%
ray	1	0.07%	shoelaces	1	0.07%
realized	1	0.07%	shrooms	1	0.07%
reason	1	0.07%	sick	1	0.07%
received	1	0.07%	silver	1	0.07%
recent	1	0.07%	similar	1	0.07%
recognize	1	0.07%	singer's	1	0.07%
recognized	1	0.07%	single	1	0.07%
red	1	0.07%	skinniest	1	0.07%
refrigerators	1	0.07%	slaughtered	1	0.07%
reno	1	0.07%	slides	1	0.07%
repeated	1	0.07%	sneaking	1	0.07%
reproducing	1	0.07%	soaked	1	0.07%
reservation	1	0.07%	soldiers	1	0.07%
reserves	1	0.07%	son	1	0.07%
retarded	1	0.07%	soon	1	0.07%
revolutionary	1	0.07%	sounding	1	0.07%
rich	1	0.07%	sounds	1	0.07%
rode	1	0.07%	south	1	0.07%
rollercoasters	1	0.07%	special	1	0.07%
rotten	1	0.07%	specific	1	0.07%
royalties	1	0.07%	spoil	1	0.07%
rubber	1	0.07%	sprouts	1	0.07%
run	1	0.07%	squatting	1	0.07%
running	1	0.07%	stairs	1	0.07%
rush	1	0.07%	stand	1	0.07%
s_o_s	1	0.07%	stanzas	1	0.07%
sailors	1	0.07%	stationery	1	0.07%
sales	1	0.07%	stay	1	0.07%
samuel	1	0.07%	stitch	1	0.07%
samuel_morse	1	0.07%	street	1	0.07%
scientific	1	0.07%	strength	1	0.07%
scorched	1	0.07%	strip	1	0.07%
screwed	1	0.07%	stuck	1	0.07%
search	1	0.07%	studentname	1	0.07%
sears	1	0.07%	stunning	1	0.07%
sears_and_roebuck	1	0.07%	subjects	1	0.07%
second	1	0.07%	successful	1	0.07%
secondary	1	0.07%	suited	1	0.07%
sense	1	0.07%	support	1	0.07%
sets	1	0.07%	surrender	1	0.07%
settle	1	0.07%	survived	1	0.07%
settling	1	0.07%	sweet	1	0.07%
seventeenth	1	0.07%	switched	1	0.07%

Composite: High School – Fringe (cont.)					
Word	Count	Frequency	Word	Count	Frequency
system	1	0.07%	usually	1	0.07%
tar	1	0.07%	utilized	1	0.07%
target	1	0.07%	utilizes	1	0.07%
teachername	1	0.07%	vapor	1	0.07%
technology	1	0.07%	vehicles	1	0.07%
telegraph	1	0.07%	virginia_city	1	0.07%
telegraphic	1	0.07%	vision	1	0.07%
temple	1	0.07%	voice	1	0.07%
ten	1	0.07%	voltage	1	0.07%
text	1	0.07%	voltaic	1	0.07%
textured	1	0.07%	wagon	1	0.07%
th	1	0.07%	walmart	1	0.07%
thirteen	1	0.07%	warfare	1	0.07%
thomas_alva_edison			washington_d_c	1	0.07%
n	1	0.07%	watts	1	0.07%
threw	1	0.07%	weapon	1	0.07%
thrown	1	0.07%	wedge	1	0.07%
tiger	1	0.07%	we're	1	0.07%
tin	1	0.07%	west	1	0.07%
toilets	1	0.07%	wet	1	0.07%
tourism	1	0.07%	wheel	1	0.07%
transmitter	1	0.07%	wide	1	0.07%
transportation	1	0.07%	wondering	1	0.07%
travelers	1	0.07%	woohoo	1	0.07%
treadle	1	0.07%	wool	1	0.07%
tried	1	0.07%	wow	1	0.07%
trip	1	0.07%	written	1	0.07%
truth	1	0.07%	wrong	1	0.07%
tube	1	0.07%	wrote	1	0.07%
turn	1	0.07%	wyoming	1	0.07%
twelve	1	0.07%	OmittedName	1	0.07%
type	1	0.07%	StudentName	1	0.07%
u_s	1	0.07%	yesterday	1	0.07%
underwater	1	0.07%			
ungodly	1	0.07%			

Composite: High School – Context Core					
Word	Count	Frequency	Word	Count	Frequency
the	242	5.18%	he	71	1.52%
and	178	3.81%	in	66	1.41%
it	151	3.23%	of	62	1.33%
was	122	2.61%	is	56	1.20%
to	109	2.33%	so	51	1.09%
like	100	2.14%	one	49	1.05%
a	95	2.03%	they	41	0.88%
that	88	1.88%	yeah	41	0.88%
i	86	1.84%	it's	40	0.86%
you	75	1.61%	this	31	0.66%

<i>Composite: High School – Context Core (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
on	29	0.62%	i'm	12	0.26%
alright	27	0.58%	know	12	0.26%
just	25	0.54%	them	12	0.26%
my	24	0.51%	time	12	0.26%
don't	23	0.49%	as	11	0.24%
first	23	0.49%	kind	11	0.24%
if	23	0.49%	people	11	0.24%
oh	23	0.49%	same	11	0.24%
okay	23	0.49%	thing	11	0.24%
eighteen	22	0.47%	we	11	0.24%
for	22	0.47%	other	10	0.21%
what	22	0.47%	their	10	0.21%
or	21	0.45%	were	10	0.21%
then	21	0.45%	cool	9	0.19%
which	21	0.45%	didn't	9	0.19%
because	20	0.43%	fifty	9	0.19%
invented	20	0.43%	four	9	0.19%
that's	20	0.43%	now	9	0.19%
his	19	0.41%	stapler	9	0.19%
get	18	0.39%	there's	9	0.19%
got	18	0.39%	used	9	0.19%
have	18	0.39%	battery	8	0.17%
want	18	0.39%	down	8	0.17%
but	17	0.36%	else	8	0.17%
by	17	0.36%	machine	8	0.17%
up	17	0.36%	milk	8	0.17%
your	17	0.36%	name	8	0.17%
did	16	0.34%	no	8	0.17%
do	16	0.34%	only	8	0.17%
from	16	0.34%	say	8	0.17%
go	16	0.34%	stanza	8	0.17%
had	16	0.34%	wanted	8	0.17%
really	16	0.34%	way	8	0.17%
there	16	0.34%	are	7	0.15%
two	16	0.34%	could	7	0.15%
not	15	0.32%	good	7	0.15%
something	15	0.32%	him	7	0.15%
think	15	0.32%	keep	7	0.15%
with	15	0.32%	land	7	0.15%
at	14	0.30%	lightbulb	7	0.15%
going	14	0.30%	little	7	0.15%
be	13	0.28%	long	7	0.15%
can	13	0.28%	sixty	7	0.15%
how	13	0.28%	three	7	0.15%
out	13	0.28%	through	7	0.15%
said	13	0.28%	went	7	0.15%
all	12	0.26%	when	7	0.15%
an	12	0.26%	would	7	0.15%

Composite: High School – Context Core (cont.)					
Word	Count	Frequency	Word	Count	Frequency
yep	7	0.15%	developed	4	0.09%
after	6	0.13%	died	4	0.09%
also	6	0.13%	electric	4	0.09%
guy	6	0.13%	electricity	4	0.09%
hundred	6	0.13%	engine	4	0.09%
lot	6	0.13%	five	4	0.09%
me	6	0.13%	food	4	0.09%
mean	6	0.13%	forty	4	0.09%
much	6	0.13%	found	4	0.09%
patent	6	0.13%	heat	4	0.09%
rhyme	6	0.13%	high	4	0.09%
slide	6	0.13%	hold	4	0.09%
these	6	0.13%	huge	4	0.09%
those	6	0.13%	into	4	0.09%
thought	6	0.13%	inventor	4	0.09%
torpedo	6	0.13%	let	4	0.09%
about	5	0.11%	made	4	0.09%
alliteration	5	0.11%	make	4	0.09%
anybody	5	0.11%	microorganisms	4	0.09%
anything	5	0.11%	mine	4	0.09%
deal	5	0.11%	more	4	0.09%
fifteen	5	0.11%	mountains	4	0.09%
find	5	0.11%	next	4	0.09%
goes	5	0.11%	order	4	0.09%
hand	5	0.11%	paper	4	0.09%
howe	5	0.11%	picture	4	0.09%
invention	5	0.11%	plug	4	0.09%
last	5	0.11%	point	4	0.09%
line	5	0.11%	put	4	0.09%
looks	5	0.11%	refrigerator	4	0.09%
need	5	0.11%	remember	4	0.09%
off	5	0.11%	saw	4	0.09%
ones	5	0.11%	see	4	0.09%
over	5	0.11%	she	4	0.09%
pasteurization	5	0.11%	short	4	0.09%
six	5	0.11%	skinny	4	0.09%
some	5	0.11%	sorry	4	0.09%
twenty	5	0.11%	started	4	0.09%
unpasteurized	5	0.11%	sure	4	0.09%
where	5	0.11%	take	4	0.09%
actually	4	0.09%	taste	4	0.09%
away	4	0.09%	tell	4	0.09%
bacteria	4	0.09%	temperature	4	0.09%
before	4	0.09%	things	4	0.09%
called	4	0.09%	use	4	0.09%
circuit	4	0.09%	very	4	0.09%
company	4	0.09%	well	4	0.09%
consonance	4	0.09%	whenever	4	0.09%

Composite: High School – Context Core (cont.)					
Word	Count	Frequency	Word	Count	Frequency
wine	4	0.09%	most	3	0.06%
words	4	0.09%	named	3	0.06%
TeacherName	4	0.09%	nothing	3	0.06%
again	3	0.06%	o	3	0.06%
answer	3	0.06%	old	3	0.06%
back	3	0.06%	our	3	0.06%
bad	3	0.06%	person	3	0.06%
basically	3	0.06%	pretty	3	0.06%
big	3	0.06%	probably	3	0.06%
black	3	0.06%	product	3	0.06%
born	3	0.06%	ready	3	0.06%
both	3	0.06%	right	3	0.06%
burn	3	0.06%	rocky	3	0.06%
click	3	0.06%	rural	3	0.06%
copper	3	0.06%	sad	3	0.06%
date	3	0.06%	scotland	3	0.06%
dates	3	0.06%	sent	3	0.06%
does	3	0.06%	seventy	3	0.06%
doing	3	0.06%	sewing	3	0.06%
done	3	0.06%	silken	3	0.06%
forgot	3	0.06%	singer	3	0.06%
getting	3	0.06%	slocum	3	0.06%
god	3	0.06%	sound	3	0.06%
gold	3	0.06%	spell	3	0.06%
ground	3	0.06%	spot	3	0.06%
group	3	0.06%	still	3	0.06%
guys	3	0.06%	stroke	3	0.06%
help	3	0.06%	stuff	3	0.06%
here	3	0.06%	though	3	0.06%
hit	3	0.06%	too	3	0.06%
hours	3	0.06%	trail	3	0.06%
i'll	3	0.06%	traveling	3	0.06%
indians	3	0.06%	until	3	0.06%
information	3	0.06%	us	3	0.06%
kill	3	0.06%	voltaic_pile	3	0.06%
laramie	3	0.06%	wasn't	3	0.06%
longer	3	0.06%	waterproof	3	0.06%
mail	3	0.06%	weird	3	0.06%
making	3	0.06%	why	3	0.06%
maybe	3	0.06%	wouldn't	3	0.06%
metals	3	0.06%	StudentName's	3	0.06%
modern	3	0.06%	year	3	0.06%

Composite: Language Arts – Total					
Word	Count	Frequency	Word	Count	Frequency
and	45	4.83%	the	34	3.65%
like	44	4.72%	i	30	3.22%

<i>Composite: Language Arts – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
it's	26	2.79%	oh	4	0.43%
it	21	2.25%	those	4	0.43%
that	20	2.15%	thought	4	0.43%
is	17	1.82%	words	4	0.43%
you	17	1.82%	about	3	0.32%
a	16	1.72%	but	3	0.32%
one	14	1.50%	for	3	0.32%
of	13	1.39%	funny	3	0.32%
to	12	1.29%	get	3	0.32%
yeah	12	1.29%	good	3	0.32%
was	10	1.07%	group	3	0.32%
because	9	0.97%	had	3	0.32%
me	9	0.97%	i'm	3	0.32%
or	9	0.97%	more	3	0.32%
don't	8	0.86%	not	3	0.32%
have	8	0.86%	only	3	0.32%
something	8	0.86%	probably	3	0.32%
stanza	8	0.86%	sad	3	0.32%
he	7	0.75%	said	3	0.32%
in	7	0.75%	say	3	0.32%
my	7	0.75%	silken	3	0.32%
okay	7	0.75%	sound	3	0.32%
this	7	0.75%	two	3	0.32%
commercial	6	0.64%	up	3	0.32%
rhyme	6	0.64%	want	3	0.32%
same	6	0.64%	we	3	0.32%
so	6	0.64%	well	3	0.32%
that's	6	0.64%	where	3	0.32%
they	6	0.64%	above	2	0.21%
they're	6	0.64%	actually	2	0.21%
what	6	0.64%	alright	2	0.21%
yep	6	0.64%	an	2	0.21%
alliteration	5	0.54%	animal	2	0.21%
commercials	5	0.54%	annabel_lee	2	0.21%
did	5	0.54%	any	2	0.21%
just	5	0.54%	can	2	0.21%
know	5	0.54%	curtain	2	0.21%
line	5	0.54%	doritos	2	0.21%
other	5	0.54%	favorite	2	0.21%
studentname	5	0.54%	feelings	2	0.21%
then	5	0.54%	five	2	0.21%
annoying	4	0.43%	food	2	0.21%
are	4	0.43%	going	2	0.21%
be	4	0.43%	got	2	0.21%
consonance	4	0.43%	guy	2	0.21%
go	4	0.43%	happy	2	0.21%
hate	4	0.43%	heaven	2	0.21%
if	4	0.43%	high	2	0.21%

<i>Composite: Language Arts – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
his	2	0.21%	around	1	0.11%
how	2	0.21%	art	1	0.11%
hungry	2	0.21%	asks	1	0.11%
influence	2	0.21%	at	1	0.11%
job	2	0.21%	awesome	1	0.11%
learn	2	0.21%	baby	1	0.11%
let	2	0.21%	beauty	1	0.11%
little	2	0.21%	beginning	1	0.11%
m_and_m	2	0.21%	big	1	0.11%
makes	2	0.21%	bra	1	0.11%
meter	2	0.21%	bro	1	0.11%
no	2	0.21%	by	1	0.11%
nothing	2	0.21%	calling	1	0.11%
now	2	0.21%	card	1	0.11%
off	2	0.21%	casino	1	0.11%
on	2	0.21%	catchy	1	0.11%
one's	2	0.21%	cause	1	0.11%
orbit	2	0.21%	cheer	1	0.11%
out	2	0.21%	chocolate	1	0.11%
paragraph	2	0.21%	cliff	1	0.11%
party	2	0.21%	comes	1	0.11%
people	2	0.21%	companies	1	0.11%
personification	2	0.21%	cool	1	0.11%
poem	2	0.21%	dating	1	0.11%
purple	2	0.21%	die	1	0.11%
really	2	0.21%	discover	1	0.11%
repeating	2	0.21%	discuss	1	0.11%
repetition	2	0.21%	do	1	0.11%
rustling	2	0.21%	does	1	0.11%
should	2	0.21%	done	1	0.11%
squinkies	2	0.21%	down	1	0.11%
talking	2	0.21%	drugs	1	0.11%
them	2	0.21%	each	1	0.11%
thing	2	0.21%	easiest	1	0.11%
think	2	0.21%	eat	1	0.11%
uncertain	2	0.21%	effective	1	0.11%
use	2	0.21%	emotions	1	0.11%
very	2	0.21%	encouraging	1	0.11%
you're	2	0.21%	entertaining	1	0.11%
advertise	1	0.11%	even	1	0.11%
advertises	1	0.11%	everyone	1	0.11%
all	1	0.11%	examples	1	0.11%
allstate	1	0.11%	fast	1	0.11%
also	1	0.11%	fighting	1	0.11%
always	1	0.11%	forget	1	0.11%
ameristar	1	0.11%	gets	1	0.11%
animals	1	0.11%	girls	1	0.11%
annoys	1	0.11%	goes	1	0.11%

<i>Composite: Language Arts – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
grandma	1	0.11%	place	1	0.11%
guess	1	0.11%	plastic	1	0.11%
gym	1	0.11%	poe	1	0.11%
help	1	0.11%	poor	1	0.11%
hope	1	0.11%	quadricorn	1	0.11%
hot	1	0.11%	queen	1	0.11%
human	1	0.11%	read	1	0.11%
humane_society	1	0.11%	real	1	0.11%
idea	1	0.11%	repeated	1	0.11%
instead	1	0.11%	restaurant	1	0.11%
insurance	1	0.11%	retarded	1	0.11%
keep	1	0.11%	right	1	0.11%
kept	1	0.11%	saying	1	0.11%
kids	1	0.11%	says	1	0.11%
kid's	1	0.11%	science	1	0.11%
kind	1	0.11%	screwed	1	0.11%
la_la_loopsy	1	0.11%	seat	1	0.11%
laughing	1	0.11%	see	1	0.11%
least	1	0.11%	sees	1	0.11%
lee	1	0.11%	sense	1	0.11%
letters	1	0.11%	sexy	1	0.11%
licker	1	0.11%	she	1	0.11%
lint	1	0.11%	short	1	0.11%
listen	1	0.11%	singing	1	0.11%
listening	1	0.11%	sleep	1	0.11%
locker	1	0.11%	snatches	1	0.11%
loss	1	0.11%	song	1	0.11%
love	1	0.11%	song's	1	0.11%
made	1	0.11%	sorry	1	0.11%
make	1	0.11%	sounding	1	0.11%
making	1	0.11%	sounds	1	0.11%
mannequins	1	0.11%	stanzas	1	0.11%
math	1	0.11%	starting	1	0.11%
maybe	1	0.11%	takes	1	0.11%
mine	1	0.11%	taking	1	0.11%
mine's	1	0.11%	teachername	1	0.11%
much	1	0.11%	teens	1	0.11%
naked	1	0.11%	tell	1	0.11%
need	1	0.11%	tempurpedic	1	0.11%
nope	1	0.11%	th	1	0.11%
number	1	0.11%	there	1	0.11%
old_navy	1	0.11%	there's	1	0.11%
opera	1	0.11%	these	1	0.11%
ours	1	0.11%	things	1	0.11%
overlapped	1	0.11%	thinking	1	0.11%
page	1	0.11%	thinks	1	0.11%
part	1	0.11%	three	1	0.11%
pitched	1	0.11%	throw	1	0.11%

<i>Composite: Language Arts – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
told	1	0.11%	what'd	1	0.11%
treehouse	1	0.11%	whenever	1	0.11%
turn	1	0.11%	which	1	0.11%
tv	1	0.11%	who	1	0.11%
unicorn	1	0.11%	with	1	0.11%
us	1	0.11%	wondering	1	0.11%
voices	1	0.11%	world	1	0.11%
wasn't	1	0.11%	would	1	0.11%
waves	1	0.11%	wow	1	0.11%
websites	1	0.11%	written	1	0.11%
weight	1	0.11%			

<i>Composite: Language Arts – Fringe</i>					
Word	Count	Frequency	Word	Count	Frequency
stanza	8	3.01%	let	2	0.75%
okay	7	2.63%	m_and_m	2	0.75%
commercial	6	2.26%	meter	2	0.75%
rhyme	6	2.26%	one's	2	0.75%
yep	6	2.26%	orbit	2	0.75%
alliteration	5	1.88%	paragraph	2	0.75%
commercials	5	1.88%	party	2	0.75%
line	5	1.88%	personification	2	0.75%
studentname	5	1.88%	poem	2	0.75%
annoying	4	1.50%	purple	2	0.75%
consonance	4	1.50%	repeating	2	0.75%
hate	4	1.50%	repetition	2	0.75%
words	4	1.50%	rustling	2	0.75%
funny	3	1.13%	squinkies	2	0.75%
group	3	1.13%	uncertain	2	0.75%
sad	3	1.13%	advertise	1	0.38%
silken	3	1.13%	advertises	1	0.38%
sound	3	1.13%	allstate	1	0.38%
above	2	0.75%	also	1	0.38%
alright	2	0.75%	ameristar	1	0.38%
animal	2	0.75%	animals	1	0.38%
annabel_lee	2	0.75%	annoys	1	0.38%
curtain	2	0.75%	art	1	0.38%
doritos	2	0.75%	asks	1	0.38%
favorite	2	0.75%	awesome	1	0.38%
feelings	2	0.75%	baby	1	0.38%
food	2	0.75%	beauty	1	0.38%
guy	2	0.75%	beginning	1	0.38%
happy	2	0.75%	bra	1	0.38%
heaven	2	0.75%	bro	1	0.38%
hungry	2	0.75%	card	1	0.38%
influence	2	0.75%	casino	1	0.38%
learn	2	0.75%	catchy	1	0.38%

<i>Composite: Language Arts – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
cause	1	0.38%	math	1	0.38%
cheer	1	0.38%	maybe	1	0.38%
chocolate	1	0.38%	mine's	1	0.38%
cliff	1	0.38%	naked	1	0.38%
companies	1	0.38%	nope	1	0.38%
cool	1	0.38%	number	1	0.38%
dating	1	0.38%	old_navy	1	0.38%
die	1	0.38%	opera	1	0.38%
discover	1	0.38%	overlapped	1	0.38%
discuss	1	0.38%	page	1	0.38%
drugs	1	0.38%	part	1	0.38%
each	1	0.38%	pitched	1	0.38%
effective	1	0.38%	plastic	1	0.38%
emotions	1	0.38%	poe	1	0.38%
encouraging	1	0.38%	poor	1	0.38%
entertaining	1	0.38%	quadricorn	1	0.38%
examples	1	0.38%	queen	1	0.38%
fighting	1	0.38%	read	1	0.38%
forget	1	0.38%	repeated	1	0.38%
girls	1	0.38%	restaurant	1	0.38%
grandma	1	0.38%	retarded	1	0.38%
guess	1	0.38%	science	1	0.38%
gym	1	0.38%	screwed	1	0.38%
help	1	0.38%	seat	1	0.38%
hope	1	0.38%	sees	1	0.38%
hot	1	0.38%	sense	1	0.38%
human	1	0.38%	sexy	1	0.38%
humane_society	1	0.38%	singing	1	0.38%
idea	1	0.38%	sleep	1	0.38%
instead	1	0.38%	snatches	1	0.38%
insurance	1	0.38%	song	1	0.38%
keep	1	0.38%	song's	1	0.38%
kept	1	0.38%	sorry	1	0.38%
kids	1	0.38%	sounding	1	0.38%
kid's	1	0.38%	sounds	1	0.38%
la_la_loopsy	1	0.38%	stanzas	1	0.38%
laughing	1	0.38%	teachername	1	0.38%
least	1	0.38%	teens	1	0.38%
lee	1	0.38%	tempurpedic	1	0.38%
letters	1	0.38%	th	1	0.38%
licker	1	0.38%	throw	1	0.38%
lint	1	0.38%	treehouse	1	0.38%
listen	1	0.38%	turn	1	0.38%
listening	1	0.38%	tv	1	0.38%
locker	1	0.38%	unicorn	1	0.38%
loss	1	0.38%	voices	1	0.38%
love	1	0.38%	wasn't	1	0.38%
mannequins	1	0.38%	waves	1	0.38%

<i>Composite: Language Arts – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
websites	1	0.38%	wondering	1	0.38%
weight	1	0.38%	world	1	0.38%
what'd	1	0.38%	wow	1	0.38%
whenever	1	0.38%	written	1	0.38%

<i>Composite: Language Arts – Context Core</i>					
Word	Count	Frequency	Word	Count	Frequency
and	45	4.83%	know	5	0.54%
like	44	4.72%	line	5	0.54%
the	34	3.65%	other	5	0.54%
i	30	3.22%	studentname	5	0.54%
it's	26	2.79%	then	5	0.54%
it	21	2.25%	annoying	4	0.43%
that	20	2.15%	are	4	0.43%
is	17	1.82%	be	4	0.43%
you	17	1.82%	consonance	4	0.43%
a	16	1.72%	go	4	0.43%
one	14	1.50%	hate	4	0.43%
of	13	1.39%	if	4	0.43%
to	12	1.29%	oh	4	0.43%
yeah	12	1.29%	those	4	0.43%
was	10	1.07%	thought	4	0.43%
because	9	0.97%	words	4	0.43%
me	9	0.97%	about	3	0.32%
or	9	0.97%	but	3	0.32%
don't	8	0.86%	for	3	0.32%
have	8	0.86%	funny	3	0.32%
something	8	0.86%	get	3	0.32%
stanza	8	0.86%	good	3	0.32%
he	7	0.75%	group	3	0.32%
in	7	0.75%	had	3	0.32%
my	7	0.75%	i'm	3	0.32%
okay	7	0.75%	more	3	0.32%
this	7	0.75%	not	3	0.32%
commercial	6	0.64%	only	3	0.32%
rhyme	6	0.64%	probably	3	0.32%
same	6	0.64%	sad	3	0.32%
so	6	0.64%	said	3	0.32%
that's	6	0.64%	say	3	0.32%
they	6	0.64%	silken	3	0.32%
they're	6	0.64%	sound	3	0.32%
what	6	0.64%	two	3	0.32%
yep	6	0.64%	up	3	0.32%
alliteration	5	0.54%	want	3	0.32%
commercials	5	0.54%	we	3	0.32%
did	5	0.54%	well	3	0.32%
just	5	0.54%	where	3	0.32%

Composite: Language Arts – Context Core (cont.)					
Word	Count	Frequency	Word	Count	Frequency
above	2	0.21%	m_and_m	2	0.21%
actually	2	0.21%	makes	2	0.21%
alright	2	0.21%	meter	2	0.21%
an	2	0.21%	no	2	0.21%
animal	2	0.21%	nothing	2	0.21%
annabel_lee	2	0.21%	now	2	0.21%
any	2	0.21%	off	2	0.21%
can	2	0.21%	on	2	0.21%
curtain	2	0.21%	one's	2	0.21%
doritos	2	0.21%	orbit	2	0.21%
favorite	2	0.21%	out	2	0.21%
feelings	2	0.21%	paragraph	2	0.21%
five	2	0.21%	party	2	0.21%
food	2	0.21%	people	2	0.21%
going	2	0.21%	personification	2	0.21%
got	2	0.21%	poem	2	0.21%
guy	2	0.21%	purple	2	0.21%
happy	2	0.21%	really	2	0.21%
heaven	2	0.21%	repeating	2	0.21%
high	2	0.21%	repetition	2	0.21%
his	2	0.21%	rustling	2	0.21%
how	2	0.21%	should	2	0.21%
hungry	2	0.21%	squinkies	2	0.21%
influence	2	0.21%	talking	2	0.21%
job	2	0.21%	them	2	0.21%
learn	2	0.21%	thing	2	0.21%
let	2	0.21%	think	2	0.21%
little	2	0.21%			

Composite: Social Studies – Total					
Word	Count	Frequency	Word	Count	Frequency
the	306	5.40%	one	50	0.88%
and	179	3.16%	yeah	49	0.87%
it	174	3.07%	it's	42	0.74%
to	129	2.28%	oh	34	0.60%
was	124	2.19%	what	34	0.60%
like	114	2.01%	have	33	0.58%
a	113	2.00%	on	33	0.58%
i	113	2.00%	this	32	0.57%
that	94	1.66%	if	31	0.55%
you	80	1.41%	but	30	0.53%
of	77	1.36%	because	29	0.51%
he	74	1.31%	okay	28	0.49%
in	74	1.31%	don't	27	0.48%
so	61	1.08%	that's	27	0.48%
they	61	1.08%	alright	26	0.46%
is	52	0.92%	be	26	0.46%

<i>Composite: Social Studies – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
just	25	0.44%	their	12	0.21%
my	25	0.44%	i'm	11	0.19%
or	25	0.44%	kind	11	0.19%
from	24	0.42%	more	11	0.19%
no	24	0.42%	thing	11	0.19%
there	24	0.42%	about	10	0.18%
first	23	0.41%	four	10	0.18%
for	23	0.41%	keep	10	0.18%
get	23	0.41%	mountains	10	0.18%
eighteen	22	0.39%	there's	10	0.18%
got	22	0.39%	wouldn't	10	0.18%
had	21	0.37%	are	9	0.16%
by	20	0.35%	away	9	0.16%
do	20	0.35%	could	9	0.16%
his	20	0.35%	else	9	0.16%
invented	20	0.35%	fifty	9	0.16%
them	20	0.35%	localtown	9	0.16%
then	20	0.35%	lot	9	0.16%
up	20	0.35%	machine	9	0.16%
which	20	0.35%	say	9	0.16%
all	18	0.32%	snow	9	0.16%
can	18	0.32%	stapler	9	0.16%
know	18	0.32%	studentname	9	0.16%
not	18	0.32%	used	9	0.16%
want	18	0.32%	wanted	9	0.16%
we	18	0.32%	where	9	0.16%
go	17	0.30%	battery	8	0.14%
going	17	0.30%	cool	8	0.14%
really	17	0.30%	into	8	0.14%
with	17	0.30%	land	8	0.14%
your	17	0.30%	little	8	0.14%
an	16	0.28%	long	8	0.14%
put	16	0.28%	make	8	0.14%
said	16	0.28%	mean	8	0.14%
something	16	0.28%	milk	8	0.14%
two	16	0.28%	much	8	0.14%
at	15	0.26%	name	8	0.14%
how	15	0.26%	now	8	0.14%
people	15	0.26%	same	8	0.14%
think	15	0.26%	thought	8	0.14%
were	15	0.26%	three	8	0.14%
would	14	0.25%	through	8	0.14%
didn't	13	0.23%	too	8	0.14%
out	13	0.23%	way	8	0.14%
time	13	0.23%	went	8	0.14%
as	12	0.21%	when	8	0.14%
did	12	0.21%	after	7	0.12%
down	12	0.21%	been	7	0.12%

<i>Composite: Social Studies – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
country	7	0.12%	pasteurization	5	0.09%
doesn't	7	0.12%	river	5	0.09%
good	7	0.12%	rocky	5	0.09%
him	7	0.12%	see	5	0.09%
lightbulb	7	0.12%	she	5	0.09%
only	7	0.12%	side	5	0.09%
six	7	0.12%	some	5	0.09%
sixty	7	0.12%	take	5	0.09%
they're	7	0.12%	transferred	5	0.09%
things	7	0.12%	unpasteurized	5	0.09%
twenty	7	0.12%	use	5	0.09%
well	7	0.12%	war	5	0.09%
does	6	0.11%	water	5	0.09%
find	6	0.11%	actually	4	0.07%
guy	6	0.11%	arkansas	4	0.07%
heat	6	0.11%	bacteria	4	0.07%
hundred	6	0.11%	before	4	0.07%
last	6	0.11%	being	4	0.07%
longer	6	0.11%	called	4	0.07%
made	6	0.11%	circuit	4	0.07%
off	6	0.11%	company	4	0.07%
ones	6	0.11%	copper	4	0.07%
other	6	0.11%	date	4	0.07%
over	6	0.11%	developed	4	0.07%
patent	6	0.11%	died	4	0.07%
slide	6	0.11%	electric	4	0.07%
these	6	0.11%	electricity	4	0.07%
those	6	0.11%	engine	4	0.07%
torpedo	6	0.11%	food	4	0.07%
why	6	0.11%	forty	4	0.07%
wrong	6	0.11%	found	4	0.07%
year	6	0.11%	fun	4	0.07%
also	5	0.09%	god	4	0.07%
anybody	5	0.09%	gold	4	0.07%
anything	5	0.09%	guys	4	0.07%
around	5	0.09%	here	4	0.07%
between	5	0.09%	hold	4	0.07%
deal	5	0.09%	huge	4	0.07%
fifteen	5	0.09%	incorporated	4	0.07%
goes	5	0.09%	inventor	4	0.07%
hand	5	0.09%	let	4	0.07%
howe	5	0.09%	major	4	0.07%
invention	5	0.09%	making	4	0.07%
looks	5	0.09%	me	4	0.07%
mountain	5	0.09%	microorganisms	4	0.07%
next	5	0.09%	most	4	0.07%
our	5	0.09%	national	4	0.07%
paper	5	0.09%	need	4	0.07%

<i>Composite: Social Studies – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
new_york	4	0.07%	burn	3	0.05%
number	4	0.07%	civil	3	0.05%
old	4	0.07%	click	3	0.05%
order	4	0.07%	coal	3	0.05%
outside	4	0.07%	coast	3	0.05%
park	4	0.07%	come	3	0.05%
person	4	0.07%	dates	3	0.05%
picture	4	0.07%	doing	3	0.05%
plug	4	0.07%	dry	3	0.05%
point	4	0.07%	farther	3	0.05%
power	4	0.07%	forest	3	0.05%
rain	4	0.07%	forgot	3	0.05%
read	4	0.07%	french	3	0.05%
refrigerator	4	0.07%	fuel	3	0.05%
remember	4	0.07%	getting	3	0.05%
right	4	0.07%	give	3	0.05%
saw	4	0.07%	ground	3	0.05%
school	4	0.07%	growing	3	0.05%
short	4	0.07%	has	3	0.05%
skinny	4	0.07%	help	3	0.05%
started	4	0.07%	high	3	0.05%
sure	4	0.07%	hit	3	0.05%
taste	4	0.07%	hours	3	0.05%
temperature	4	0.07%	i'll	3	0.05%
thick	4	0.07%	indians	3	0.05%
thinking	4	0.07%	information	3	0.05%
though	4	0.07%	isn't	3	0.05%
very	4	0.07%	kill	3	0.05%
wasn't	4	0.07%	laramie	3	0.05%
weird	4	0.07%	live	3	0.05%
wine	4	0.07%	mail	3	0.05%
TeacherName	4	0.07%	many	3	0.05%
you're	4	0.07%	maybe	3	0.05%
again	3	0.05%	metals	3	0.05%
another	3	0.05%	mhm	3	0.05%
answer	3	0.05%	mine	3	0.05%
appalachian	3	0.05%	modern	3	0.05%
appalachians	3	0.05%	money	3	0.05%
area	3	0.05%	named	3	0.05%
back	3	0.05%	never	3	0.05%
bad	3	0.05%	o	3	0.05%
basically	3	0.05%	open	3	0.05%
big	3	0.05%	page	3	0.05%
bit	3	0.05%	part	3	0.05%
black	3	0.05%	pretty	3	0.05%
born	3	0.05%	product	3	0.05%
both	3	0.05%	question	3	0.05%
bunch	3	0.05%	ready	3	0.05%

<i>Composite: Social Studies – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
rockies	3	0.05%	areas	2	0.04%
rural	3	0.05%	attached	2	0.04%
saying	3	0.05%	attack	2	0.04%
scotland	3	0.05%	bag	2	0.04%
sent	3	0.05%	basic	2	0.04%
seven	3	0.05%	batteries	2	0.04%
seventy	3	0.05%	bell	2	0.04%
sewing	3	0.05%	best	2	0.04%
shorter	3	0.05%	better	2	0.04%
since	3	0.05%	bigger	2	0.04%
singer	3	0.05%	body	2	0.04%
slocum	3	0.05%	book	2	0.04%
sorry	3	0.05%	boston	2	0.04%
spell	3	0.05%	breaks	2	0.04%
spot	3	0.05%	brine	2	0.04%
still	3	0.05%	british	2	0.04%
stroke	3	0.05%	brought	2	0.04%
stuff	3	0.05%	c	2	0.04%
tell	3	0.05%	california	2	0.04%
they'd	3	0.05%	carburetor	2	0.04%
trail	3	0.05%	catalog	2	0.04%
trash	3	0.05%	cause	2	0.04%
traveling	3	0.05%	cellar	2	0.04%
u_s	3	0.05%	central	2	0.04%
until	3	0.05%	charged	2	0.04%
us	3	0.05%	chicago	2	0.04%
voltaic_pile	3	0.05%	city	2	0.04%
wants	3	0.05%	climate	2	0.04%
warm	3	0.05%	closest	2	0.04%
waterproof	3	0.05%	cloth	2	0.04%
we're	3	0.05%	clothes	2	0.04%
whenever	3	0.05%	cold	2	0.04%
whole	3	0.05%	combustion	2	0.04%
StudentName's	3	0.05%	comes	2	0.04%
yes	3	0.05%	cooling	2	0.04%
zinc	3	0.05%	count	2	0.04%
zoo	3	0.05%	credited	2	0.04%
actual	2	0.04%	current	2	0.04%
affected	2	0.04%	cut	2	0.04%
ago	2	0.04%	cuts	2	0.04%
alligator	2	0.04%	design	2	0.04%
always	2	0.04%	determine	2	0.04%
amazon	2	0.04%	different	2	0.04%
american	2	0.04%	disposal	2	0.04%
amusement	2	0.04%	dollars	2	0.04%
animals	2	0.04%	done	2	0.04%
annexed	2	0.04%	double	2	0.04%
any	2	0.04%	draw	2	0.04%

<i>Composite: Social Studies – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
dreams	2	0.04%	kills	2	0.04%
earth	2	0.04%	known	2	0.04%
easier	2	0.04%	l	2	0.04%
east	2	0.04%	lead	2	0.04%
eat	2	0.04%	left	2	0.04%
ecosystems	2	0.04%	lived	2	0.04%
electrically	2	0.04%	localtown's	2	0.04%
emily	2	0.04%	look	2	0.04%
environment	2	0.04%	lose	2	0.04%
equator	2	0.04%	lost	2	0.04%
escalator	2	0.04%	louis_pasteur	2	0.04%
ether	2	0.04%	m	2	0.04%
everybody	2	0.04%	manslaughter	2	0.04%
everything	2	0.04%	matter	2	0.04%
exact	2	0.04%	means	2	0.04%
exhaust	2	0.04%	message	2	0.04%
exports	2	0.04%	microphone	2	0.04%
fall	2	0.04%	middle	2	0.04%
farm	2	0.04%	mississippi	2	0.04%
feather	2	0.04%	needed	2	0.04%
fight	2	0.04%	nile	2	0.04%
film	2	0.04%	nine	2	0.04%
fine	2	0.04%	nineteen	2	0.04%
fish	2	0.04%	nothing	2	0.04%
five	2	0.04%	originally	2	0.04%
flows	2	0.04%	parking	2	0.04%
fossil	2	0.04%	pass	2	0.04%
gas	2	0.04%	patented	2	0.04%
gets	2	0.04%	paul	2	0.04%
grade	2	0.04%	pay	2	0.04%
half	2	0.04%	pens	2	0.04%
hath	2	0.04%	phone	2	0.04%
heard	2	0.04%	phosphate	2	0.04%
heating	2	0.04%	pictures	2	0.04%
here's	2	0.04%	pieces	2	0.04%
hills	2	0.04%	platte	2	0.04%
howe's	2	0.04%	poughkeepsie	2	0.04%
ice	2	0.04%	price	2	0.04%
inches	2	0.04%	prison	2	0.04%
indian	2	0.04%	probably	2	0.04%
intake	2	0.04%	production	2	0.04%
internal	2	0.04%	quebec	2	0.04%
invent	2	0.04%	quickly	2	0.04%
jimmy_john's	2	0.04%	quiz	2	0.04%
jobs	2	0.04%	regular	2	0.04%
keeps	2	0.04%	ride	2	0.04%
kept	2	0.04%	rivers	2	0.04%
killed	2	0.04%	s	2	0.04%

<i>Composite: Social Studies – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
salesman	2	0.04%	wires	2	0.04%
samuel_slocum	2	0.04%	won	2	0.04%
says	2	0.04%	work	2	0.04%
seconds	2	0.04%	would've	2	0.04%
seems	2	0.04%	wrote	2	0.04%
send	2	0.04%	wrought	2	0.04%
settlers	2	0.04%	OmittedName	2	0.04%
ship	2	0.04%	yep	2	0.04%
silver	2	0.04%	you'd	2	0.04%
slideshow	2	0.04%	you've	2	0.04%
somebody	2	0.04%	ability	1	0.02%
south	2	0.04%	able	1	0.02%
spain	2	0.04%	acid	1	0.02%
spark	2	0.04%	across	1	0.02%
spoiling	2	0.04%	acting	1	0.02%
st_louis	2	0.04%	acts	1	0.02%
states	2	0.04%	admitted	1	0.02%
stomach	2	0.04%	advancements	1	0.02%
stop	2	0.04%	advertise	1	0.02%
stopped	2	0.04%	affect	1	0.02%
store	2	0.04%	affects	1	0.02%
strokes	2	0.04%	afraid	1	0.02%
teachername	2	0.04%	against	1	0.02%
team	2	0.04%	alessandro_volta	1	0.02%
telephone	2	0.04%	alive	1	0.02%
territory	2	0.04%	almost	1	0.02%
than	2	0.04%	along	1	0.02%
that'd	2	0.04%	already	1	0.02%
thirty	2	0.04%	alternating	1	0.02%
times	2	0.04%	applied	1	0.02%
today	2	0.04%	approval	1	0.02%
together	2	0.04%	arctic	1	0.02%
told	2	0.04%	argument	1	0.02%
took	2	0.04%	arm	1	0.02%
try	2	0.04%	armor	1	0.02%
tunnel	2	0.04%	army	1	0.02%
u	2	0.04%	atlantic	1	0.02%
uncle	2	0.04%	attacking	1	0.02%
uranium	2	0.04%	available	1	0.02%
valleys	2	0.04%	backs	1	0.02%
volts	2	0.04%	ball	1	0.02%
wait	2	0.04%	baltimore	1	0.02%
washington_d_c	2	0.04%	bar	1	0.02%
wet	2	0.04%	barely	1	0.02%
what's	2	0.04%	based	1	0.02%
wheel	2	0.04%	basin	1	0.02%
wife	2	0.04%	became	1	0.02%
wire	2	0.04%	behind	1	0.02%

<i>Composite: Social Studies – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
belgian	1	0.02%	commonly	1	0.02%
believe	1	0.02%	complete	1	0.02%
belt	1	0.02%	completed	1	0.02%
bet	1	0.02%	completing	1	0.02%
boats	1	0.02%	complicated	1	0.02%
bought	1	0.02%	compression	1	0.02%
boundary	1	0.02%	computer	1	0.02%
broke	1	0.02%	coney_island	1	0.02%
brother	1	0.02%	conflicts	1	0.02%
build	1	0.02%	coniferous	1	0.02%
building	1	0.02%	conserve	1	0.02%
bush	1	0.02%	construction	1	0.02%
business	1	0.02%	container	1	0.02%
button	1	0.02%	continent	1	0.02%
buy	1	0.02%	controversy	1	0.02%
calgary	1	0.02%	conveyor	1	0.02%
came	1	0.02%	council	1	0.02%
cameras	1	0.02%	cranked	1	0.02%
canada	1	0.02%	crazy	1	0.02%
can't	1	0.02%	created	1	0.02%
canyon	1	0.02%	crops	1	0.02%
car	1	0.02%	cup	1	0.02%
carbon	1	0.02%	cups	1	0.02%
card	1	0.02%	cycle	1	0.02%
cardboard	1	0.02%	dallas	1	0.02%
carry	1	0.02%	david_bushnell	1	0.02%
cat	1	0.02%	day	1	0.02%
catalogs	1	0.02%	deals	1	0.02%
catch	1	0.02%	debate	1	0.02%
catfish	1	0.02%	december	1	0.02%
caught	1	0.02%	decent	1	0.02%
ceded	1	0.02%	decided	1	0.02%
cell	1	0.02%	deciduous	1	0.02%
centennial	1	0.02%	deeds	1	0.02%
chambers	1	0.02%	degrees	1	0.02%
changing	1	0.02%	deliver	1	0.02%
charles_mackintosh	1	0.02%	demand	1	0.02%
chasing	1	0.02%	department	1	0.02%
check	1	0.02%	detrimental	1	0.02%
christian	1	0.02%	developing	1	0.02%
citizens	1	0.02%	devices	1	0.02%
clark	1	0.02%	die	1	0.02%
clerk	1	0.02%	dies	1	0.02%
clicks	1	0.02%	direction	1	0.02%
cloud	1	0.02%	dirt	1	0.02%
colder	1	0.02%	dissolving	1	0.02%
coming	1	0.02%	distress	1	0.02%
common	1	0.02%	documented	1	0.02%

<i>Composite: Social Studies – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
dog	1	0.02%	fed	1	0.02%
drain	1	0.02%	feel	1	0.02%
drained	1	0.02%	fell	1	0.02%
drawings	1	0.02%	fifties	1	0.02%
dream	1	0.02%	fight	1	0.02%
drink	1	0.02%	fire	1	0.02%
drinking	1	0.02%	fix	1	0.02%
dryest	1	0.02%	florida	1	0.02%
dumb	1	0.02%	flow	1	0.02%
e	1	0.02%	flowing	1	0.02%
e_f_i	1	0.02%	flushed	1	0.02%
each	1	0.02%	following	1	0.02%
early	1	0.02%	foot	1	0.02%
easter	1	0.02%	forced	1	0.02%
eating	1	0.02%	formed	1	0.02%
ecosystem	1	0.02%	fort	1	0.02%
edges	1	0.02%	fourth	1	0.02%
education	1	0.02%	france	1	0.02%
effect	1	0.02%	france's	1	0.02%
effects	1	0.02%	front	1	0.02%
eight	1	0.02%	fueled	1	0.02%
eighty	1	0.02%	fuels	1	0.02%
either	1	0.02%	future	1	0.02%
elevator	1	0.02%	generating	1	0.02%
elias_howe	1	0.02%	george_eastman	1	0.02%
emile_berliner	1	0.02%	girl	1	0.02%
end	1	0.02%	government	1	0.02%
ended	1	0.02%	gradually	1	0.02%
enemy	1	0.02%	grand	1	0.02%
englishman	1	0.02%	grasslands	1	0.02%
enough	1	0.02%	greater	1	0.02%
erosion	1	0.02%	greece	1	0.02%
escalators	1	0.02%	group	1	0.02%
even	1	0.02%	groups	1	0.02%
ever	1	0.02%	grow	1	0.02%
every	1	0.02%	guerilla	1	0.02%
everyone	1	0.02%	guns	1	0.02%
example	1	0.02%	guy's	1	0.02%
except	1	0.02%	hair	1	0.02%
explodes	1	0.02%	happens	1	0.02%
explosive	1	0.02%	harmful	1	0.02%
exposition	1	0.02%	harry	1	0.02%
face	1	0.02%	haven't	1	0.02%
fact	1	0.02%	hazardous	1	0.02%
falls	1	0.02%	health	1	0.02%
faster	1	0.02%	healthcare	1	0.02%
feathers	1	0.02%	healthier	1	0.02%
february	1	0.02%	hear	1	0.02%

<i>Composite: Social Studies – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
he'd	1	0.02%	it'll	1	0.02%
he'll	1	0.02%	its	1	0.02%
helped	1	0.02%	itself	1	0.02%
hence	1	0.02%	jacob_perkins	1	0.02%
her	1	0.02%	jean_joseph_lenoir	1	0.02%
hers	1	0.02%	jesse_reno	1	0.02%
hey	1	0.02%	john_fisher	1	0.02%
highlands	1	0.02%	jumping	1	0.02%
himself	1	0.02%	kansas	1	0.02%
hinges	1	0.02%	keeping	1	0.02%
history	1	0.02%	kid	1	0.02%
holes	1	0.02%	kids	1	0.02%
horrible	1	0.02%	killing	1	0.02%
houses	1	0.02%	kinzie	1	0.02%
housing	1	0.02%	kitchen	1	0.02%
houston	1	0.02%	knocking	1	0.02%
huh	1	0.02%	lace	1	0.02%
human	1	0.02%	large	1	0.02%
hunting	1	0.02%	lasting	1	0.02%
hydro_power	1	0.02%	late	1	0.02%
hydroelectric	1	0.02%	launched	1	0.02%
i'd	1	0.02%	leaders	1	0.02%
identical	1	0.02%	learning	1	0.02%
imagine	1	0.02%	least	1	0.02%
important	1	0.02%	leave	1	0.02%
imports	1	0.02%	leavenworth	1	0.02%
improper	1	0.02%	leeward	1	0.02%
improve	1	0.02%	length	1	0.02%
improved	1	0.02%	lenoir	1	0.02%
improvements	1	0.02%	less	1	0.02%
incline	1	0.02%	let's	1	0.02%
inclined	1	0.02%	light	1	0.02%
included	1	0.02%	lightbulbs	1	0.02%
influence	1	0.02%	line	1	0.02%
injected	1	0.02%	lion	1	0.02%
inside	1	0.02%	lock	1	0.02%
instructions	1	0.02%	los_angeles	1	0.02%
insulation	1	0.02%	louis_pasteur's	1	0.02%
interest	1	0.02%	low	1	0.02%
introduced	1	0.02%	mackintosh	1	0.02%
invaded	1	0.02%	main	1	0.02%
inventing	1	0.02%	makes	1	0.02%
involuntary	1	0.02%	man	1	0.02%
iowa	1	0.02%	manufacturing	1	0.02%
iran	1	0.02%	map	1	0.02%
iron	1	0.02%	marks	1	0.02%
isaac_singer	1	0.02%	maryland	1	0.02%
it'd	1	0.02%	mass	1	0.02%

<i>Composite: Social Studies – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
massachussetts	1	0.02%	nonlocaltown's	1	0.02%
materials	1	0.02%	nope	1	0.02%
may	1	0.02%	north	1	0.02%
meaning	1	0.02%	northeast	1	0.02%
measurement	1	0.02%	northern	1	0.02%
merchandise	1	0.02%	notes	1	0.02%
mess	1	0.02%	nutrition	1	0.02%
messaging	1	0.02%	occurred	1	0.02%
messed	1	0.02%	ocean	1	0.02%
mexico	1	0.02%	office	1	0.02%
miami	1	0.02%	ohio	1	0.02%
microphones	1	0.02%	oklahoma	1	0.02%
mid_latitude	1	0.02%	older	1	0.02%
might	1	0.02%	omittedname	1	0.02%
might've	1	0.02%	one's	1	0.02%
mile	1	0.02%	opposing	1	0.02%
miners	1	0.02%	opposite	1	0.02%
mine's	1	0.02%	orange	1	0.02%
miracle	1	0.02%	original	1	0.02%
miscounted	1	0.02%	otherwise	1	0.02%
missouri	1	0.02%	overhead	1	0.02%
mixed	1	0.02%	oxygen	1	0.02%
mixture	1	0.02%	pacific	1	0.02%
mmhmm	1	0.02%	painter	1	0.02%
montgomery_ward	1	0.02%	panther	1	0.02%
moron	1	0.02%	passed	1	0.02%
motor	1	0.02%	passengers	1	0.02%
motorized	1	0.02%	passes	1	0.02%
move	1	0.02%	pattern	1	0.02%
moving	1	0.02%	pedal	1	0.02%
multiplying	1	0.02%	pen	1	0.02%
murder	1	0.02%	per	1	0.02%
n	1	0.02%	period	1	0.02%
name's	1	0.02%	petroleum	1	0.02%
natural	1	0.02%	phoenix	1	0.02%
near	1	0.02%	photographic	1	0.02%
nearly	1	0.02%	picnics	1	0.02%
neat	1	0.02%	places	1	0.02%
necessities	1	0.02%	plan	1	0.02%
necklace	1	0.02%	planning	1	0.02%
needle	1	0.02%	please	1	0.02%
new_orleans	1	0.02%	plow	1	0.02%
newer	1	0.02%	plows	1	0.02%
news	1	0.02%	points	1	0.02%
ninety	1	0.02%	polished	1	0.02%
nobody	1	0.02%	pollution	1	0.02%
nonlocalstate	1	0.02%	populated	1	0.02%
nonlocaltown	1	0.02%	pour	1	0.02%

Composite: Social Studies – Total (cont.)					
Word	Count	Frequency	Word	Count	Frequency
powered	1	0.02%	revolutionary	1	0.02%
practical	1	0.02%	rich	1	0.02%
practically	1	0.02%	rocks	1	0.02%
precious	1	0.02%	rode	1	0.02%
presentation	1	0.02%	rollercoasters	1	0.02%
preserve	1	0.02%	rotten	1	0.02%
pressure	1	0.02%	royalties	1	0.02%
prey	1	0.02%	rubber	1	0.02%
primary	1	0.02%	rule	1	0.02%
prince	1	0.02%	ruling	1	0.02%
print	1	0.02%	run	1	0.02%
process	1	0.02%	running	1	0.02%
produce	1	0.02%	rush	1	0.02%
produced	1	0.02%	s_o_s	1	0.02%
products	1	0.02%	sailors	1	0.02%
pronounce	1	0.02%	sales	1	0.02%
property	1	0.02%	samuel	1	0.02%
protected	1	0.02%	samuel_morse	1	0.02%
punched	1	0.02%	san_antonio	1	0.02%
questions	1	0.02%	san_francisco	1	0.02%
quick	1	0.02%	scare	1	0.02%
quite	1	0.02%	scientific	1	0.02%
quizzes	1	0.02%	scorched	1	0.02%
r	1	0.02%	scratch	1	0.02%
railings	1	0.02%	search	1	0.02%
raincoat	1	0.02%	sears	1	0.02%
raincoats	1	0.02%	sears_and_roebuck	1	0.02%
rainfall	1	0.02%	season	1	0.02%
rainy	1	0.02%	seasons	1	0.02%
raise	1	0.02%	second	1	0.02%
random	1	0.02%	secondary	1	0.02%
ray	1	0.02%	selling	1	0.02%
realized	1	0.02%	semester	1	0.02%
reason	1	0.02%	sense	1	0.02%
received	1	0.02%	separated	1	0.02%
recent	1	0.02%	separates	1	0.02%
recognize	1	0.02%	sets	1	0.02%
recognized	1	0.02%	settle	1	0.02%
red	1	0.02%	settling	1	0.02%
reduced	1	0.02%	seventeenth	1	0.02%
refrigerators	1	0.02%	seventh	1	0.02%
region	1	0.02%	shadow	1	0.02%
reno	1	0.02%	shake	1	0.02%
reproducing	1	0.02%	shaped	1	0.02%
reservation	1	0.02%	sheet	1	0.02%
reserves	1	0.02%	shift	1	0.02%
residential	1	0.02%	shock	1	0.02%
resources	1	0.02%	shoelaces	1	0.02%

<i>Composite: Social Studies – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
should	1	0.02%	survived	1	0.02%
shrooms	1	0.02%	sweet	1	0.02%
sick	1	0.02%	switched	1	0.02%
sides	1	0.02%	system	1	0.02%
similar	1	0.02%	talk	1	0.02%
singer's	1	0.02%	talked	1	0.02%
single	1	0.02%	talking	1	0.02%
skinniest	1	0.02%	taller	1	0.02%
slaughtered	1	0.02%	tar	1	0.02%
slides	1	0.02%	target	1	0.02%
sneaking	1	0.02%	tear	1	0.02%
soaked	1	0.02%	technology	1	0.02%
soil	1	0.02%	telegraph	1	0.02%
soldiers	1	0.02%	telegraphic	1	0.02%
somewhere	1	0.02%	temperate	1	0.02%
son	1	0.02%	temple	1	0.02%
soon	1	0.02%	ten	1	0.02%
sound	1	0.02%	text	1	0.02%
southwest	1	0.02%	textured	1	0.02%
southwestern	1	0.02%	thirteen	1	0.02%
special	1	0.02%	thomas_alva_ediso		
specific	1	0.02%	n	1	0.02%
spoil	1	0.02%	thousand	1	0.02%
sprouts	1	0.02%	threw	1	0.02%
squatting	1	0.02%	thrown	1	0.02%
stairs	1	0.02%	tiger	1	0.02%
stand	1	0.02%	tin	1	0.02%
start	1	0.02%	toilets	1	0.02%
starting	1	0.02%	tourism	1	0.02%
starts	1	0.02%	towards	1	0.02%
stationery	1	0.02%	transmitter	1	0.02%
stay	1	0.02%	transportation	1	0.02%
steeper	1	0.02%	travelers	1	0.02%
stinks	1	0.02%	treadle	1	0.02%
stitch	1	0.02%	tried	1	0.02%
stops	1	0.02%	trip	1	0.02%
streams	1	0.02%	truth	1	0.02%
street	1	0.02%	trying	1	0.02%
strength	1	0.02%	tube	1	0.02%
strip	1	0.02%	turns	1	0.02%
stuck	1	0.02%	twelve	1	0.02%
stunning	1	0.02%	type	1	0.02%
subject	1	0.02%	understand	1	0.02%
subjects	1	0.02%	underwater	1	0.02%
successful	1	0.02%	ungodly	1	0.02%
suited	1	0.02%	united	1	0.02%
support	1	0.02%	united_states	1	0.02%
surrender	1	0.02%	uses	1	0.02%
			using	1	0.02%

Composite: Social Studies – Total (cont.)					
Word	Count	Frequency	Word	Count	Frequency
usually	1	0.02%	whoa	1	0.02%
utilized	1	0.02%	who's	1	0.02%
utilizes	1	0.02%	wide	1	0.02%
vapor	1	0.02%	wildlife	1	0.02%
vehicles	1	0.02%	will	1	0.02%
virginia_city	1	0.02%	wind	1	0.02%
vision	1	0.02%	without	1	0.02%
voice	1	0.02%	wives	1	0.02%
voltage	1	0.02%	won't	1	0.02%
voltaic	1	0.02%	wood	1	0.02%
wagon	1	0.02%	woohoo	1	0.02%
walmart	1	0.02%	wool	1	0.02%
warfare	1	0.02%	worked	1	0.02%
warmer	1	0.02%	works	1	0.02%
watts	1	0.02%	worth	1	0.02%
ways	1	0.02%	write	1	0.02%
weapon	1	0.02%	wyoming	1	0.02%
wedge	1	0.02%	LocalCity	1	0.02%
west	1	0.02%	StudentName	1	0.02%
what'd	1	0.02%	yesterday	1	0.02%
wheels	1	0.02%	yet	1	0.02%
where's	1	0.02%			

Composite: Social Studies – Fringe					
Word	Count	Frequency	Word	Count	Frequency
okay	28	1.58%	sixty	7	0.40%
alright	26	1.47%	twenty	7	0.40%
eighteen	22	1.24%	guy	6	0.34%
invented	20	1.13%	heat	6	0.34%
keep	10	0.57%	ones	6	0.34%
mountains	10	0.57%	patent	6	0.34%
away	9	0.51%	slide	6	0.34%
fifty	9	0.51%	torpedo	6	0.34%
localtown	9	0.51%	wrong	6	0.34%
lot	9	0.51%	also	5	0.28%
machine	9	0.51%	between	5	0.28%
snow	9	0.51%	deal	5	0.28%
stapler	9	0.51%	fifteen	5	0.28%
studentname	9	0.51%	hand	5	0.28%
battery	8	0.45%	howe	5	0.28%
cool	8	0.45%	invention	5	0.28%
land	8	0.45%	mountain	5	0.28%
milk	8	0.45%	paper	5	0.28%
name	8	0.45%	pasteurization	5	0.28%
country	7	0.40%	river	5	0.28%
lightbulb	7	0.40%	rocky	5	0.28%
six	7	0.40%	side	5	0.28%

<i>Composite: Social Studies – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
transferred	5	0.28%	thick	4	0.23%
unpasteurized	5	0.28%	wasn't	4	0.23%
war	5	0.28%	weird	4	0.23%
water	5	0.28%	wine	4	0.23%
arkansas	4	0.23%	TeacherName	4	0.23%
bacteria	4	0.23%	again	3	0.17%
being	4	0.23%	answer	3	0.17%
circuit	4	0.23%	appalachian	3	0.17%
company	4	0.23%	appalachians	3	0.17%
copper	4	0.23%	area	3	0.17%
date	4	0.23%	basically	3	0.17%
developed	4	0.23%	bit	3	0.17%
died	4	0.23%	black	3	0.17%
electric	4	0.23%	born	3	0.17%
electricity	4	0.23%	both	3	0.17%
engine	4	0.23%	bunch	3	0.17%
food	4	0.23%	burn	3	0.17%
forty	4	0.23%	civil	3	0.17%
fun	4	0.23%	click	3	0.17%
god	4	0.23%	coal	3	0.17%
gold	4	0.23%	coast	3	0.17%
guys	4	0.23%	dates	3	0.17%
hold	4	0.23%	dry	3	0.17%
huge	4	0.23%	forest	3	0.17%
incorporated	4	0.23%	forgot	3	0.17%
inventor	4	0.23%	french	3	0.17%
let	4	0.23%	fuel	3	0.17%
major	4	0.23%	ground	3	0.17%
microorganisms	4	0.23%	growing	3	0.17%
national	4	0.23%	help	3	0.17%
new_york	4	0.23%	hit	3	0.17%
number	4	0.23%	hours	3	0.17%
order	4	0.23%	indians	3	0.17%
park	4	0.23%	information	3	0.17%
person	4	0.23%	kill	3	0.17%
picture	4	0.23%	laramie	3	0.17%
plug	4	0.23%	live	3	0.17%
point	4	0.23%	mail	3	0.17%
power	4	0.23%	maybe	3	0.17%
rain	4	0.23%	metals	3	0.17%
read	4	0.23%	mhm	3	0.17%
refrigerator	4	0.23%	modern	3	0.17%
remember	4	0.23%	named	3	0.17%
school	4	0.23%	o	3	0.17%
skinny	4	0.23%	open	3	0.17%
sure	4	0.23%	page	3	0.17%
taste	4	0.23%	part	3	0.17%
temperature	4	0.23%	product	3	0.17%

Composite: Social Studies – Fringe (cont.)					
Word	Count	Frequency	Word	Count	Frequency
question	3	0.17%	boston	2	0.11%
ready	3	0.17%	breaks	2	0.11%
rockies	3	0.17%	brine	2	0.11%
rural	3	0.17%	british	2	0.11%
scotland	3	0.17%	c	2	0.11%
sent	3	0.17%	california	2	0.11%
seven	3	0.17%	carburetor	2	0.11%
seventy	3	0.17%	catalog	2	0.11%
sewing	3	0.17%	cause	2	0.11%
since	3	0.17%	cellar	2	0.11%
singer	3	0.17%	central	2	0.11%
slocum	3	0.17%	charged	2	0.11%
sorry	3	0.17%	chicago	2	0.11%
spot	3	0.17%	city	2	0.11%
still	3	0.17%	climate	2	0.11%
stroke	3	0.17%	closest	2	0.11%
they'd	3	0.17%	cloth	2	0.11%
trail	3	0.17%	clothes	2	0.11%
trash	3	0.17%	cold	2	0.11%
traveling	3	0.17%	combustion	2	0.11%
u_s	3	0.17%	cooling	2	0.11%
until	3	0.17%	count	2	0.11%
voltaic_pile	3	0.17%	credited	2	0.11%
warm	3	0.17%	current	2	0.11%
waterproof	3	0.17%	cut	2	0.11%
we're	3	0.17%	cuts	2	0.11%
whenever	3	0.17%	design	2	0.11%
whole	3	0.17%	determine	2	0.11%
StudentName's	3	0.17%	disposal	2	0.11%
zinc	3	0.17%	dollars	2	0.11%
zoo	3	0.17%	double	2	0.11%
affected	2	0.11%	draw	2	0.11%
ago	2	0.11%	dreams	2	0.11%
alligator	2	0.11%	earth	2	0.11%
amazon	2	0.11%	east	2	0.11%
american	2	0.11%	ecosystems	2	0.11%
amusement	2	0.11%	electrically	2	0.11%
animals	2	0.11%	emily	2	0.11%
annexed	2	0.11%	environment	2	0.11%
areas	2	0.11%	equator	2	0.11%
attached	2	0.11%	escalator	2	0.11%
attack	2	0.11%	ether	2	0.11%
bag	2	0.11%	exact	2	0.11%
basic	2	0.11%	exhaust	2	0.11%
batteries	2	0.11%	exports	2	0.11%
bell	2	0.11%	fall	2	0.11%
body	2	0.11%	farm	2	0.11%
book	2	0.11%	feather	2	0.11%

<i>Composite: Social Studies – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
fight	2	0.11%	pass	2	0.11%
film	2	0.11%	patented	2	0.11%
fine	2	0.11%	paul	2	0.11%
fish	2	0.11%	pay	2	0.11%
flows	2	0.11%	pens	2	0.11%
fossil	2	0.11%	phone	2	0.11%
gas	2	0.11%	phosphate	2	0.11%
grade	2	0.11%	pictures	2	0.11%
half	2	0.11%	pieces	2	0.11%
hath	2	0.11%	platte	2	0.11%
heard	2	0.11%	poughkeepsie	2	0.11%
heating	2	0.11%	price	2	0.11%
here's	2	0.11%	prison	2	0.11%
hills	2	0.11%	production	2	0.11%
howe's	2	0.11%	quebec	2	0.11%
ice	2	0.11%	quickly	2	0.11%
inches	2	0.11%	quiz	2	0.11%
indian	2	0.11%	regular	2	0.11%
intake	2	0.11%	ride	2	0.11%
internal	2	0.11%	rivers	2	0.11%
invent	2	0.11%	s	2	0.11%
jimmy_john's	2	0.11%	salesman	2	0.11%
keeps	2	0.11%	samuel_slocum	2	0.11%
kept	2	0.11%	seconds	2	0.11%
killed	2	0.11%	seems	2	0.11%
kills	2	0.11%	send	2	0.11%
known	2	0.11%	settlers	2	0.11%
l	2	0.11%	ship	2	0.11%
lead	2	0.11%	silver	2	0.11%
left	2	0.11%	slideshow	2	0.11%
lived	2	0.11%	south	2	0.11%
localtown's	2	0.11%	spain	2	0.11%
lose	2	0.11%	spark	2	0.11%
lost	2	0.11%	spoiling	2	0.11%
louis_pasteur	2	0.11%	st_louis	2	0.11%
m	2	0.11%	states	2	0.11%
manslaughter	2	0.11%	stomach	2	0.11%
matter	2	0.11%	store	2	0.11%
message	2	0.11%	strokes	2	0.11%
microphone	2	0.11%	teachername	2	0.11%
middle	2	0.11%	team	2	0.11%
mississippi	2	0.11%	telephone	2	0.11%
needed	2	0.11%	territory	2	0.11%
nile	2	0.11%	that'd	2	0.11%
nine	2	0.11%	thirty	2	0.11%
nineteen	2	0.11%	today	2	0.11%
originally	2	0.11%	together	2	0.11%
parking	2	0.11%	try	2	0.11%

<i>Composite: Social Studies – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
tunnel	2	0.11%	backs	1	0.06%
u	2	0.11%	ball	1	0.06%
uncle	2	0.11%	baltimore	1	0.06%
uranium	2	0.11%	bar	1	0.06%
valleys	2	0.11%	barely	1	0.06%
volts	2	0.11%	based	1	0.06%
washington_d_c	2	0.11%	basin	1	0.06%
wet	2	0.11%	became	1	0.06%
what's	2	0.11%	belgian	1	0.06%
wheel	2	0.11%	believe	1	0.06%
wire	2	0.11%	belt	1	0.06%
wires	2	0.11%	bet	1	0.06%
won	2	0.11%	boats	1	0.06%
would've	2	0.11%	bought	1	0.06%
wrote	2	0.11%	boundary	1	0.06%
wrought	2	0.11%	broke	1	0.06%
OmittedName	2	0.11%	brother	1	0.06%
yep	2	0.11%	build	1	0.06%
you'd	2	0.11%	building	1	0.06%
ability	1	0.06%	bush	1	0.06%
able	1	0.06%	business	1	0.06%
acid	1	0.06%	button	1	0.06%
across	1	0.06%	buy	1	0.06%
acting	1	0.06%	calgary	1	0.06%
acts	1	0.06%	cameras	1	0.06%
admitted	1	0.06%	canada	1	0.06%
advancements	1	0.06%	canyon	1	0.06%
advertise	1	0.06%	car	1	0.06%
affect	1	0.06%	carbon	1	0.06%
affects	1	0.06%	card	1	0.06%
afraid	1	0.06%	cardboard	1	0.06%
against	1	0.06%	carry	1	0.06%
alessandro_volta	1	0.06%	cat	1	0.06%
alive	1	0.06%	catalogs	1	0.06%
almost	1	0.06%	catch	1	0.06%
along	1	0.06%	catfish	1	0.06%
already	1	0.06%	caught	1	0.06%
alternating	1	0.06%	ceded	1	0.06%
applied	1	0.06%	cell	1	0.06%
approval	1	0.06%	centennial	1	0.06%
arctic	1	0.06%	chambers	1	0.06%
argument	1	0.06%	changing	1	0.06%
arm	1	0.06%	charles_mackintosh	1	0.06%
armor	1	0.06%	chasing	1	0.06%
army	1	0.06%	check	1	0.06%
atlantic	1	0.06%	christian	1	0.06%
attacking	1	0.06%	citizens	1	0.06%
available	1	0.06%	clark	1	0.06%

<i>Composite: Social Studies – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
clerk	1	0.06%	dirt	1	0.06%
clicks	1	0.06%	dissolving	1	0.06%
cloud	1	0.06%	distress	1	0.06%
colder	1	0.06%	documented	1	0.06%
common	1	0.06%	dog	1	0.06%
commonly	1	0.06%	drain	1	0.06%
complete	1	0.06%	drained	1	0.06%
completed	1	0.06%	drawings	1	0.06%
completing	1	0.06%	dream	1	0.06%
complicated	1	0.06%	drink	1	0.06%
compression	1	0.06%	drinking	1	0.06%
computer	1	0.06%	dryest	1	0.06%
coney_island	1	0.06%	dumb	1	0.06%
conflicts	1	0.06%	e	1	0.06%
coniferous	1	0.06%	e_f_i	1	0.06%
conserve	1	0.06%	each	1	0.06%
construction	1	0.06%	early	1	0.06%
container	1	0.06%	easter	1	0.06%
continent	1	0.06%	ecosystem	1	0.06%
controversy	1	0.06%	edges	1	0.06%
conveyor	1	0.06%	education	1	0.06%
council	1	0.06%	effect	1	0.06%
cranked	1	0.06%	effects	1	0.06%
crazy	1	0.06%	eight	1	0.06%
created	1	0.06%	eighty	1	0.06%
crops	1	0.06%	either	1	0.06%
cup	1	0.06%	elevator	1	0.06%
cups	1	0.06%	elias_howe	1	0.06%
cycle	1	0.06%	emile_berliner	1	0.06%
dallas	1	0.06%	enemy	1	0.06%
david_bushnell	1	0.06%	englishman	1	0.06%
deals	1	0.06%	enough	1	0.06%
debate	1	0.06%	erosion	1	0.06%
december	1	0.06%	escalators	1	0.06%
decent	1	0.06%	example	1	0.06%
decided	1	0.06%	except	1	0.06%
deciduous	1	0.06%	explodes	1	0.06%
deeds	1	0.06%	explosive	1	0.06%
degrees	1	0.06%	exposition	1	0.06%
deliver	1	0.06%	face	1	0.06%
demand	1	0.06%	fact	1	0.06%
department	1	0.06%	falls	1	0.06%
detrimental	1	0.06%	feathers	1	0.06%
developing	1	0.06%	february	1	0.06%
devices	1	0.06%	fed	1	0.06%
die	1	0.06%	feel	1	0.06%
dies	1	0.06%	fell	1	0.06%
direction	1	0.06%	fifties	1	0.06%

<i>Composite: Social Studies – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
fights	1	0.06%	highlands	1	0.06%
fire	1	0.06%	hinges	1	0.06%
fix	1	0.06%	history	1	0.06%
florida	1	0.06%	holes	1	0.06%
flow	1	0.06%	horrible	1	0.06%
flowing	1	0.06%	houston	1	0.06%
flushed	1	0.06%	huh	1	0.06%
following	1	0.06%	human	1	0.06%
foot	1	0.06%	hunting	1	0.06%
forced	1	0.06%	hydro_power	1	0.06%
formed	1	0.06%	hydroelectric	1	0.06%
fort	1	0.06%	identical	1	0.06%
fourth	1	0.06%	imagine	1	0.06%
france	1	0.06%	important	1	0.06%
france's	1	0.06%	imports	1	0.06%
fueled	1	0.06%	improper	1	0.06%
fuels	1	0.06%	improve	1	0.06%
future	1	0.06%	improved	1	0.06%
generating	1	0.06%	improvements	1	0.06%
george_eastman	1	0.06%	incline	1	0.06%
girl	1	0.06%	inclined	1	0.06%
government	1	0.06%	included	1	0.06%
gradually	1	0.06%	influence	1	0.06%
grand	1	0.06%	injected	1	0.06%
grasslands	1	0.06%	instructions	1	0.06%
greater	1	0.06%	insulation	1	0.06%
greece	1	0.06%	interest	1	0.06%
group	1	0.06%	introduced	1	0.06%
groups	1	0.06%	invaded	1	0.06%
grow	1	0.06%	inventing	1	0.06%
guerilla	1	0.06%	involuntary	1	0.06%
guns	1	0.06%	iowa	1	0.06%
guy's	1	0.06%	iran	1	0.06%
hair	1	0.06%	iron	1	0.06%
happens	1	0.06%	isaac_singer	1	0.06%
harmful	1	0.06%	it'd	1	0.06%
harry	1	0.06%	it'll	1	0.06%
hazardous	1	0.06%	itself	1	0.06%
health	1	0.06%	jacob_perkins	1	0.06%
healthcare	1	0.06%	jean_joseph_lenoir	1	0.06%
healthier	1	0.06%	jesse_reno	1	0.06%
hear	1	0.06%	john_fisher	1	0.06%
he'd	1	0.06%	jumping	1	0.06%
he'll	1	0.06%	kansas	1	0.06%
helped	1	0.06%	keeping	1	0.06%
hence	1	0.06%	kid	1	0.06%
hers	1	0.06%	kids	1	0.06%
hey	1	0.06%	killing	1	0.06%

<i>Composite: Social Studies – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
kinzie	1	0.06%	missouri	1	0.06%
kitchen	1	0.06%	mixed	1	0.06%
knocking	1	0.06%	mixture	1	0.06%
lace	1	0.06%	mmhmm	1	0.06%
lasting	1	0.06%	montgomery_ward	1	0.06%
late	1	0.06%	moron	1	0.06%
launched	1	0.06%	motor	1	0.06%
leaders	1	0.06%	motorized	1	0.06%
learning	1	0.06%	move	1	0.06%
least	1	0.06%	moving	1	0.06%
leave	1	0.06%	multiplying	1	0.06%
leavenworth	1	0.06%	murder	1	0.06%
leeward	1	0.06%	n	1	0.06%
length	1	0.06%	name's	1	0.06%
lenoir	1	0.06%	natural	1	0.06%
let's	1	0.06%	neat	1	0.06%
light	1	0.06%	necessities	1	0.06%
lightbulbs	1	0.06%	necklace	1	0.06%
line	1	0.06%	needle	1	0.06%
lion	1	0.06%	new_orleans	1	0.06%
lock	1	0.06%	news	1	0.06%
los_angeles	1	0.06%	ninety	1	0.06%
louis_pasteur's	1	0.06%	nonlocalstate	1	0.06%
mackintosh	1	0.06%	nonlocaltown	1	0.06%
main	1	0.06%	nonlocaltown's	1	0.06%
man	1	0.06%	nope	1	0.06%
manufacturing	1	0.06%	north	1	0.06%
map	1	0.06%	northeast	1	0.06%
marks	1	0.06%	northern	1	0.06%
maryland	1	0.06%	notes	1	0.06%
mass	1	0.06%	nutrition	1	0.06%
massachussetts	1	0.06%	occurred	1	0.06%
materials	1	0.06%	ocean	1	0.06%
measurement	1	0.06%	office	1	0.06%
merchandise	1	0.06%	ohio	1	0.06%
mess	1	0.06%	oklahoma	1	0.06%
messaging	1	0.06%	omittedname	1	0.06%
messed	1	0.06%	one's	1	0.06%
mexico	1	0.06%	opposing	1	0.06%
miami	1	0.06%	opposite	1	0.06%
microphones	1	0.06%	orange	1	0.06%
mid_latitude	1	0.06%	original	1	0.06%
might've	1	0.06%	otherwise	1	0.06%
mile	1	0.06%	overhead	1	0.06%
miners	1	0.06%	oxygen	1	0.06%
mine's	1	0.06%	pacific	1	0.06%
miracle	1	0.06%	painter	1	0.06%
miscounted	1	0.06%	panther	1	0.06%

<i>Composite: Social Studies – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
passed	1	0.06%	rainfall	1	0.06%
passengers	1	0.06%	rainy	1	0.06%
passes	1	0.06%	raise	1	0.06%
pattern	1	0.06%	random	1	0.06%
pedal	1	0.06%	ray	1	0.06%
pen	1	0.06%	realized	1	0.06%
per	1	0.06%	reason	1	0.06%
period	1	0.06%	received	1	0.06%
petroleum	1	0.06%	recent	1	0.06%
phoenix	1	0.06%	recognize	1	0.06%
photographic	1	0.06%	recognized	1	0.06%
picnics	1	0.06%	red	1	0.06%
plan	1	0.06%	reduced	1	0.06%
planning	1	0.06%	refrigerators	1	0.06%
please	1	0.06%	region	1	0.06%
plow	1	0.06%	reno	1	0.06%
plows	1	0.06%	reproducing	1	0.06%
points	1	0.06%	reservation	1	0.06%
polished	1	0.06%	reserves	1	0.06%
pollution	1	0.06%	residential	1	0.06%
populated	1	0.06%	resources	1	0.06%
pour	1	0.06%	revolutionary	1	0.06%
powered	1	0.06%	rich	1	0.06%
practical	1	0.06%	rocks	1	0.06%
practically	1	0.06%	rode	1	0.06%
precious	1	0.06%	rollercoasters	1	0.06%
presentation	1	0.06%	rotten	1	0.06%
preserve	1	0.06%	royalties	1	0.06%
pressure	1	0.06%	rubber	1	0.06%
prey	1	0.06%	rule	1	0.06%
primary	1	0.06%	ruling	1	0.06%
prince	1	0.06%	run	1	0.06%
print	1	0.06%	running	1	0.06%
process	1	0.06%	rush	1	0.06%
produce	1	0.06%	s_o_s	1	0.06%
produced	1	0.06%	sailors	1	0.06%
products	1	0.06%	sales	1	0.06%
pronounce	1	0.06%	samuel	1	0.06%
property	1	0.06%	samuel_morse	1	0.06%
protected	1	0.06%	san_antonio	1	0.06%
punched	1	0.06%	san_francisco	1	0.06%
questions	1	0.06%	scare	1	0.06%
quick	1	0.06%	scientific	1	0.06%
quizzes	1	0.06%	scorched	1	0.06%
r	1	0.06%	scratch	1	0.06%
railings	1	0.06%	search	1	0.06%
raincoat	1	0.06%	sears	1	0.06%
raincoats	1	0.06%	sears_and_roebuck	1	0.06%

<i>Composite: Social Studies – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
season	1	0.06%	steeper	1	0.06%
seasons	1	0.06%	stinks	1	0.06%
second	1	0.06%	stitch	1	0.06%
secondary	1	0.06%	streams	1	0.06%
selling	1	0.06%	street	1	0.06%
semester	1	0.06%	strength	1	0.06%
sense	1	0.06%	strip	1	0.06%
separated	1	0.06%	stuck	1	0.06%
separates	1	0.06%	stunning	1	0.06%
sets	1	0.06%	subject	1	0.06%
settle	1	0.06%	subjects	1	0.06%
settling	1	0.06%	successful	1	0.06%
seventeenth	1	0.06%	suited	1	0.06%
seventh	1	0.06%	support	1	0.06%
shadow	1	0.06%	surrender	1	0.06%
shake	1	0.06%	survived	1	0.06%
shaped	1	0.06%	sweet	1	0.06%
sheet	1	0.06%	switched	1	0.06%
shift	1	0.06%	system	1	0.06%
shock	1	0.06%	taller	1	0.06%
shoelaces	1	0.06%	tar	1	0.06%
shrooms	1	0.06%	target	1	0.06%
sick	1	0.06%	tear	1	0.06%
sides	1	0.06%	technology	1	0.06%
similar	1	0.06%	telegraph	1	0.06%
singer's	1	0.06%	telegraphic	1	0.06%
single	1	0.06%	temperate	1	0.06%
skinniest	1	0.06%	temple	1	0.06%
slaughtered	1	0.06%	ten	1	0.06%
slides	1	0.06%	text	1	0.06%
sneaking	1	0.06%	textured	1	0.06%
soaked	1	0.06%	thirteen	1	0.06%
soil	1	0.06%	thomas_alva_edison	1	0.06%
soldiers	1	0.06%	threw	1	0.06%
son	1	0.06%	thrown	1	0.06%
soon	1	0.06%	tiger	1	0.06%
sound	1	0.06%	tin	1	0.06%
southwest	1	0.06%	toilets	1	0.06%
southwestern	1	0.06%	tourism	1	0.06%
special	1	0.06%	towards	1	0.06%
specific	1	0.06%	transmitter	1	0.06%
spoil	1	0.06%	transportation	1	0.06%
sprouts	1	0.06%	travelers	1	0.06%
squatting	1	0.06%	treadle	1	0.06%
stairs	1	0.06%	tried	1	0.06%
stand	1	0.06%	trip	1	0.06%
stationery	1	0.06%	truth	1	0.06%
stay	1	0.06%	trying	1	0.06%

Composite: Social Studies – Fringe (cont.)					
Word	Count	Frequency	Word	Count	Frequency
tube	1	0.06%	warmer	1	0.06%
turns	1	0.06%	watts	1	0.06%
twelve	1	0.06%	weapon	1	0.06%
type	1	0.06%	wedge	1	0.06%
understand	1	0.06%	west	1	0.06%
underwater	1	0.06%	what'd	1	0.06%
ungodly	1	0.06%	wheels	1	0.06%
united	1	0.06%	whoa	1	0.06%
united_states	1	0.06%	who's	1	0.06%
usually	1	0.06%	wide	1	0.06%
utilized	1	0.06%	wildlife	1	0.06%
utilizes	1	0.06%	wind	1	0.06%
vapor	1	0.06%	wood	1	0.06%
vehicles	1	0.06%	woohoo	1	0.06%
virginia_city	1	0.06%	wool	1	0.06%
vision	1	0.06%	worth	1	0.06%
voice	1	0.06%	write	1	0.06%
voltage	1	0.06%	wyoming	1	0.06%
voltaic	1	0.06%	LocalCity	1	0.06%
wagon	1	0.06%	StudentName	1	0.06%
walmart	1	0.06%	yesterday	1	0.06%
warfare	1	0.06%	yet	1	0.06%

Composite: Social Studies – Context Core					
Word	Count	Frequency	Word	Count	Frequency
the	306	5.40%	on	33	0.58%
and	179	3.16%	this	32	0.57%
it	174	3.07%	if	31	0.55%
to	129	2.28%	but	30	0.53%
was	124	2.19%	because	29	0.51%
like	114	2.01%	okay	28	0.49%
a	113	2.00%	don't	27	0.48%
i	113	2.00%	that's	27	0.48%
that	94	1.66%	alright	26	0.46%
you	80	1.41%	be	26	0.46%
of	77	1.36%	just	25	0.44%
he	74	1.31%	my	25	0.44%
in	74	1.31%	or	25	0.44%
so	61	1.08%	from	24	0.42%
they	61	1.08%	no	24	0.42%
is	52	0.92%	there	24	0.42%
one	50	0.88%	first	23	0.41%
yeah	49	0.87%	for	23	0.41%
it's	42	0.74%	get	23	0.41%
oh	34	0.60%	eighteen	22	0.39%
what	34	0.60%	got	22	0.39%
have	33	0.58%	had	21	0.37%

<i>Composite: Social Studies – Context Core (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
by	20	0.35%	away	9	0.16%
do	20	0.35%	could	9	0.16%
his	20	0.35%	else	9	0.16%
invented	20	0.35%	fifty	9	0.16%
them	20	0.35%	localtown	9	0.16%
then	20	0.35%	lot	9	0.16%
up	20	0.35%	machine	9	0.16%
which	20	0.35%	say	9	0.16%
all	18	0.32%	snow	9	0.16%
can	18	0.32%	stapler	9	0.16%
know	18	0.32%	studentname	9	0.16%
not	18	0.32%	used	9	0.16%
want	18	0.32%	wanted	9	0.16%
we	18	0.32%	where	9	0.16%
go	17	0.30%	battery	8	0.14%
going	17	0.30%	cool	8	0.14%
really	17	0.30%	into	8	0.14%
with	17	0.30%	land	8	0.14%
your	17	0.30%	little	8	0.14%
an	16	0.28%	long	8	0.14%
put	16	0.28%	make	8	0.14%
said	16	0.28%	mean	8	0.14%
something	16	0.28%	milk	8	0.14%
two	16	0.28%	much	8	0.14%
at	15	0.26%	name	8	0.14%
how	15	0.26%	now	8	0.14%
people	15	0.26%	same	8	0.14%
think	15	0.26%	thought	8	0.14%
were	15	0.26%	three	8	0.14%
would	14	0.25%	through	8	0.14%
didn't	13	0.23%	too	8	0.14%
out	13	0.23%	way	8	0.14%
time	13	0.23%	went	8	0.14%
as	12	0.21%	when	8	0.14%
did	12	0.21%	after	7	0.12%
down	12	0.21%	been	7	0.12%
their	12	0.21%	country	7	0.12%
i'm	11	0.19%	doesn't	7	0.12%
kind	11	0.19%	good	7	0.12%
more	11	0.19%	him	7	0.12%
thing	11	0.19%	lightbulb	7	0.12%
about	10	0.18%	only	7	0.12%
four	10	0.18%	six	7	0.12%
keep	10	0.18%	sixty	7	0.12%
mountains	10	0.18%	they're	7	0.12%
there's	10	0.18%	things	7	0.12%
wouldn't	10	0.18%	twenty	7	0.12%
are	9	0.16%	well	7	0.12%

<i>Composite: Social Studies – Context Core (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
does	6	0.11%	water	5	0.09%
find	6	0.11%	actually	4	0.07%
guy	6	0.11%	arkansas	4	0.07%
heat	6	0.11%	bacteria	4	0.07%
hundred	6	0.11%	before	4	0.07%
last	6	0.11%	being	4	0.07%
longer	6	0.11%	called	4	0.07%
made	6	0.11%	circuit	4	0.07%
off	6	0.11%	company	4	0.07%
ones	6	0.11%	copper	4	0.07%
other	6	0.11%	date	4	0.07%
over	6	0.11%	developed	4	0.07%
patent	6	0.11%	died	4	0.07%
slide	6	0.11%	electric	4	0.07%
these	6	0.11%	electricity	4	0.07%
those	6	0.11%	engine	4	0.07%
torpedo	6	0.11%	food	4	0.07%
why	6	0.11%	forty	4	0.07%
wrong	6	0.11%	found	4	0.07%
year	6	0.11%	fun	4	0.07%
also	5	0.09%	god	4	0.07%
anybody	5	0.09%	gold	4	0.07%
anything	5	0.09%	guys	4	0.07%
around	5	0.09%	here	4	0.07%
between	5	0.09%	hold	4	0.07%
deal	5	0.09%	huge	4	0.07%
fifteen	5	0.09%	incorporated	4	0.07%
goes	5	0.09%	inventor	4	0.07%
hand	5	0.09%	let	4	0.07%
howe	5	0.09%	major	4	0.07%
invention	5	0.09%	making	4	0.07%
looks	5	0.09%	me	4	0.07%
mountain	5	0.09%	microorganisms	4	0.07%
next	5	0.09%	most	4	0.07%
our	5	0.09%	national	4	0.07%
paper	5	0.09%	need	4	0.07%
pasteurization	5	0.09%	new_york	4	0.07%
river	5	0.09%	number	4	0.07%
rocky	5	0.09%	old	4	0.07%
see	5	0.09%	order	4	0.07%
she	5	0.09%	outside	4	0.07%
side	5	0.09%	park	4	0.07%
some	5	0.09%	person	4	0.07%
take	5	0.09%	picture	4	0.07%
transferred	5	0.09%	plug	4	0.07%
unpasteurized	5	0.09%	point	4	0.07%
use	5	0.09%	power	4	0.07%
war	5	0.09%	rain	4	0.07%

<i>Composite: Social Studies – Context Core (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
read	4	0.07%	french	3	0.05%
refrigerator	4	0.07%	fuel	3	0.05%
remember	4	0.07%	getting	3	0.05%
right	4	0.07%	give	3	0.05%
saw	4	0.07%	ground	3	0.05%
school	4	0.07%	growing	3	0.05%
short	4	0.07%	has	3	0.05%
skinny	4	0.07%	help	3	0.05%
started	4	0.07%	high	3	0.05%
sure	4	0.07%	hit	3	0.05%
taste	4	0.07%	hours	3	0.05%
temperature	4	0.07%	i'll	3	0.05%
thick	4	0.07%	indians	3	0.05%
thinking	4	0.07%	information	3	0.05%
though	4	0.07%	isn't	3	0.05%
very	4	0.07%	kill	3	0.05%
wasn't	4	0.07%	laramie	3	0.05%
weird	4	0.07%	live	3	0.05%
wine	4	0.07%	mail	3	0.05%
TeacherName	4	0.07%	many	3	0.05%
you're	4	0.07%	maybe	3	0.05%
again	3	0.05%	metals	3	0.05%
another	3	0.05%	mhm	3	0.05%
answer	3	0.05%	mine	3	0.05%
appalachian	3	0.05%	modern	3	0.05%
appalachians	3	0.05%	money	3	0.05%
area	3	0.05%	named	3	0.05%
back	3	0.05%	never	3	0.05%
bad	3	0.05%	o	3	0.05%
basically	3	0.05%	open	3	0.05%
big	3	0.05%	page	3	0.05%
bit	3	0.05%	part	3	0.05%
black	3	0.05%	pretty	3	0.05%
born	3	0.05%	product	3	0.05%
both	3	0.05%	question	3	0.05%
bunch	3	0.05%	ready	3	0.05%
burn	3	0.05%	rockies	3	0.05%
civil	3	0.05%	rural	3	0.05%
click	3	0.05%	saying	3	0.05%
coal	3	0.05%	scotland	3	0.05%
coast	3	0.05%	sent	3	0.05%
come	3	0.05%	seven	3	0.05%
dates	3	0.05%	seventy	3	0.05%
doing	3	0.05%	sewing	3	0.05%
dry	3	0.05%	shorter	3	0.05%
farther	3	0.05%	since	3	0.05%
forest	3	0.05%	singer	3	0.05%
forgot	3	0.05%	slocum	3	0.05%

Composite: Social Studies – Context Core (cont.)					
Word	Count	Frequency	Word	Count	Frequency
sorry	3	0.05%	they'd	3	0.05%
spell	3	0.05%	trail	3	0.05%
spot	3	0.05%	trash	3	0.05%
still	3	0.05%	traveling	3	0.05%
stroke	3	0.05%	u_s	3	0.05%
stuff	3	0.05%	until	3	0.05%
tell	3	0.05%	us	3	0.05%

Composite: Lecture – Total					
Word	Count	Frequency	Word	Count	Frequency
the	134	4.69%	got	13	0.46%
i	80	2.80%	okay	13	0.46%
like	80	2.80%	on	13	0.46%
and	69	2.42%	studentname	13	0.46%
it	67	2.35%	about	12	0.42%
a	58	2.03%	know	12	0.42%
they	56	1.96%	my	12	0.42%
to	51	1.79%	not	12	0.42%
of	42	1.47%	people	12	0.42%
that	38	1.33%	their	12	0.42%
it's	37	1.30%	there	12	0.42%
you	30	1.05%	they're	12	0.42%
yeah	29	1.02%	said	11	0.39%
in	28	0.98%	had	10	0.35%
have	27	0.95%	more	10	0.35%
be	25	0.88%	mountains	10	0.35%
but	25	0.88%	think	10	0.35%
was	25	0.88%	would	10	0.35%
no	24	0.84%	wouldn't	10	0.35%
so	24	0.84%	can	9	0.32%
because	21	0.74%	going	9	0.32%
he	21	0.74%	localtown	9	0.32%
what	21	0.74%	really	9	0.32%
or	20	0.70%	snow	9	0.32%
oh	19	0.67%	then	9	0.32%
one	19	0.67%	all	8	0.28%
don't	17	0.60%	are	8	0.28%
if	17	0.60%	away	8	0.28%
is	17	0.60%	could	8	0.28%
something	16	0.56%	his	8	0.28%
that's	16	0.56%	land	8	0.28%
get	15	0.53%	thought	8	0.28%
them	15	0.53%	up	8	0.28%
from	14	0.49%	where	8	0.28%
put	14	0.49%	an	7	0.25%
this	14	0.49%	didn't	7	0.25%
we	14	0.49%	do	7	0.25%

Composite: Lecture – Total (cont.)					
Word	Count	Frequency	Word	Count	Frequency
down	7	0.25%	hate	4	0.14%
go	7	0.25%	him	4	0.14%
just	7	0.25%	incorporated	4	0.14%
lot	7	0.25%	keep	4	0.14%
me	7	0.25%	little	4	0.14%
say	7	0.25%	major	4	0.14%
thing	7	0.25%	much	4	0.14%
well	7	0.25%	national	4	0.14%
were	7	0.25%	number	4	0.14%
with	7	0.25%	other	4	0.14%
commercial	6	0.21%	outside	4	0.14%
doesn't	6	0.21%	park	4	0.14%
how	6	0.21%	power	4	0.14%
want	6	0.21%	rain	4	0.14%
around	5	0.18%	same	4	0.14%
been	5	0.18%	saying	4	0.14%
commercials	5	0.18%	thick	4	0.14%
country	5	0.18%	through	4	0.14%
did	5	0.18%	wasn't	4	0.14%
for	5	0.18%	water	4	0.14%
good	5	0.18%	after	3	0.11%
guy	5	0.18%	always	3	0.11%
i'm	5	0.18%	animals	3	0.11%
into	5	0.18%	another	3	0.11%
make	5	0.18%	any	3	0.11%
mountain	5	0.18%	appalachian	3	0.11%
only	5	0.18%	appalachians	3	0.11%
out	5	0.18%	area	3	0.11%
river	5	0.18%	black	3	0.11%
rocky	5	0.18%	bunch	3	0.11%
there's	5	0.18%	civil	3	0.11%
these	5	0.18%	coast	3	0.11%
things	5	0.18%	eat	3	0.11%
thinking	5	0.18%	else	3	0.11%
those	5	0.18%	farther	3	0.11%
too	5	0.18%	forest	3	0.11%
transferred	5	0.18%	forgot	3	0.11%
two	5	0.18%	found	3	0.11%
use	5	0.18%	four	3	0.11%
war	5	0.18%	funny	3	0.11%
when	5	0.18%	give	3	0.11%
wrong	5	0.18%	goes	3	0.11%
annoying	4	0.14%	gold	3	0.11%
arkansas	4	0.14%	growing	3	0.11%
at	4	0.14%	has	3	0.11%
between	4	0.14%	huge	3	0.11%
by	4	0.14%	indians	3	0.11%
does	4	0.14%	influence	3	0.11%

<i>Composite: Lecture – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
isn't	3	0.11%	back	2	0.07%
kind	3	0.11%	bag	2	0.07%
laramie	3	0.11%	being	2	0.07%
live	3	0.11%	bit	2	0.07%
longer	3	0.11%	body	2	0.07%
made	3	0.11%	breaks	2	0.07%
maybe	3	0.11%	california	2	0.07%
name	3	0.11%	central	2	0.07%
new_york	3	0.11%	charged	2	0.07%
off	3	0.11%	city	2	0.07%
old	3	0.11%	climate	2	0.07%
page	3	0.11%	clothes	2	0.07%
part	3	0.11%	cold	2	0.07%
probably	3	0.11%	comes	2	0.07%
question	3	0.11%	cut	2	0.07%
read	3	0.11%	cuts	2	0.07%
rockies	3	0.11%	disposal	2	0.07%
says	3	0.11%	doing	2	0.07%
see	3	0.11%	done	2	0.07%
short	3	0.11%	doritos	2	0.07%
shorter	3	0.11%	dry	2	0.07%
side	3	0.11%	east	2	0.07%
since	3	0.11%	ecosystems	2	0.07%
some	3	0.11%	environment	2	0.07%
sure	3	0.11%	equator	2	0.07%
take	3	0.11%	everything	2	0.07%
talking	3	0.11%	exports	2	0.07%
they'd	3	0.11%	fall	2	0.07%
though	3	0.11%	farm	2	0.07%
trail	3	0.11%	favorite	2	0.07%
trash	3	0.11%	feather	2	0.07%
us	3	0.11%	fifteen	2	0.07%
very	3	0.11%	fight	2	0.07%
warm	3	0.11%	flows	2	0.07%
we're	3	0.11%	food	2	0.07%
why	3	0.11%	fossil	2	0.07%
year	3	0.11%	fun	2	0.07%
you're	3	0.11%	getting	2	0.07%
zoo	3	0.11%	guys	2	0.07%
above	2	0.07%	half	2	0.07%
actually	2	0.07%	heat	2	0.07%
alligator	2	0.07%	help	2	0.07%
alright	2	0.07%	hills	2	0.07%
also	2	0.07%	hungry	2	0.07%
animal	2	0.07%	indian	2	0.07%
annexed	2	0.07%	information	2	0.07%
anything	2	0.07%	jimmy_john's	2	0.07%
areas	2	0.07%	job	2	0.07%

<i>Composite: Lecture – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
jobs	2	0.07%	teachername	2	0.07%
kids	2	0.07%	territory	2	0.07%
least	2	0.07%	three	2	0.07%
let	2	0.07%	told	2	0.07%
localtown's	2	0.07%	tunnel	2	0.07%
long	2	0.07%	twenty	2	0.07%
lose	2	0.07%	u_s	2	0.07%
m_and_m	2	0.07%	uncle	2	0.07%
makes	2	0.07%	uranium	2	0.07%
making	2	0.07%	valleys	2	0.07%
manslaughter	2	0.07%	wanted	2	0.07%
many	2	0.07%	wants	2	0.07%
mean	2	0.07%	went	2	0.07%
means	2	0.07%	whole	2	0.07%
mine	2	0.07%	wife	2	0.07%
mississippi	2	0.07%	OmittedName	2	0.07%
money	2	0.07%	you've	2	0.07%
never	2	0.07%	ability	1	0.04%
nile	2	0.07%	able	1	0.04%
ones	2	0.07%	acts	1	0.04%
open	2	0.07%	admitted	1	0.04%
orbit	2	0.07%	advertise	1	0.04%
our	2	0.07%	advertises	1	0.04%
over	2	0.07%	affect	1	0.04%
parking	2	0.07%	affected	1	0.04%
party	2	0.07%	affects	1	0.04%
paul	2	0.07%	ago	1	0.04%
person	2	0.07%	alive	1	0.04%
phosphate	2	0.07%	allstate	1	0.04%
platte	2	0.07%	amazon	1	0.04%
price	2	0.07%	ameristar	1	0.04%
prison	2	0.07%	annoys	1	0.04%
quebec	2	0.07%	applied	1	0.04%
right	2	0.07%	approval	1	0.04%
rivers	2	0.07%	arctic	1	0.04%
school	2	0.07%	argument	1	0.04%
seems	2	0.07%	armor	1	0.04%
settlers	2	0.07%	army	1	0.04%
seven	2	0.07%	art	1	0.04%
she	2	0.07%	as	1	0.04%
six	2	0.07%	asks	1	0.04%
spain	2	0.07%	atlantic	1	0.04%
squinkies	2	0.07%	attacking	1	0.04%
st_louis	2	0.07%	available	1	0.04%
states	2	0.07%	awesome	1	0.04%
still	2	0.07%	baby	1	0.04%
stomach	2	0.07%	backs	1	0.04%
stop	2	0.07%	bar	1	0.04%

<i>Composite: Lecture – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
barely	1	0.04%	conserve	1	0.04%
based	1	0.04%	continent	1	0.04%
basic	1	0.04%	cool	1	0.04%
basin	1	0.04%	copper	1	0.04%
beauty	1	0.04%	council	1	0.04%
believe	1	0.04%	crazy	1	0.04%
best	1	0.04%	crops	1	0.04%
better	1	0.04%	dallas	1	0.04%
big	1	0.04%	date	1	0.04%
boats	1	0.04%	dating	1	0.04%
boston	1	0.04%	deal	1	0.04%
boundary	1	0.04%	decided	1	0.04%
british	1	0.04%	deciduous	1	0.04%
brother	1	0.04%	deeds	1	0.04%
brought	1	0.04%	demand	1	0.04%
build	1	0.04%	die	1	0.04%
building	1	0.04%	died	1	0.04%
burn	1	0.04%	dies	1	0.04%
bush	1	0.04%	direction	1	0.04%
calgary	1	0.04%	dirt	1	0.04%
calling	1	0.04%	discover	1	0.04%
canada	1	0.04%	dog	1	0.04%
can't	1	0.04%	drain	1	0.04%
canyon	1	0.04%	drained	1	0.04%
car	1	0.04%	dreams	1	0.04%
card	1	0.04%	drugs	1	0.04%
carry	1	0.04%	dryest	1	0.04%
casino	1	0.04%	dumb	1	0.04%
cat	1	0.04%	each	1	0.04%
catch	1	0.04%	earth	1	0.04%
catchy	1	0.04%	easter	1	0.04%
catfish	1	0.04%	eating	1	0.04%
caught	1	0.04%	ecosystem	1	0.04%
cause	1	0.04%	edges	1	0.04%
ceded	1	0.04%	education	1	0.04%
chasing	1	0.04%	effect	1	0.04%
cheer	1	0.04%	effective	1	0.04%
chocolate	1	0.04%	effects	1	0.04%
citizens	1	0.04%	emotions	1	0.04%
cliff	1	0.04%	encouraging	1	0.04%
cloud	1	0.04%	ended	1	0.04%
coal	1	0.04%	enough	1	0.04%
colder	1	0.04%	entertaining	1	0.04%
come	1	0.04%	erosion	1	0.04%
coming	1	0.04%	even	1	0.04%
companies	1	0.04%	ever	1	0.04%
conflicts	1	0.04%	everyone	1	0.04%
coniferous	1	0.04%	example	1	0.04%

<i>Composite: Lecture – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
face	1	0.04%	hey	1	0.04%
falls	1	0.04%	high	1	0.04%
fast	1	0.04%	highlands	1	0.04%
feathers	1	0.04%	hinges	1	0.04%
fed	1	0.04%	history	1	0.04%
feelings	1	0.04%	hit	1	0.04%
fell	1	0.04%	horrible	1	0.04%
fifty	1	0.04%	hot	1	0.04%
fighting	1	0.04%	housing	1	0.04%
fight	1	0.04%	houston	1	0.04%
find	1	0.04%	human	1	0.04%
florida	1	0.04%	humane_society	1	0.04%
flow	1	0.04%	hunting	1	0.04%
flowing	1	0.04%	hydro_power	1	0.04%
flushed	1	0.04%	hydroelectric	1	0.04%
following	1	0.04%	ice	1	0.04%
forget	1	0.04%	idea	1	0.04%
fort	1	0.04%	imagine	1	0.04%
french	1	0.04%	imports	1	0.04%
fuel	1	0.04%	improper	1	0.04%
fuels	1	0.04%	instead	1	0.04%
gas	1	0.04%	insulation	1	0.04%
gets	1	0.04%	insurance	1	0.04%
girl	1	0.04%	introduced	1	0.04%
girls	1	0.04%	invaded	1	0.04%
god	1	0.04%	involuntary	1	0.04%
government	1	0.04%	iowa	1	0.04%
grand	1	0.04%	iran	1	0.04%
grandma	1	0.04%	jumping	1	0.04%
grasslands	1	0.04%	kept	1	0.04%
greater	1	0.04%	kid	1	0.04%
greece	1	0.04%	kid's	1	0.04%
ground	1	0.04%	kill	1	0.04%
group	1	0.04%	killing	1	0.04%
groups	1	0.04%	kitchen	1	0.04%
grow	1	0.04%	knocking	1	0.04%
guerilla	1	0.04%	la_la_loopsy	1	0.04%
guess	1	0.04%	large	1	0.04%
gym	1	0.04%	last	1	0.04%
hair	1	0.04%	laughing	1	0.04%
happens	1	0.04%	lead	1	0.04%
harry	1	0.04%	leaders	1	0.04%
haven't	1	0.04%	learning	1	0.04%
healthcare	1	0.04%	leave	1	0.04%
healthier	1	0.04%	leeward	1	0.04%
heard	1	0.04%	left	1	0.04%
he'll	1	0.04%	length	1	0.04%
here	1	0.04%	less	1	0.04%

<i>Composite: Lecture – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
licker	1	0.04%	nonlocaltown	1	0.04%
line	1	0.04%	nonlocaltown's	1	0.04%
lint	1	0.04%	north	1	0.04%
lion	1	0.04%	northeast	1	0.04%
lived	1	0.04%	northern	1	0.04%
locker	1	0.04%	notes	1	0.04%
look	1	0.04%	nothing	1	0.04%
looks	1	0.04%	now	1	0.04%
los_angeles	1	0.04%	nutrition	1	0.04%
loss	1	0.04%	occurred	1	0.04%
lost	1	0.04%	ocean	1	0.04%
love	1	0.04%	ohio	1	0.04%
machine	1	0.04%	oklahoma	1	0.04%
main	1	0.04%	old_navy	1	0.04%
mannequins	1	0.04%	one's	1	0.04%
manufacturing	1	0.04%	opera	1	0.04%
map	1	0.04%	opposing	1	0.04%
marks	1	0.04%	opposite	1	0.04%
math	1	0.04%	orange	1	0.04%
matter	1	0.04%	ours	1	0.04%
measurement	1	0.04%	oxygen	1	0.04%
mess	1	0.04%	pacific	1	0.04%
messed	1	0.04%	panther	1	0.04%
metals	1	0.04%	paper	1	0.04%
mexico	1	0.04%	pass	1	0.04%
mhm	1	0.04%	pay	1	0.04%
miami	1	0.04%	per	1	0.04%
mid_latitude	1	0.04%	phoenix	1	0.04%
might	1	0.04%	phone	1	0.04%
might've	1	0.04%	picnics	1	0.04%
miners	1	0.04%	pitched	1	0.04%
mine's	1	0.04%	place	1	0.04%
miracle	1	0.04%	plan	1	0.04%
missouri	1	0.04%	planning	1	0.04%
mixed	1	0.04%	plastic	1	0.04%
mmhmm	1	0.04%	plow	1	0.04%
moron	1	0.04%	plows	1	0.04%
most	1	0.04%	points	1	0.04%
murder	1	0.04%	polished	1	0.04%
naked	1	0.04%	pollution	1	0.04%
natural	1	0.04%	poor	1	0.04%
necklace	1	0.04%	populated	1	0.04%
need	1	0.04%	practically	1	0.04%
needed	1	0.04%	precious	1	0.04%
new_orleans	1	0.04%	pressure	1	0.04%
news	1	0.04%	primary	1	0.04%
next	1	0.04%	prince	1	0.04%
nonlocalstate	1	0.04%	property	1	0.04%

<i>Composite: Lecture – Total (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
protected	1	0.04%	shift	1	0.04%
punched	1	0.04%	should	1	0.04%
quadricorn	1	0.04%	shrooms	1	0.04%
queen	1	0.04%	sick	1	0.04%
quite	1	0.04%	sides	1	0.04%
rainfall	1	0.04%	silver	1	0.04%
raise	1	0.04%	singing	1	0.04%
ready	1	0.04%	slaughtered	1	0.04%
real	1	0.04%	sleep	1	0.04%
reason	1	0.04%	snatches	1	0.04%
recent	1	0.04%	sneaking	1	0.04%
recognized	1	0.04%	soil	1	0.04%
red	1	0.04%	soldiers	1	0.04%
reduced	1	0.04%	somebody	1	0.04%
region	1	0.04%	somewhere	1	0.04%
reservation	1	0.04%	song	1	0.04%
reserves	1	0.04%	song's	1	0.04%
residential	1	0.04%	sound	1	0.04%
resources	1	0.04%	south	1	0.04%
restaurant	1	0.04%	southwest	1	0.04%
revolutionary	1	0.04%	southwestern	1	0.04%
rocks	1	0.04%	sprouts	1	0.04%
rotten	1	0.04%	squatting	1	0.04%
rule	1	0.04%	started	1	0.04%
ruling	1	0.04%	starting	1	0.04%
running	1	0.04%	stay	1	0.04%
rush	1	0.04%	steeper	1	0.04%
san_antonio	1	0.04%	stinks	1	0.04%
san_francisco	1	0.04%	stops	1	0.04%
scare	1	0.04%	streams	1	0.04%
science	1	0.04%	stuff	1	0.04%
scorched	1	0.04%	subject	1	0.04%
scratch	1	0.04%	surrender	1	0.04%
search	1	0.04%	survived	1	0.04%
season	1	0.04%	sweet	1	0.04%
seasons	1	0.04%	takes	1	0.04%
seat	1	0.04%	talked	1	0.04%
secondary	1	0.04%	taller	1	0.04%
sees	1	0.04%	target	1	0.04%
selling	1	0.04%	tear	1	0.04%
semester	1	0.04%	teens	1	0.04%
sense	1	0.04%	tell	1	0.04%
separated	1	0.04%	temperate	1	0.04%
separates	1	0.04%	temple	1	0.04%
settle	1	0.04%	tempurpedic	1	0.04%
settling	1	0.04%	than	1	0.04%
sexy	1	0.04%	thinks	1	0.04%
shadow	1	0.04%	threw	1	0.04%

Composite: Lecture – Total (cont.)					
Word	Count	Frequency	Word	Count	Frequency
throw	1	0.04%	weight	1	0.04%
tiger	1	0.04%	weird	1	0.04%
time	1	0.04%	west	1	0.04%
toilets	1	0.04%	wet	1	0.04%
took	1	0.04%	wheel	1	0.04%
tourism	1	0.04%	wheels	1	0.04%
towards	1	0.04%	whenever	1	0.04%
travelers	1	0.04%	where's	1	0.04%
treehouse	1	0.04%	who	1	0.04%
trying	1	0.04%	whoa	1	0.04%
tube	1	0.04%	who's	1	0.04%
turns	1	0.04%	wildlife	1	0.04%
tv	1	0.04%	will	1	0.04%
understand	1	0.04%	wind	1	0.04%
unicorn	1	0.04%	won't	1	0.04%
united	1	0.04%	wood	1	0.04%
united_states	1	0.04%	work	1	0.04%
until	1	0.04%	world	1	0.04%
virginia_city	1	0.04%	worth	1	0.04%
vision	1	0.04%	write	1	0.04%
voices	1	0.04%	wrote	1	0.04%
wait	1	0.04%	wyoming	1	0.04%
warfare	1	0.04%	LocalCity	1	0.04%
warmer	1	0.04%	yep	1	0.04%
washington_d_c	1	0.04%	yes	1	0.04%
waves	1	0.04%	yet	1	0.04%
websites	1	0.04%	you'd	1	0.04%

Composite: Lecture – Fringe					
Word	Count	Frequency	Word	Count	Frequency
okay	13	1.47%	wrong	5	0.56%
studentname	13	1.47%	annoying	4	0.45%
mountains	10	1.13%	arkansas	4	0.45%
localtown	9	1.01%	between	4	0.45%
snow	9	1.01%	hate	4	0.45%
away	8	0.90%	incorporated	4	0.45%
land	8	0.90%	keep	4	0.45%
lot	7	0.79%	major	4	0.45%
commercial	6	0.68%	national	4	0.45%
commercials	5	0.56%	number	4	0.45%
country	5	0.56%	park	4	0.45%
guy	5	0.56%	power	4	0.45%
mountain	5	0.56%	rain	4	0.45%
river	5	0.56%	thick	4	0.45%
rocky	5	0.56%	wasn't	4	0.45%
transferred	5	0.56%	water	4	0.45%
war	5	0.56%	animals	3	0.34%

<i>Composite: Lecture – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
appalachian	3	0.34%	charged	2	0.23%
appalachians	3	0.34%	city	2	0.23%
area	3	0.34%	climate	2	0.23%
black	3	0.34%	clothes	2	0.23%
bunch	3	0.34%	cold	2	0.23%
civil	3	0.34%	cut	2	0.23%
coast	3	0.34%	cuts	2	0.23%
forest	3	0.34%	disposal	2	0.23%
forgot	3	0.34%	doritos	2	0.23%
funny	3	0.34%	dry	2	0.23%
gold	3	0.34%	east	2	0.23%
growing	3	0.34%	ecosystems	2	0.23%
huge	3	0.34%	environment	2	0.23%
indians	3	0.34%	equator	2	0.23%
influence	3	0.34%	exports	2	0.23%
laramie	3	0.34%	fall	2	0.23%
live	3	0.34%	farm	2	0.23%
maybe	3	0.34%	favorite	2	0.23%
name	3	0.34%	feather	2	0.23%
new_york	3	0.34%	fifteen	2	0.23%
page	3	0.34%	fight	2	0.23%
part	3	0.34%	flows	2	0.23%
question	3	0.34%	food	2	0.23%
read	3	0.34%	fossil	2	0.23%
rockies	3	0.34%	fun	2	0.23%
side	3	0.34%	guys	2	0.23%
since	3	0.34%	half	2	0.23%
sure	3	0.34%	heat	2	0.23%
they'd	3	0.34%	help	2	0.23%
trail	3	0.34%	hills	2	0.23%
trash	3	0.34%	hungry	2	0.23%
warm	3	0.34%	indian	2	0.23%
we're	3	0.34%	information	2	0.23%
zoo	3	0.34%	jimmy_john's	2	0.23%
above	2	0.23%	kids	2	0.23%
alligator	2	0.23%	least	2	0.23%
alright	2	0.23%	let	2	0.23%
also	2	0.23%	localtown's	2	0.23%
animal	2	0.23%	lose	2	0.23%
annexed	2	0.23%	m_and_m	2	0.23%
areas	2	0.23%	manslaughter	2	0.23%
bag	2	0.23%	mississippi	2	0.23%
being	2	0.23%	nile	2	0.23%
bit	2	0.23%	ones	2	0.23%
body	2	0.23%	open	2	0.23%
breaks	2	0.23%	orbit	2	0.23%
california	2	0.23%	parking	2	0.23%
central	2	0.23%	party	2	0.23%

<i>Composite: Lecture – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
paul	2	0.23%	armor	1	0.11%
person	2	0.23%	army	1	0.11%
phosphate	2	0.23%	art	1	0.11%
platte	2	0.23%	asks	1	0.11%
price	2	0.23%	atlantic	1	0.11%
prison	2	0.23%	attacking	1	0.11%
quebec	2	0.23%	available	1	0.11%
rivers	2	0.23%	awesome	1	0.11%
school	2	0.23%	baby	1	0.11%
seems	2	0.23%	backs	1	0.11%
settlers	2	0.23%	bar	1	0.11%
seven	2	0.23%	barely	1	0.11%
six	2	0.23%	based	1	0.11%
spain	2	0.23%	basic	1	0.11%
squinkies	2	0.23%	basin	1	0.11%
st_louis	2	0.23%	beauty	1	0.11%
states	2	0.23%	believe	1	0.11%
still	2	0.23%	boats	1	0.11%
stomach	2	0.23%	boston	1	0.11%
teachername	2	0.23%	boundary	1	0.11%
territory	2	0.23%	british	1	0.11%
tunnel	2	0.23%	brother	1	0.11%
twenty	2	0.23%	build	1	0.11%
u_s	2	0.23%	building	1	0.11%
uncle	2	0.23%	burn	1	0.11%
uranium	2	0.23%	bush	1	0.11%
valleys	2	0.23%	calgary	1	0.11%
whole	2	0.23%	canada	1	0.11%
OmittedName	2	0.23%	canyon	1	0.11%
ability	1	0.11%	car	1	0.11%
able	1	0.11%	card	1	0.11%
acts	1	0.11%	carry	1	0.11%
admitted	1	0.11%	casino	1	0.11%
advertise	1	0.11%	cat	1	0.11%
advertises	1	0.11%	catch	1	0.11%
affect	1	0.11%	catchy	1	0.11%
affected	1	0.11%	catfish	1	0.11%
affects	1	0.11%	caught	1	0.11%
ago	1	0.11%	cause	1	0.11%
alive	1	0.11%	ceded	1	0.11%
allstate	1	0.11%	chasing	1	0.11%
amazon	1	0.11%	cheer	1	0.11%
ameristar	1	0.11%	chocolate	1	0.11%
annoys	1	0.11%	citizens	1	0.11%
applied	1	0.11%	cliff	1	0.11%
approval	1	0.11%	cloud	1	0.11%
arctic	1	0.11%	coal	1	0.11%
argument	1	0.11%	colder	1	0.11%

<i>Composite: Lecture – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
companies	1	0.11%	feathers	1	0.11%
conflicts	1	0.11%	fed	1	0.11%
coniferous	1	0.11%	feelings	1	0.11%
conserve	1	0.11%	fell	1	0.11%
continent	1	0.11%	fifty	1	0.11%
cool	1	0.11%	fighting	1	0.11%
copper	1	0.11%	fight	1	0.11%
council	1	0.11%	florida	1	0.11%
crazy	1	0.11%	flow	1	0.11%
crops	1	0.11%	flowing	1	0.11%
dallas	1	0.11%	flushed	1	0.11%
date	1	0.11%	following	1	0.11%
dating	1	0.11%	forget	1	0.11%
deal	1	0.11%	fort	1	0.11%
decided	1	0.11%	french	1	0.11%
deciduous	1	0.11%	fuel	1	0.11%
deeds	1	0.11%	fuels	1	0.11%
demand	1	0.11%	gas	1	0.11%
die	1	0.11%	girl	1	0.11%
died	1	0.11%	girls	1	0.11%
dies	1	0.11%	god	1	0.11%
direction	1	0.11%	government	1	0.11%
dirt	1	0.11%	grand	1	0.11%
discover	1	0.11%	grandma	1	0.11%
dog	1	0.11%	grasslands	1	0.11%
drain	1	0.11%	greater	1	0.11%
drained	1	0.11%	greece	1	0.11%
dreams	1	0.11%	ground	1	0.11%
drugs	1	0.11%	group	1	0.11%
dryest	1	0.11%	groups	1	0.11%
dumb	1	0.11%	grow	1	0.11%
each	1	0.11%	guerilla	1	0.11%
earth	1	0.11%	guess	1	0.11%
easter	1	0.11%	gym	1	0.11%
ecosystem	1	0.11%	hair	1	0.11%
edges	1	0.11%	happens	1	0.11%
education	1	0.11%	harry	1	0.11%
effect	1	0.11%	healthcare	1	0.11%
effective	1	0.11%	healthier	1	0.11%
effects	1	0.11%	heard	1	0.11%
emotions	1	0.11%	he'll	1	0.11%
encouraging	1	0.11%	hey	1	0.11%
enough	1	0.11%	highlands	1	0.11%
entertaining	1	0.11%	hinges	1	0.11%
erosion	1	0.11%	history	1	0.11%
example	1	0.11%	hit	1	0.11%
face	1	0.11%	horrible	1	0.11%
falls	1	0.11%	hot	1	0.11%

<i>Composite: Lecture – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
houston	1	0.11%	mannequins	1	0.11%
human	1	0.11%	manufacturing	1	0.11%
humane_society	1	0.11%	map	1	0.11%
hunting	1	0.11%	marks	1	0.11%
hydro_power	1	0.11%	math	1	0.11%
hydroelectric	1	0.11%	matter	1	0.11%
ice	1	0.11%	measurement	1	0.11%
idea	1	0.11%	mess	1	0.11%
imagine	1	0.11%	messed	1	0.11%
imports	1	0.11%	metals	1	0.11%
improper	1	0.11%	mexico	1	0.11%
instead	1	0.11%	mhm	1	0.11%
insulation	1	0.11%	miami	1	0.11%
insurance	1	0.11%	mid_latitude	1	0.11%
introduced	1	0.11%	might've	1	0.11%
invaded	1	0.11%	miners	1	0.11%
involuntary	1	0.11%	mine's	1	0.11%
iowa	1	0.11%	miracle	1	0.11%
iran	1	0.11%	missouri	1	0.11%
jumping	1	0.11%	mixed	1	0.11%
kept	1	0.11%	mmhmm	1	0.11%
kid	1	0.11%	moron	1	0.11%
kid's	1	0.11%	murder	1	0.11%
kill	1	0.11%	naked	1	0.11%
killing	1	0.11%	natural	1	0.11%
kitchen	1	0.11%	necklace	1	0.11%
knocking	1	0.11%	needed	1	0.11%
la_la_loopsy	1	0.11%	new_orleans	1	0.11%
laughing	1	0.11%	news	1	0.11%
lead	1	0.11%	nonlocalstate	1	0.11%
leaders	1	0.11%	nonlocaltown	1	0.11%
learning	1	0.11%	nonlocaltown's	1	0.11%
leave	1	0.11%	north	1	0.11%
leeward	1	0.11%	northeast	1	0.11%
left	1	0.11%	northern	1	0.11%
length	1	0.11%	notes	1	0.11%
licker	1	0.11%	nutrition	1	0.11%
line	1	0.11%	occurred	1	0.11%
lint	1	0.11%	ocean	1	0.11%
lion	1	0.11%	ohio	1	0.11%
lived	1	0.11%	oklahoma	1	0.11%
locker	1	0.11%	old_navy	1	0.11%
los_angeles	1	0.11%	one's	1	0.11%
loss	1	0.11%	opera	1	0.11%
lost	1	0.11%	opposing	1	0.11%
love	1	0.11%	opposite	1	0.11%
machine	1	0.11%	orange	1	0.11%
main	1	0.11%	oxygen	1	0.11%

<i>Composite: Lecture – Fringe (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
pacific	1	0.11%	ruling	1	0.11%
panther	1	0.11%	running	1	0.11%
paper	1	0.11%	rush	1	0.11%
pass	1	0.11%	san_antonio	1	0.11%
pay	1	0.11%	san_francisco	1	0.11%
per	1	0.11%	scare	1	0.11%
phoenix	1	0.11%	science	1	0.11%
phone	1	0.11%	scorched	1	0.11%
picnics	1	0.11%	scratch	1	0.11%
pitched	1	0.11%	search	1	0.11%
plan	1	0.11%	season	1	0.11%
planning	1	0.11%	seasons	1	0.11%
plastic	1	0.11%	seat	1	0.11%
plow	1	0.11%	secondary	1	0.11%
plows	1	0.11%	sees	1	0.11%
points	1	0.11%	selling	1	0.11%
polished	1	0.11%	semester	1	0.11%
pollution	1	0.11%	sense	1	0.11%
poor	1	0.11%	separated	1	0.11%
populated	1	0.11%	separates	1	0.11%
practically	1	0.11%	settle	1	0.11%
precious	1	0.11%	settling	1	0.11%
pressure	1	0.11%	sexy	1	0.11%
primary	1	0.11%	shadow	1	0.11%
prince	1	0.11%	shift	1	0.11%
property	1	0.11%	shrooms	1	0.11%
protected	1	0.11%	sick	1	0.11%
punched	1	0.11%	sides	1	0.11%
quadricorn	1	0.11%	silver	1	0.11%
queen	1	0.11%	singing	1	0.11%
rainfall	1	0.11%	slaughtered	1	0.11%
raise	1	0.11%	sleep	1	0.11%
ready	1	0.11%	snatches	1	0.11%
reason	1	0.11%	sneaking	1	0.11%
recent	1	0.11%	soil	1	0.11%
recognized	1	0.11%	soldiers	1	0.11%
red	1	0.11%	song	1	0.11%
reduced	1	0.11%	song's	1	0.11%
region	1	0.11%	sound	1	0.11%
reservation	1	0.11%	south	1	0.11%
reserves	1	0.11%	southwest	1	0.11%
residential	1	0.11%	southwestern	1	0.11%
resources	1	0.11%	sprouts	1	0.11%
restaurant	1	0.11%	squatting	1	0.11%
revolutionary	1	0.11%	stay	1	0.11%
rocks	1	0.11%	steeper	1	0.11%
rotten	1	0.11%	stinks	1	0.11%
rule	1	0.11%	streams	1	0.11%

Composite: Lecture – Fringe (cont.)					
Word	Count	Frequency	Word	Count	Frequency
subject	1	0.11%	vision	1	0.11%
surrender	1	0.11%	voices	1	0.11%
survived	1	0.11%	warfare	1	0.11%
sweet	1	0.11%	warmer	1	0.11%
taller	1	0.11%	washington_d_c	1	0.11%
target	1	0.11%	waves	1	0.11%
tear	1	0.11%	websites	1	0.11%
teens	1	0.11%	weight	1	0.11%
temperate	1	0.11%	weird	1	0.11%
temple	1	0.11%	west	1	0.11%
tempurpedic	1	0.11%	wet	1	0.11%
threw	1	0.11%	wheel	1	0.11%
throw	1	0.11%	wheels	1	0.11%
tiger	1	0.11%	whenever	1	0.11%
toilets	1	0.11%	whoa	1	0.11%
tourism	1	0.11%	who's	1	0.11%
towards	1	0.11%	wildlife	1	0.11%
travelers	1	0.11%	wind	1	0.11%
treehouse	1	0.11%	wood	1	0.11%
trying	1	0.11%	world	1	0.11%
tube	1	0.11%	worth	1	0.11%
turns	1	0.11%	write	1	0.11%
tv	1	0.11%	wrote	1	0.11%
understand	1	0.11%	wyoming	1	0.11%
unicorn	1	0.11%	LocalCity	1	0.11%
united	1	0.11%	yep	1	0.11%
united_states	1	0.11%	yet	1	0.11%
until	1	0.11%	you'd	1	0.11%
virginia_city	1	0.11%			

Composite: Lecture – Context Core					
Word	Count	Frequency	Word	Count	Frequency
the	134	4.69%	be	25	0.88%
i	80	2.80%	but	25	0.88%
like	80	2.80%	was	25	0.88%
and	69	2.42%	no	24	0.84%
it	67	2.35%	so	24	0.84%
a	58	2.03%	because	21	0.74%
they	56	1.96%	he	21	0.74%
to	51	1.79%	what	21	0.74%
of	42	1.47%	or	20	0.70%
that	38	1.33%	oh	19	0.67%
it's	37	1.30%	one	19	0.67%
you	30	1.05%	don't	17	0.60%
yeah	29	1.02%	if	17	0.60%
in	28	0.98%	is	17	0.60%
have	27	0.95%	something	16	0.56%

<i>Composite: Lecture – Context Core (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
that's	16	0.56%	me	7	0.25%
get	15	0.53%	say	7	0.25%
them	15	0.53%	thing	7	0.25%
from	14	0.49%	well	7	0.25%
put	14	0.49%	were	7	0.25%
this	14	0.49%	with	7	0.25%
we	14	0.49%	commercial	6	0.21%
got	13	0.46%	doesn't	6	0.21%
okay	13	0.46%	how	6	0.21%
on	13	0.46%	want	6	0.21%
studentname	13	0.46%	around	5	0.18%
about	12	0.42%	been	5	0.18%
know	12	0.42%	commercials	5	0.18%
my	12	0.42%	country	5	0.18%
not	12	0.42%	did	5	0.18%
people	12	0.42%	for	5	0.18%
their	12	0.42%	good	5	0.18%
there	12	0.42%	guy	5	0.18%
they're	12	0.42%	i'm	5	0.18%
said	11	0.39%	into	5	0.18%
had	10	0.35%	make	5	0.18%
more	10	0.35%	mountain	5	0.18%
mountains	10	0.35%	only	5	0.18%
think	10	0.35%	out	5	0.18%
would	10	0.35%	river	5	0.18%
wouldn't	10	0.35%	rocky	5	0.18%
can	9	0.32%	there's	5	0.18%
going	9	0.32%	these	5	0.18%
localtown	9	0.32%	things	5	0.18%
really	9	0.32%	thinking	5	0.18%
snow	9	0.32%	those	5	0.18%
then	9	0.32%	too	5	0.18%
all	8	0.28%	transferred	5	0.18%
are	8	0.28%	two	5	0.18%
away	8	0.28%	use	5	0.18%
could	8	0.28%	war	5	0.18%
his	8	0.28%	when	5	0.18%
land	8	0.28%	wrong	5	0.18%
thought	8	0.28%	annoying	4	0.14%
up	8	0.28%	arkansas	4	0.14%
where	8	0.28%	at	4	0.14%
an	7	0.25%	between	4	0.14%
didn't	7	0.25%	by	4	0.14%
do	7	0.25%	does	4	0.14%
down	7	0.25%	hate	4	0.14%
go	7	0.25%	him	4	0.14%
just	7	0.25%	incorporated	4	0.14%
lot	7	0.25%	keep	4	0.14%

<i>Composite: Lecture – Context Core (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
little	4	0.14%	longer	3	0.11%
major	4	0.14%	made	3	0.11%
much	4	0.14%	maybe	3	0.11%
national	4	0.14%	name	3	0.11%
number	4	0.14%	new_york	3	0.11%
other	4	0.14%	off	3	0.11%
outside	4	0.14%	old	3	0.11%
park	4	0.14%	page	3	0.11%
power	4	0.14%	part	3	0.11%
rain	4	0.14%	probably	3	0.11%
same	4	0.14%	question	3	0.11%
saying	4	0.14%	read	3	0.11%
thick	4	0.14%	rockies	3	0.11%
through	4	0.14%	says	3	0.11%
wasn't	4	0.14%	see	3	0.11%
water	4	0.14%	short	3	0.11%
after	3	0.11%	shorter	3	0.11%
always	3	0.11%	side	3	0.11%
animals	3	0.11%	since	3	0.11%
another	3	0.11%	some	3	0.11%
any	3	0.11%	sure	3	0.11%
appalachian	3	0.11%	take	3	0.11%
appalachians	3	0.11%	talking	3	0.11%
area	3	0.11%	they'd	3	0.11%
black	3	0.11%	though	3	0.11%
bunch	3	0.11%	trail	3	0.11%
civil	3	0.11%	trash	3	0.11%
coast	3	0.11%	us	3	0.11%
eat	3	0.11%	very	3	0.11%
else	3	0.11%	warm	3	0.11%
farther	3	0.11%	we're	3	0.11%
forest	3	0.11%	why	3	0.11%
forgot	3	0.11%	year	3	0.11%
found	3	0.11%	you're	3	0.11%
four	3	0.11%	zoo	3	0.11%
funny	3	0.11%	above	2	0.07%
give	3	0.11%	actually	2	0.07%
goes	3	0.11%	alligator	2	0.07%
gold	3	0.11%	alright	2	0.07%
growing	3	0.11%	also	2	0.07%
has	3	0.11%	animal	2	0.07%
huge	3	0.11%	annexed	2	0.07%
indians	3	0.11%	anything	2	0.07%
influence	3	0.11%	areas	2	0.07%
isn't	3	0.11%	back	2	0.07%
kind	3	0.11%	bag	2	0.07%
laramie	3	0.11%	being	2	0.07%
live	3	0.11%	bit	2	0.07%

<i>Composite: Lecture – Context Core (cont.)</i>					
Word	Count	Frequency	Word	Count	Frequency
body	2	0.07%	farm	2	0.07%
breaks	2	0.07%	favorite	2	0.07%
california	2	0.07%	feather	2	0.07%
central	2	0.07%	fifteen	2	0.07%
charged	2	0.07%	fight	2	0.07%
city	2	0.07%	flows	2	0.07%
climate	2	0.07%	food	2	0.07%
clothes	2	0.07%	fossil	2	0.07%
cold	2	0.07%	fun	2	0.07%
comes	2	0.07%	getting	2	0.07%
cut	2	0.07%	guys	2	0.07%
cuts	2	0.07%	half	2	0.07%
disposal	2	0.07%	heat	2	0.07%
doing	2	0.07%	help	2	0.07%
done	2	0.07%	hills	2	0.07%
doritos	2	0.07%	hungry	2	0.07%
dry	2	0.07%	indian	2	0.07%
east	2	0.07%	information	2	0.07%
ecosystems	2	0.07%	jimmy_john's	2	0.07%
environment	2	0.07%	job	2	0.07%
equator	2	0.07%	jobs	2	0.07%
everything	2	0.07%	kids	2	0.07%
exports	2	0.07%	least	2	0.07%
fall	2	0.07%	let	2	0.07%