

Discussion of tools within 3ClicksSpelling website

The tools that are being discussed are FREE and readily available at 3ClicksSpelling.com. Each tool will be discussed in the following format:

- Image of tool on the website
- Why I developed the tool
- Basic function of the tool
- YouTube links for some of the tools
- Key benefits

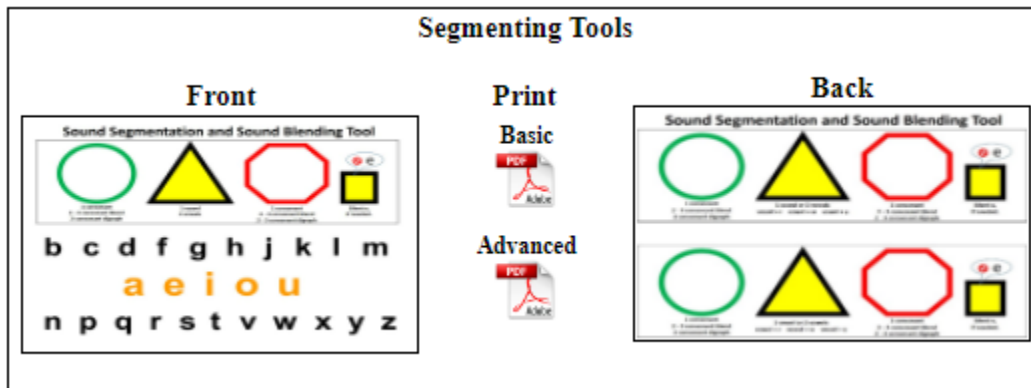
About the creator of 3ClicksSpelling.com

I am Dick Briggs from Bloomington, IL. I received my B.S. (71) and M.S. (73) in Special Education from Illinois State University. I initially taught high school Educable Mentally Handicapped (term in those days) in Eureka from 1971 – 1973. In 1973 – 1977, I was a K-6 Learning Disabilities teacher in Bloomington District 87. In 1977 – 1979, I wrote and directed a Title IV ESEA project, “Project RIGHT – Reading Improvement Gained through Hemispheric Training”. Over the two-year project, we had three 3rd/4th grade female students read better with the book “upside down”. Unfortunately, in 1979, I had to leave teaching because it was tough to raise a family on a single income.

Prior to getting my degrees, I took a two-year voluntary hiatus in my sophomore year to serve in Vietnam as a U.S. Marine. During that time, I survived a sniper incident while I was literally in a “dead run”. Luckily, my flak jacket received the Purple Heart and not me. This incident eventually led to my decision to “pay it back” at some time in my life. After I left teaching, I worked with computers at State Farm Insurance, retiring in 2007 as a Senior Technical Analyst. Upon retirement, I became a volunteer tutor at my two granddaughters’ K-5 school. It is during this time; I was able to begin implementing my “pay it back” plan. Using my teaching and programming skills, I was able to create a FREE website with multiple reading and spelling tools to assist my students. Since it is a FREE website, it is open to the public. I retired from tutoring in 2018, but I continually tweak the tools. I am currently active in several Facebook groups related to reading and dyslexia.

Rather than creating each tool and placing it on TPT- Teachers Pay Teacher for a fee, if you like the website, feel free to use it but take a few minutes and honor veterans by donating to [Tunnel to Towers](#), [Wounded Warrior Project](#), [Folds of Honor](#), or the [Gary Sinise Foundation](#) (an Illinois State University alum).

Segmenting Tools



The Segmenting Tools section has two PDF documents that may be downloaded. I developed the Basic Tool primarily for a Kindergarten student and 1st grade students when I would start working with them. The Advance Tool was developed to transition 1st grade students and introduce upper grade students to the complexity statistical probabilities of the English spelling system, particularly as it relates to vowel sound/spelling associations.

The color coding and shape designs were incorporated to assist students to hear and see sound sequences. Many students have trouble with “first”, “middle” and “last” sounds. The shapes are different for each position in case the student has green/red color blindness. The yellow triangle indicates that vowel sounds can be tricky, and caution is needed. The color coding of the consonants indicate that most have a single sound (black) and can be either in the beginning and/or ending sound position. Note that the “b”, “d” and “p” have additional markings to minimize reversal errors when copying the letter to the sound box.

Consonants with two or more sounds have multiple matching colors. For example, the letter “c” has two sounds - /k/ and /s/. Note that the “c” has the two colors matching the letters “k” and “s”. The letters “r”, “w” and “y” have two colors. The green represents the initial consonant sound. The yellow represents that if it follows a vowel, then it becomes part of the vowel team sound. For example, “ar”, “aw” and “ay” should be written in the yellow triangle.

Multiple pages of the tool allow for single, two word and ten-word analysis. The two- and ten-word page formats may also be used to identify the sound/letter sequence in multisyllabic words.

The Advanced Tool incorporates the spelling patterns for each vowel sound. In addition, the number of words having that spelling pattern is provided. The instructor should discuss the statistical patterns of the spelling. For example, the “short a” has the following spellings and statistical count: “a – 317”; “a?e – 23”; “ai – 1”; “au – 1”.

The Segmenting Tools are similar to Elkonin Boxes. However, the Segmenting Tools use only three placements for sounds. Elkonin Boxes use a square for each sound. Some students have difficulty blending boxes into one unit. For example, rap requires 3 boxes, trap requires four

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boxes and strap requires 5 boxes. Placing the r, tr and str into the green circle provides the student with the visual clue that those sounds have to be blended into one unit.

If a student can't read a word, help the student say and hold the vowel sound first. Then blend the final consonant(s) to the vowel to make the rime (vowel + consonant), and then blend the onset to the rime. I Do, We Do, You Do. Some programs call this Reverse Decoding.

If a student is struggling to spell a word, pronounce what the student has written and ask for a correction. If the student is unable to make the correction, model the spelling. The next tool will discuss how to find the correct spelling. The Segmentation Tools and the Single Syllable Spelling Tools can work as a team.

There are multiple benefits in using the Segmentation tools:

- Since it does not require any letter tiles, the set up and break down of the activity saves a lot of time. The student simply circles the letters that are going to be used in your lesson. Writing the letters in the box provided multi-sensory benefits. It also allows the instructor to quickly check a group of students.
- The PDF document may be displayed with a SmartBoard to allow group instruction with the instructor modeling the exercise: I Say – You Say; I Write – You Write; I Blend – You Blend.
- Using the 2- or 10-page formats, comparison of spelling patterns is easily displayed. Again, the use of the SmartBoard can enhance the activity.
- Using magnets to attach the page protected worksheet to a magnetic white board allows group work to be easily monitored by the instructor.
- The Segmentation Tool can be a desk aid or a home study aid quickly available to the student, as needed.
- The Segmentation Tool easily integrates with the Single Syllable Spelling Tools. The spelling tools will be discussed next.

Single Syllable Spelling Tools



The first tool with 21 pages has 3,500 words and was initially created for a 2nd grade female student that I was working with on decoding skills. For Christmas, Jessica wrote me a Christmas card. It was beautiful, but I had difficulty reading many of the words. Over Christmas break, I decided I needed to address encoding skills in addition to decoding skills. For the second half of the year, I worked with Jessica and Casey, another 2nd grader to try different formats to help them with spelling not only during my tutoring time, but in their classroom as they worked on creative writing. Finally, the “team” came up with this tool’s format.

As indicated in the Segmentation Tool discussion, I focused on the vowel sound as being extremely important. After saying the word, the first step in using the tool was to locate the correct sound grid (short, long, R Controlled, diphthong) and find the picture that matched the vowel sound. For example, the “ant” picture would be selected for the “short a” sound. This would tell them which page to find all the words with the “short a” sound. The next step was to say the very last sound in the word and look down the columns to find the letter(s) that make that sound. They would then say the very beginning sound and read across the row of words until they found the beginning sound of the word. To build orthographic mapping, I would then have the student write the letter(s) in each of the green, yellow and red blocks in the Segmenting Tool.

They soon discovered that the short vowel sounds didn’t have too many variations in the spelling patterns. As they studied the long vowel sounds, they discovered many variations and many homophones, which would challenge their oral vocabulary. Examples would be “brake/break” and “meat/meet”. An example for the “long e + /k/” rime has six different spellings and four pairs of homophones, with one pair having 3 homophones: peak, peek, pique. Note that homophones are purple so if they found a purple spelling, they knew that they had to keep looking and then decide which one to select based on their working vocabulary (or teachable moment).

To reinforce the spelling of the word and build orthographic mapping, the student would use the Segmenting Tool to diagram the sounds.

[YouTube](#)

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Using the second tool with only 4 pages but requiring substitution skills, the student can spell 3,500 words. This was created for older students so that they would not have to carry around a 21-page tool. By printing front/back and using plastic page protectors, this tool could easily fit in a 3-ring notebook as a study aid. The instructions within the document are straight forward. It also has an “I See and I Hear” matrix format. It encompasses both “text to speech – I See” and “speech to print – I Hear” skills. Once the vowel sound and last sound are found, if the entire word is RED then that is the correct spelling. If the first letter is BLUE, then the student must test if the initial sound of the word they are working on can be substituted. This requires a higher level of skill by knowing what letters/sounds can be substituted.

The third tool is an interactive tool primarily geared towards the instructor. The tool allows the instructor to build explicit single syllable word lists. This list can then be used with the Sequencing Tool and the Spelling Tool. However, students and/or parents could use the tool for supplemental practice. An additional feature of the interactive tool is that below the generated word lists, the inflectional endings for each word are provided.

Since I was a poor speller, I always hated it when someone said, “look it up in the dictionary”. The two paper copies are an ideal substitute for looking up a word that you don’t know how to spell. If you are looking for a definition, use this tool to find the correct spelling(s) and then use a dictionary.

To create automaticity in looking up the words, you can make a game out of it. For example, if you have four students, make two teams, “The Givers” and “The Finders”. “The Givers” would huddle and select a word. They would have to secretly pronounce it to the instructor (decoding skills applied). They would announce the word. The instructor would start a 60 second countdown time. “The Finders” would announce “found it”. The instructor stops the clock and verifies. If correct, “The Finders” score is how many seconds remain on the clock. If incorrect, “The Givers” get the score. The teams would then switch roles. Set a limit on the score to reach for the end of the game.

There are several benefits of using the 21 or 4 page and interactive Single Word spelling tools.

- The tools are portable for both a tutoring session and as a study aid in the classroom. I generally print a copy for each student to use in the classroom. I also give the classroom instructor additional copies for sharing at regular class seating group assignments. Once your students develop automaticity, they could help the class learn how to use it.
- The tools help the student work independently in creative writing activities without the need for a dictionary.
- The student can quickly see and compare the orthographic structure and probabilities of word spellings.
- The student can quickly recognize homophones and irregular spellings (red words).
- The tool is an interactive PDF, so it could be used with a SmartBoard or electronic page turning on display. Sometimes PDF page interactions are 1 page off. Check on your system. Just click the page forward or backward to adjust.
- Paper copies can be used at home assisting the student with written homework.

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- The interactive tool allows students and/or parents to build lists for reinforcement activities.
- The interactive tool enhances the base words through inflectional morphology.

3 Clicks Spelling:

Find the spelling of a word in three clicks



Sound/Image/Keyword Format

Letter/Sound Matrix Format

Consonant Sounds							Suffixes		Vowel Sounds					
b	c - k ck qu	d	f ph	g	h	j - g	tion sion	ly	ā	ē	ī	ō	ū a	ex
	L	m	n	p		r	sion	ry	ā	ē	ī	ō	ū	
s - c x	t	v	w		y	z - s	ion	ty	ar	er	or	air	ear	ire
ch	sh	th	TH		ng		less	ness	aw	ew	ow	oy	oo	

Click Letters for First Sound and Last Sound

When Jessica and Casey moved onto 3rd grade, they asked “Mr. Briggs, can you make a spelling tool for bigger words”? With their assistance in reviewing different formats and after two years of prototypes, I was finally able to make a tool for bigger words. The tools use a database of 38,000+ words. It does not include inflectional endings of plurals, “ing”, or “ed”. The database includes a ten Tier system for the frequency of use. Each Tier represents 10,000 words in the original corpus of 120,000 words I purchased. Tier 1 represents the most frequent words. The author of the corpus gave me permission to create the Tier system. The syllable count ranges from 1 – 9.

Once the original tool was designed, I refined it to create one additional design to make it more age appropriate. That is, the original design, as modeled by the image of the sound /k/, a key image for the sound (clock), and a key word for the sound, would probably not be used by an upper grade student. However, the Letter/Sound Matrix format definitely is age appropriate for use by lower grade students working with polysyllabic words, middle/upper grade levels and even adults. As the tools were developed, the goal was to make it a portable tool. Therefore, each format was developed so that it could be used on electronic devices spanning Operating Systems (Windows, Apple, and Android) and devices (PCs, tablets, and phones). The long-term

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goal was to provide struggling spellers with a tool that cannot only be used during tutoring sessions, but as a lifetime tool.

Each of the designs have the same operational process. However, each design does require upfront explicit training on the symbol representation. As shown in the left most design, the /k/ sound is represented by the picture of a clock and the keyword “clock”. The letter/sound matrix removes all immediate symbolism, but it has an option to provide visual and auditory examples of the sound as the mouse hovers over a letter.

Once the “first sound”, “last sound” and syllable count are selected, the system displays all the words with that combination, sorted by word within Tier. It also provides a total word count. In many cases, the word to be spelled can be readily seen. However, sometimes there are so many words, additional filters may be applied. For example, to find the spelling of “founder”, the /f/, /er/ and 2 are selected. The result displays 91 words. By using phonemic segment skills, the student selects the /n/ filter, to narrow the display to 11 words. An additional filter of /d/ can be applied to display only 6 words. If the student is still not sure, they can highlight the word and paste it in the Dictionary.com Lookup feature at the top of the page.

YouTube

There are several benefits of using interactive polysyllabic spelling tools.

- The tools are portable for both a tutoring session and as a study aid in the classroom.
- Since the tools are web based, they may be incorporated into on-line sessions, such as ZOOM.
- As a tutoring aid, it allows older students to practice phonemic awareness skills, particularly segmentation to isolate first and last sounds as well as other sounds for additional filtering.
- Many times, students will “dumb down” their written vocabulary because bigger words are harder to spell. For example, many struggling spellers would use the word “helper” when they really wanted to use the word “assistant”. These tools allow the student to use their speaking vocabulary in their written work by quickly looking up the spelling.
- Automaticity for using the tool may be developed through the game described in the Single Syllable Tool.
- The spelling of subject area words can be easily introduced, particularly through the above game.

Morphology – Adding Suffixes

Since most of the tools are based on a purchased corpus that included inflectional endings for plural, “ing” and “ed”, I decided to eliminate them from the database because the generated wordlists in searches would be very large. Therefore, I created a single page matrix to develop the spelling rules for adding inflectional suffixes. A second page is used as a workspace for the students to practice converting a base word into an additional four words. The derivational “er” suffix is included in the database and also as an inflectional suffix in this worksheet. This tool is represented by the cover page of the caterpillar morphing to a butterfly.

The Common Suffixes is an extension of the basic tool. The Special Spellings is available but not discussed in detail in this section.

The top section of the matrix has two sections based on if the last letter of the word is a vowel or a consonant. Each of these two sections have subcategories. The side matrix has five sections: base word; plural or action (s/es), person or thing (er/or); future/now (ing); done or past (ed). The intersection of each column and row has the rule for adding the suffix.

The only skill that needs to be explicitly taught is how to determine the length of the rime. Is it two, three, four or five letters in length?

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By using the “last letter”, the student can cross off half of the rules for adding the suffix. As with most materials, I use plastic page protectors and dry markers. Using the second page (workspace), the student writes the word five times.

Two additional “aid” pages are available. The pages represent the left and right hand. This allows the student to hold their hand on the picture and write with their writing hand. The thumb represents the base word, the first finger represents plural or action (runs), the middle finger represents person or thing (runner), the ring finger represents the state of time – now/future – ing (is running); the last finger represents done or in the past (ed or new word). Since run does not end as “runned”, a new word represents the past (ran). When I present a word, the student uses their fingers to tell me which endings can be used. If it can’t be used, they would cross out the rule on the workspace section. They would then use the matrix and apply the rule by adjusting the base word in the workspace area.

YouTube

There are several benefits of using the basic morphing tool.

- The morphing tool could be added at the end of the student’s Single Syllable Spelling study book.
- The hand infographic provides the anchor for the sequence of morphing a word and which suffixes are acceptable. Eventually, the student can just use their own hand for implementing the concept while writing.
- The hand infographic can be used to “unmorph” a word. For example, if verbally given the word “swimming”, the student will be able to “unmorph” the word to identify the base word and all other inflectional endings.
- Using the morphing tool in conjunction with the Single Syllable Spelling tool, expands the 3,800 words to approximately 10,000 word spellings based on an average of three inflectional suffixes per base word.
- Having the student write/modify the base word in the workspace area helps build orthographic mapping.
- The morphing tool can be used with polysyllabic words

Vowel Base Wordlists

Vowel Based Wordlists

**Create Explicit Wordlists
for 2 and 3 Syllable Words
by
Selecting Syllable Vowel Sounds**


**2 Syllable
Worksheet**


Detailed


Condensed


Interactive Tool

2 syllable words: 3,543 3 syllable words: 2,808

Since vowels are such an important element in words and that they can have many sounds/spellings, I created this tool to provide an instructor quick explicit wordlists based on the location of the vowel and its associated sound pattern. The database is an extraction of two and three syllable words in Tier 1-3. In addition to the Tier, several graded wordlists were used in an Excel lookup to assign a grade level. If a word was not found in the graded wordlists, a grade level of 0 was assigned.

Condensed Wordlist Generator

2 Syllable Words

1st Syllable		2nd Syllable	
Vowel Sound	Count	Vowel Sound	Count
☐ Short a, e, i, o	1549	☐ Short a, e, i, o	730
☐ Short u or schwa	558	☒ Short u or schwa	889
☐ Long a, e, i, o, u	708	☐ Long a, e, i, o, u	960
☐ Diphthong	350	☐ Diphthong	329
☐ Bossy R	378	☐ Bossy R	635
☒ All	3543	☐ All	3543

☒ Yes ☐ No


ant
First

classmate


ace
Second



Filter:
First letter of word

Sort Order:

3 Syllable Words

1st Syllable		2nd Syllable		3rd Syllable	
Vowel Sound	Count	Vowel Sound	Count	Vowel Sound	Count
☐ Short a, e, i, o	1368	☐ Short a, e, i, o	697	☐ Short a, e, i, o	476
☒ Short u or schwa	522	☒ Short u or schwa	990	☒ Short u or schwa	1015
☐ Long a, e, i, o, u	448	☐ Long a, e, i, o, u	416	☐ Long a, e, i, o, u	797
☐ Diphthong	235	☐ Diphthong	128	☐ Diphthong	127
☐ Bossy R	235	☐ Bossy R	577	☐ Bossy R	393
☐ All	2808	☐ All	2808	☐ All	2808

☒ Yes ☐ No


igloo
First


ant
Second

3
three
Third

chimpanzee

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Detailed Wordlist Generator

2 Syllable Words	
1st Syllable	2nd Syllable
☐ Short a ant	☐ Short a ant
☐ Short e eggs	☐ Short e eggs
☐ Short i (i and e *) igloo	☐ Short i (i and e *) igloo
☐ Short o octopus	☐ Short o octopus
☐ Short u or schwa umbrella	☐ Short u or schwa umbrella
☐ Long a ace	☐ Long a ace
☐ Long e three	☐ Long e three

To create an explicit list for two or three syllable words, the instructor would select the vowel sound grouping as indicated in the above tables. Note that the list may be filtered by the “first letter” and sorted by word or grade. In addition to the inclusive wordlist, the instructor or student can select Random and make it act as a flashcard. The random word also provides an infographic for the vowel sound in each position.

If the option to Show Details is “No”, only the wordlist, without other details, will be presented. This allows the list to be copied and stored in other tools, such as Excel or the Chunking Multiple Syllable Words tool explained later.

Since the short u sound is so close to the schwa sound, the two vowel sounds are grouped together.

[YouTube](#)

When do you double the middle consonant?

Double Consonant Based Wordlists

When Do I Double the Middle Consonant in two syllable words?
Pattern Analysis of
10,000+ two syllable words.

 **Print Document**

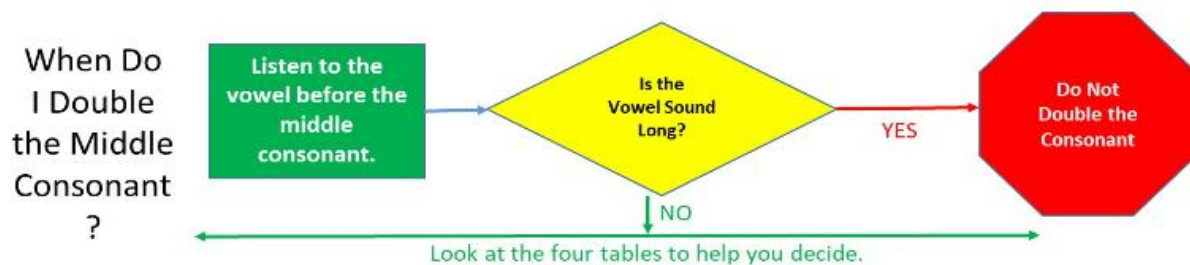
**Print and interactive tools to
assist you.**

 **Interactive Tool
Create Wordlists**



[YouTube](#)

Trying to teach when to double a consonant is difficult and frustrating. Just think what the student is experiencing. The following infographic explains a simple rule. Don't double if the preceding vowel sound is long!



However, if the preceding vowel sound is not long, it gets very complex as illustrated in the infographics of four tables. As indicated in Tables 2-A – 2-E, if you hear a short/schwa vowel sound, there are many things to consider. To generate the explicit wordlist, click on the number of words within a pattern.

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Table 1 I hear a long vowel in the first syllable. or I hear a diphthong vowel in the first syllable. or I hear a Bossy R vowel in the first syllable. or I hear a compound word.				
Key Patterns	Consonant Rule			% Twin
	Single	Twin	Total	
Long	1853		1853	0%
Diphthong	468	8	476	2%
R Controlled	863	88	951	9%
vowel	2		2	0%
compound	1998	236	2234	10%

Table 3 I hear a consonant + "l" at the end of the word.				
Final Sound: Syllabic /le/				% Twin
Word Ending	Single	Twin	Total	
sle		2	2	100%
zle		12	12	100%
fle	3	11	14	79%
tle	22	18	40	45%
gle	22	15	37	41%
dle	25	17	42	40%
ple	16	9	25	36%
ble	39	18	57	32%
cle	8		8	0%
kle	30		30	0%
xle	1		1	0%
Grand Total	166	102	268	

Table 4 Words Having Double Consonant Endings	
Word Ending	Twin
ss	499
ll	97
ff	33
zz	3
tt	1
Grand Total	633

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Table 2-A I hear a short vowel in the first syllable. I hear 1 consonant sound between syllables. I DO NOT hear Inflectional suffix endings (s, er, ing, ed).				
Key Patterns	Consonant Rule			
	Single	Twin	Total	% Twin
short 1 - first	1057	743	1800	41%
Which consonants are most frequently doubled?				
All Consonants by % Twin	Single	Twin	Total	% Twin
s	48	107	155	69%
f	30	55	85	65%
t	71	95	166	57%
p	39	49	88	56%
l	116	159	275	58%
z	14	17	31	55%
b	41	41	82	50%
g	51	46	97	44%
d	54	42	96	44%
m	89	55	144	38%
n	104	54	158	34%
c	44	21	65	32%
v	105	2	107	2%
k	3		3	0%
h	13		13	0%
j	4		4	0%
q	7		7	0%
r	19		19	0%
w	12		12	0%
x	42		42	0%
y	1		1	0%
Grand Total	939	825	1764	47%

Table 2-B I hear a short vowel in the first syllable. I hear 1 consonant sound between syllables. I hear Inflectional suffix endings (er, ing, ed) cat Base Rime = 2 (length of rime at) Base coda = t (last consonants)				
Key Patterns	Consonant Rule			
short - suffix	Single	Twin	Total	% Twin
Base Rime = 2	2	156	158	99%
No Base + er	64	60	124	48%
Base coda is FF		5	5	100%
Base coda is SS		7	7	100%
Base coda is LL		30	30	100%
Base coda is X	4		4	0%
Base ends in E	6		6	0%
Base Rime = 3	64	4	68	0%

Table 2-C I hear a short vowel in the first syllable. I hear 2 consonant sounds between syllables. I DO NOT hear Inflectional suffix endings (s, er, ing, ed)				
Key Patterns	Consonant Rule			
short - suffix	Single	Twin	Total	% Twin
short 2	1571	28	1599	2%
Base ends in LE		103	103	100%

Table 2-D I hear a short vowel in the first syllable. I hear two consonant sounds between syllables. I hear Inflectional suffix endings (s, er, ing, ed) cat Base Rime = at (length of 2) Base coda = t (last consonants)				
Key Patterns	Consonant Rule			
short - suffix	Single	Twin	Total	% Twin
Base word + er	128		128	1%
No Base + er	122		122	0%
Base ending LE + er	6	27	33	82%

Table 2-E I hear a short vowel in the first syllable. I hear 3 consonant sounds between syllables. or I hear 4 consonant sounds between syllables.				
Key Patterns	Consonant Rule			
short - suffix	Single	Twin	Total	% Twin
short 3	469	1	470	0%
short 4	25		25	0%

Table 2-A indicates that only 41% of words having a short vowel sound preceding the consonant in the second syllable is doubled. However, further analysis illustrates that some letters, such as “s” has a higher probability (69%) than does the “v” (2%).

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Utilizing the tables in “When Do You Double” relies primarily on a “speech-to-print” strategy to determine the orthographic pattern for encoding. As indicated in the tables, doubling or not doubling middle consonants in words having a short or schwa sound in the first syllable during encoding activities requires stronger activities in building orthographic memory.

Table 2-A’s primary concept encompasses the linguist strategy in “hearing only one consonant”. The strategy for addressing the decoding of words with doubled consonants will be addressed in the 5 Finger Syllables and SPORGLE tool section.

As a side note, not all words with the double “cc” will be found in Table 2-A. Nine words such as account and access are found in Table 2-C under Twin. Further complicating the encoding of words.

Schwa and Short U Based Wordlists

Schwa and Short U Based Wordlists
What Vowels Make the
Short u or Schwa (ə) Sound?



2 syllable words:
1st Syllable 299 - vowel is short u or schwa
2nd Syllable 825 - vowel is short u or schwa

3 syllable words:
1st Syllable 341 - vowel is short u or schwa
2nd Syllable 905 - vowel is short u or schwa
3rd Syllable 993 - vowel is short u or schwa

Interactive Tool
Create Wordlists


As a student transitions to polysyllabic words, the schwa becomes a dominant new vowel sound/spelling pattern. This tool creates explicit wordlists to practice the schwa vowel sound in multiple positions for two and three syllable words. As indicated in the title's infographic, the schwa is most prevalent in the last syllable of both two and three syllable words. For three syllable words, the schwa is also prevalent in the middle or 2nd syllable.

Since the short u sound is so close to the schwa sound, the two vowel sounds are grouped together, as indicated in the following infographic.

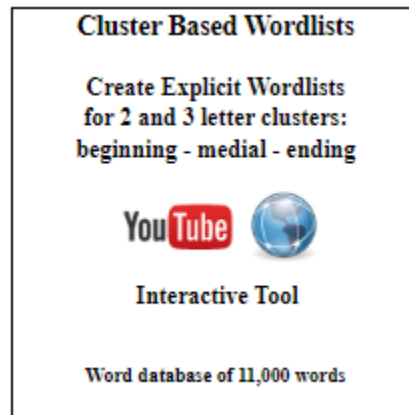
[YouTube](#)

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1st Syllable		Last Syllable		First Syllable		Middle Syllable		Last Syllable	
Printed	Short u SCHWA	Printed	Short u SCHWA	Printed	Short u SCHWA	Printed	Short u SCHWA	Printed	Short u SCHWA
a	25	a	95	a	29	a	209	a	43
Beginning - a	110	a - Ending	16	Beginning - a	85	ai	5	a - Final	13
Beginning - e	1	ai	6	Beginning - e	1	e	155	e	36
Beginning - o	11	e	142	Beginning - o	9	ea	1	i	38
Beginning - u	55	ei	1	Beginning - u	120	i	265	ian	4
e	24	i	47	e	24	ia	2	ion	219
i	5	ion	43	i	5	ie	2	l - al	50
o	109	l - al	44	o	142	ion	8	l - el	2
ou	12	l - el	26	ou	3	ious	2	l - ful	9
u	176	l - ful	15	u	94	le - compound	30	l - il	1
Grand Total	528	l - il	8	y	1	o	146	l - le	114
		l - le	178	Grand Total	513	ou	3	l - ol	1
		l - ol	3			u	156	ns - ance	84
		ns - ance	21			ui	1	ns - ence	69
		ns - ence	15			y	2	nt - a	31
		ns - ince	1			Grand Total	987	nt - e	151
		o	77					o	18
		oi	1					s - as	1
		ou	2					s - eous	2
		s - ace	3					s - ess	23
		s - ass	1					s - ious	26
		s - ess	35					s - ous	47
		s - ice	7					u	23
		s - is	5					y	1
		s - ise	1					Grand Total	1008
		s - ous	17						
		s - us	12						
		thm	1						
		u	58						
		ui	1						
		oo	1						
		Grand Total	883						

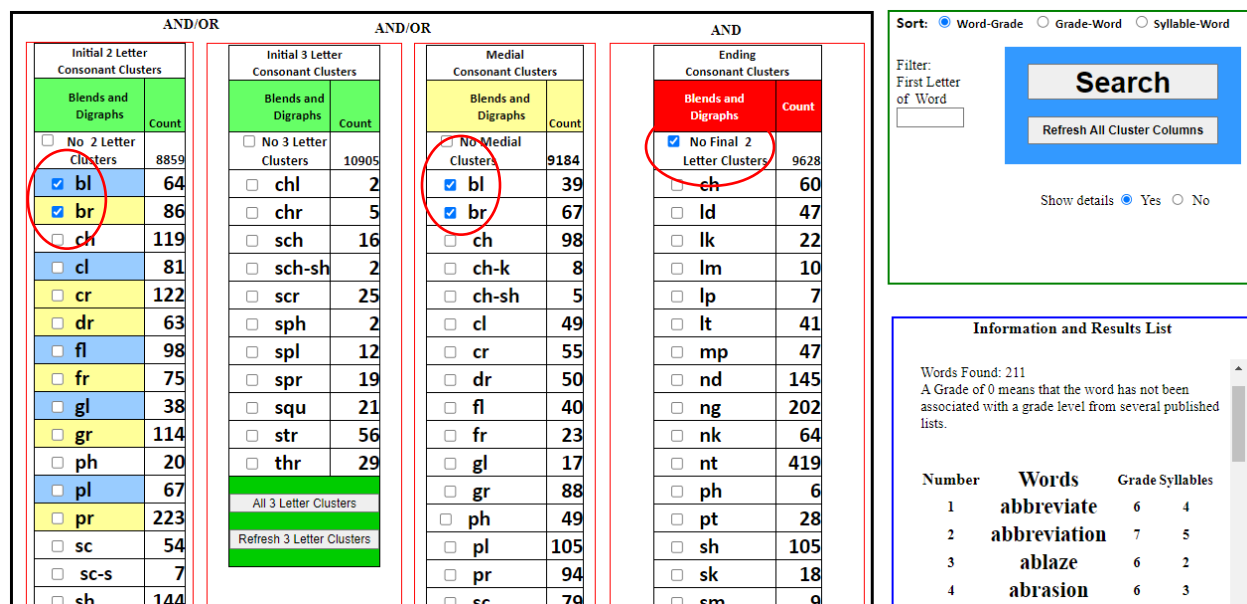
The above infographic illustrates the different locations and spellings of the schwa. To create a wordlist, just click on the number of words associated with the pattern. As with the previous tool, you can sort and select No details to copy elsewhere.

Cluster Based Wordlists



This tool was developed at the request of Dr. Heidi Harbers, SLP. Dr. Harbers recently retired from Illinois State University's Communication Sciences and Disorders Department. Over the years, I have worked with Dr. Harbers' graduate students for different aspects of various tools. During her summer graduate class, the students were required to develop wordlists with various clusters. Prior to using this tool, the students usually purchased a textbook for approximately \$90. In 2018, we made a presentation at the annual ISHA, Illinois Hearing and Speech Association, Conference in Chicago.

The following infographic illustrates that selecting the "bl/br" clusters in the initial and medial syllables generates a list of 211 words. The list can be sorted on three fields, filtered on first letter, and exclude details to allow copying to another tool.



The interface shows four columns of cluster selection options, each with a table of blends and digraphs and their counts. The 'bl' and 'br' clusters are selected in the 'Initial 2 Letter Consonant Clusters' and 'Medial Consonant Clusters' tables. The 'Ending Consonant Clusters' table is also visible. A search bar and filter options are on the right. Below the search bar is a table of results.

Initial 2 Letter Consonant Clusters	Initial 3 Letter Consonant Clusters	Medial Consonant Clusters	Ending Consonant Clusters																																																																																																																																										
<table border="1"><thead><tr><th>Blends and Digraphs</th><th>Count</th></tr></thead><tbody><tr><td>☐ No 2 Letter Clusters</td><td>8859</td></tr><tr><td>☒ bl</td><td>64</td></tr><tr><td>☒ br</td><td>86</td></tr><tr><td>☐ ch</td><td>119</td></tr><tr><td>☐ cl</td><td>81</td></tr><tr><td>☐ cr</td><td>122</td></tr><tr><td>☐ dr</td><td>63</td></tr><tr><td>☐ fl</td><td>98</td></tr><tr><td>☐ fr</td><td>75</td></tr><tr><td>☐ gl</td><td>38</td></tr><tr><td>☐ gr</td><td>114</td></tr><tr><td>☐ ph</td><td>20</td></tr><tr><td>☐ pl</td><td>67</td></tr><tr><td>☐ pr</td><td>223</td></tr><tr><td>☐ sc</td><td>54</td></tr><tr><td>☐ sc-s</td><td>7</td></tr><tr><td>☐ sh</td><td>144</td></tr></tbody></table>	Blends and Digraphs	Count	☐ No 2 Letter Clusters	8859	☒ bl	64	☒ br	86	☐ ch	119	☐ cl	81	☐ cr	122	☐ dr	63	☐ fl	98	☐ fr	75	☐ gl	38	☐ gr	114	☐ ph	20	☐ pl	67	☐ pr	223	☐ sc	54	☐ sc-s	7	☐ sh	144	<table border="1"><thead><tr><th>Blends and Digraphs</th><th>Count</th></tr></thead><tbody><tr><td>☐ No 3 Letter Clusters</td><td>10905</td></tr><tr><td>☐ chl</td><td>2</td></tr><tr><td>☐ chr</td><td>5</td></tr><tr><td>☐ sch</td><td>16</td></tr><tr><td>☐ sch-sh</td><td>2</td></tr><tr><td>☐ scr</td><td>25</td></tr><tr><td>☐ sph</td><td>2</td></tr><tr><td>☐ spl</td><td>12</td></tr><tr><td>☐ spr</td><td>19</td></tr><tr><td>☐ squ</td><td>21</td></tr><tr><td>☐ str</td><td>56</td></tr><tr><td>☐ thr</td><td>29</td></tr><tr><td colspan="2">All 3 Letter Clusters</td></tr><tr><td colspan="2">Refresh 3 Letter Clusters</td></tr></tbody></table>	Blends and Digraphs	Count	☐ No 3 Letter Clusters	10905	☐ chl	2	☐ chr	5	☐ sch	16	☐ sch-sh	2	☐ scr	25	☐ sph	2	☐ spl	12	☐ spr	19	☐ squ	21	☐ str	56	☐ thr	29	All 3 Letter Clusters		Refresh 3 Letter Clusters		<table border="1"><thead><tr><th>Blends and Digraphs</th><th>Count</th></tr></thead><tbody><tr><td>☐ No Medial Clusters</td><td>9184</td></tr><tr><td>☒ bl</td><td>39</td></tr><tr><td>☒ br</td><td>67</td></tr><tr><td>☐ ch</td><td>98</td></tr><tr><td>☐ ch-k</td><td>8</td></tr><tr><td>☐ ch-sh</td><td>5</td></tr><tr><td>☐ cl</td><td>49</td></tr><tr><td>☐ cr</td><td>55</td></tr><tr><td>☐ dr</td><td>50</td></tr><tr><td>☐ fl</td><td>40</td></tr><tr><td>☐ fr</td><td>23</td></tr><tr><td>☐ gl</td><td>17</td></tr><tr><td>☐ gr</td><td>88</td></tr><tr><td>☐ ph</td><td>49</td></tr><tr><td>☐ pl</td><td>105</td></tr><tr><td>☐ pr</td><td>94</td></tr><tr><td>☐ sc</td><td>79</td></tr></tbody></table>	Blends and Digraphs	Count	☐ No Medial Clusters	9184	☒ bl	39	☒ br	67	☐ ch	98	☐ ch-k	8	☐ ch-sh	5	☐ cl	49	☐ cr	55	☐ dr	50	☐ fl	40	☐ fr	23	☐ gl	17	☐ gr	88	☐ ph	49	☐ pl	105	☐ pr	94	☐ sc	79	<table border="1"><thead><tr><th>Blends and Digraphs</th><th>Count</th></tr></thead><tbody><tr><td>☒ No Final 2 Letter Clusters</td><td>9628</td></tr><tr><td>☐ ch</td><td>60</td></tr><tr><td>☐ ld</td><td>47</td></tr><tr><td>☐ lk</td><td>22</td></tr><tr><td>☐ lm</td><td>10</td></tr><tr><td>☐ lp</td><td>7</td></tr><tr><td>☐ lt</td><td>41</td></tr><tr><td>☐ mp</td><td>47</td></tr><tr><td>☐ nd</td><td>145</td></tr><tr><td>☐ ng</td><td>202</td></tr><tr><td>☐ nk</td><td>64</td></tr><tr><td>☐ nt</td><td>419</td></tr><tr><td>☐ ph</td><td>6</td></tr><tr><td>☐ pt</td><td>28</td></tr><tr><td>☐ sh</td><td>105</td></tr><tr><td>☐ sk</td><td>18</td></tr><tr><td>☐ sm</td><td>9</td></tr></tbody></table>	Blends and Digraphs	Count	☒ No Final 2 Letter Clusters	9628	☐ ch	60	☐ ld	47	☐ lk	22	☐ lm	10	☐ lp	7	☐ lt	41	☐ mp	47	☐ nd	145	☐ ng	202	☐ nk	64	☐ nt	419	☐ ph	6	☐ pt	28	☐ sh	105	☐ sk	18	☐ sm	9
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Sort: ☒ Word-Grade ☐ Grade-Word ☐ Syllable-Word

Filter: First Letter of Word

Search

Refresh All Cluster Columns

Show details ☒ Yes ☐ No

Information and Results List

Words Found: 211
A Grade of 0 means that the word has not been associated with a grade level from several published lists.

Number	Words	Grade	Syllables
1	abbreviate	6	4
2	abbreviation	7	5
3	ablaze	6	2
4	abrasion	6	3

[YouTube](#)

Chunking Multiple Syllable Words

Chunking Multiple Syllable Words

v | cv vc | cv vc | ccv vcc | ccv vccc | ccv

SPORGLE and 5 Finger Syllables:
Tips for chunking unknown words.

Rules and Vowel Matrix

Presents a single random word for a category, as well as a wordlist for selected category.

Interactive Tool
8,000 words

Creating a tool that assists a student in decoding a polysyllabic word has been challenging. Programming is a rules-based system. The most common programming logic rule pattern is “if this – then else”. As Moats (2010) summarizes in her book, *Speech to Print*, there is a significant difference between syllable chunks identified by literacy scholars and linguists (p. 51). For example, one of the six most common literacy scholars’ rule is that of the “Open Syllable”. An “Open Syllable” is usually recognized and chunked based on a “v-cv or v-ccv” pattern and the leading vowel would have the long vowel sound. Examples of “Open Syllables” are do-nut, pro-gram, and re-cent.

Moats, L. C. (2010). *Speech to Print, Language Essentials for Teacher* (2nd Edition). Baltimore: Paul H. Brookes Publishing Co.

Originally, I called the “Open Syllable” the “Donut Rule”. However, when I was working with students, I ran across many words that were in conflict with the “Open Syllable” rule such as: cabin; cadet; cadence; caution; ravish; ravine; and raven.

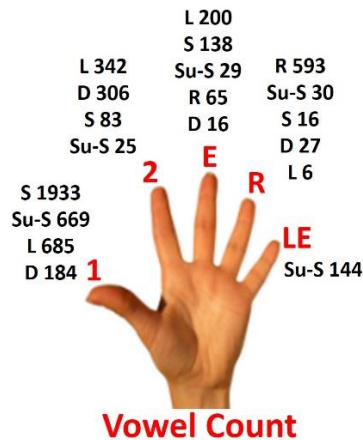
So, what am I as a “programmer” supposed to do to program all these exceptions and the battle between the literacy scholars and the linguists? **Well, I created my own chunking rules to create “5 Finger Syllables and SPORGLE”.** A new trend in “chunking” is “vowel flexing”. A leader in this trend is Dr. Devin Kearns. I have recently attended several of his webinars and reviewed several of his articles. It just so happens that my new system had incorporated “vowel flexing” but my system provides a consistent pattern for chunking that then applies a statistical approach to “vowel flexing”.

The biggest change was to make all vcv and vccv patterns Open Syllables (v-cv v-ccv). Further research indicated that my solution follows the linguist’s Maximum Onset Principle.

Discussion of tools within 3ClicksSpelling website

To best develop practice in the new “chunking” process and since most instruction trends from single syllable words to two syllable words, I focused on two syllable words. However, the pattern applies to other polysyllabic words.

The following infographics illustrate how the student’s hand can be a portable study aid. In this example, we want to work with two syllable words that have two consonants between the vowels that are not the same nor a blend (Non Twin). Using their hand, have them hold up two fingers. “Can you divide the two fingers”? Yes, for twins and non-twins, but not for blends or digraphs. Dividing three fingers always results in a blend/digraph in either the first or second syllable.



To carry on the concept that vowels are really important, the first activity is to mark the vowels in the word. In the following infographic, the random word selected is “indeed”. The student has clicked on the vowels and confirmed that all the vowels have been identified. The second activity is to count the number of consonants between the vowels (2: n and d). The row of fingers indicate that the vc-cv rule should be applied. The third activity would be to click on the arrow between the “n and d”. The student would then verify that all the syllables have been identified. When correct, the identified syllables alternate between green and blue.

Discussion of tools within 3ClicksSpelling website

1. Click on the **vowels (v)** and count the **consonants (c)** between the vowels: SPORGLER : v c e t c v v r t v c l e

v ↑ v v ↑ c v v c ↑ c v v t ↑ c v v c c ↑ c v v c c t c v v c c c c v v c c c t c v v c c c c c v v c c c t c v

2. Click on the ↑ to cut the chunk. **3.** Repeat 1 and 2, if necessary for longer words. **4.** Check your work ✓

L 200	S 138
L 342	D 306
S 83	R 65
Su-S 25	D 16
S 1933	Su-S 669
L 685	D 184

Vowel Count

indeed

Click Dictionary to Lookup Word

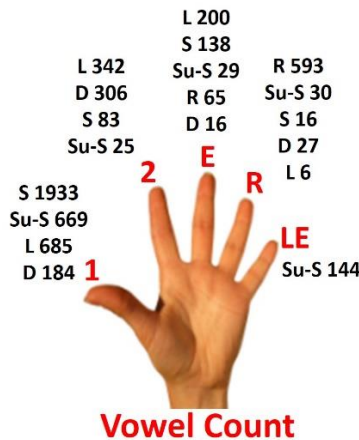
www.merriam-webster.com

Try Vowel Sound Sequence
for Number of Vowels in Syllable ==>

Vowels: a e i o u Sometimes r w y Click on Shuffle, Syllable # or Tier # to select a New Word.

															✓ vowels
i	n	d	e	e	d										
↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	✓ chunks

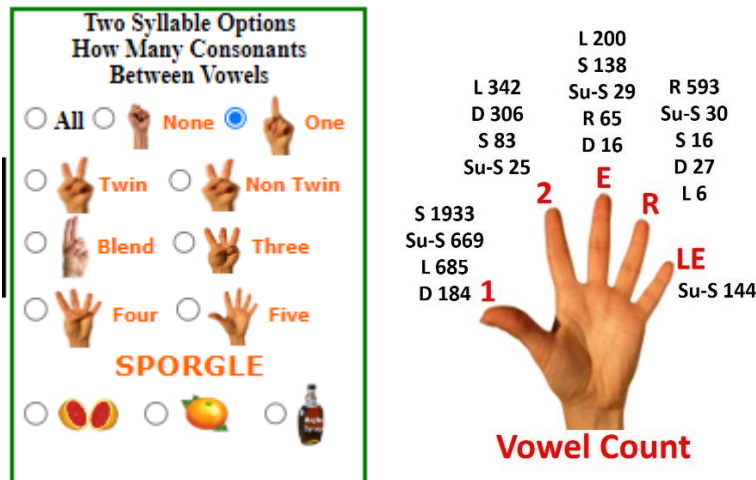
Now that the syllables have been identified, the sound of the first vowel must be determined. Using the following infographic for the “Try Vowel Sequence for Number of Vowels in Syllable”, the vowel sound to try for the first vowel would be the “short” sound for the “i”.



Notice that the short sound for one vowel has the highest frequency (1933). Therefore, one can make a statistical rule that if there is only one vowel in the syllable, the highest probability is short. If that doesn't work, try the "short u" or schwa sound next, then the long sound and finally the diphthong sound.

How would this apply to the “Open Syllable” controversy? Let’s look at the 1 Finger Rule.

Discussion of tools within 3ClicksSpelling website



As indicated in the following infographic, the random word selected is “widow”. Notice that all of the vowels are marked, including the “w” as part of the “ow” vowel team. There is only one vowel in the first syllable. So, using the Vowel Count Infographic, the short vowel sound should be used first. As noted, the schwa would be the second sound to try, then the long sound. As indicated above, this is the new trend of “vowel flexing”. It just provides a statistical foundation for what sequence to try.

This is in direct conflict with the literacy scholars approach. The word “widow” would be divided as wid-ow. Even [Dictionary.com](https://www.dictionary.com) utilizes the literacy scholars approach in both their phonetic respelling and IPA (International Phonetic Alphabet) representations. However, when clicking on the sound icon, it is pronounced utilizing the linguistic approach. That is, the single intervocalic consonant sound /d/ is enunciated in the second syllable – Maximum Onset Principle.

Research discusses the effects of “slow speech” and “rapid speech”. Try saying “wid-ow” slowly then fast, vs. saying “wi-dow” slowly then fast. **Vcv – using maximum onset principle, all vcv (1 Finger) and vccv (2 Blend Fingers) create the open vowel and vowel flexing is utilized, based on the number of vowels in the first syllable.**

1. Click on the **vowels (v)** and count the **consonants (c)** between the vowels:

SPORGLE: S P C R G L E
 Vowels: O, A, U, I, E, Y
 Consonant counts: 1 (S-P), 1 (P-C), 1 (C-R), 1 (R-G), 1 (G-L), 1 (L-E)
 Total consonants: 6

2. Click on the ↑ to cut the chunk.

3. Repeat 1 and 2, if necessary for longer words. 4. Check your work!

Click Dictionary to Lookup Word

Try Vowel Sound Sequence for Number of Vowels in Syllable ==>

Vowels: a e i o u Sometimes r w y

Click on Shuffle, Syllable # or Tier # to select a New Word.

Vowel Count

L 200	S 138	R 593
L 342	Su-S 239	Su-S 30
D 306	R 65	S 16
S 83	D 16	D 27
Su-S 25		L 6
	S 1933	
	Su-S 669	
	L 685	
	D 184	

In order to develop explicit skills for prefixes, suffixes, R Controlled vowels, compound words and words ending in “le”, I created the mnemonic of SPORGLE.

- When I introduced SPORGLE to my students, they loved the word and how it sounds. When working on words, I would ask “did you SPORGLE it”? When working in groups, the students would challenge each other by saying “did you SPORGLE it”?

When the intervocalic consonants are “Twins”, such as in rabbit, the Twin rule will chunk it as **rab|bit**. This shows that in “slow speech” while decoding, the /b/ is pronounced in both syllables. However, in “fast or normal speech”, only one /b/ is pronounced. In the decoding process, the 5 Finger Syllables tool will blend the literacy scholar and the linguist strategies.

Discussion of tools within 3ClicksSpelling website

The literacy scholar strategy for double consonants is to divide them in half, e.g. rabbit would be rab-bit. The linguist strategy would be ra-bbit. Earlier, I mentioned “slow speech” and “rapid speech”. This effect also influences how to decode words with double consonants. The following infographic illustrates that the syllable divide incorporates the literacy scholar strategy by separating the double consonants but incorporates the linguist strategy by showing that the first consonant is not spoken by using a cross out indicator as the two syllables are rapidly blended.

Using the Twin finger selection will provide explicit practice in this new strategy. Just selecting Twin and Tier 1 provides 193 practice opportunities.

rabbit

Click Dictionary to Lookup Word




Try Vowel Sound Sequence
for Number of Vowels in Syllable ==>

S 1933
Su-S 669
L 685
D 184 **1**



Vowel Count

Vowels: a e i o u Sometimes r w y

Click on Shuffle, Syllable # or Tier # to select a New Word.

																	 vowels
r	a	b	b	i	t												
	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	 chunks
			↑														

Discussion of tools within 3ClicksSpelling website

There are many ways to create explicit wordlists to practice a syllabication targeted skill.

YouTube

- Use the predetermined radio buttons for the number of syllables and the Tier levels. Rather than using nonsense words, use a higher Tier. Creates a vocabulary learning opportunity.
- Narrow the list by focusing on the initial letter.
- Use the dropdown selections for prefix and suffix. They can be used in combination.
- Create your own focused lists in a spreadsheet and paste it in the Create Your Own List section. If the student stumbles on just a few words when reading the list, copy an individual word into the Single word section to practice. Then use the shuffle for the entire list. This is a good way to introduce subject related words, such as math, science, medical, etc....
- Type in your words “on the fly”.
- Use the previously discussed wordlist generating tools. Just select Details – No to create just the list of words before copying.

There are several ways to display and/or “fun it up”.

- Each student/team uses a computer device.
- Use a SmartBoard to demonstrate.
- Using the details for the list, have the “Giving” team select a number between 1 and the highest number on the list. The “Receiving” team copies the word into the Single Word section. Use a countdown stopwatch from 60 seconds. The timed result would require all of the vowels marked, the “green/blue” segmentation displayed and the pronunciation of the word. You could add bonus points for a definition/sentence.