Gmail

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Moats Test 2

1 message

Dick Briggs <dickbriggs67@gmail.com> Wed, Apr 24, 2019 at 10:29 AM
To: Dick Briggs <DickBriggs67@gmail.com>

Dear Dr. Moats,

I recently purchased your *Speech to Print* (2nd Edition) and have really enjoyed reading it. It reinforces many concepts that I have incorporated in my FREE website, 3ClicksSpelling.com. I was a Learning Disabilities teacher in the 1970's with a major emphasis on text to speech strategies. I left education in 1979 to work with computers at State Farm Insurance. After retiring in 2007, I became a volunteer tutor at my two granddaughters' K-5 school.

During my tutoring experience, I developed web-based and printable tools for my students. I initially focused on decoding but started integrating encoding after I had difficulty reading a Christmas card one of my 2nd graders gave me. At that time, I became aware of speech to print strategies. I joined SPELL-Links, as a passive observer, and joined the local Speech and Hearing Association. This last February, two other members of the local group joined me in a joint presentation to the Illinois Speech and Hearing Association (ISHA) 19th Annual Conference. The topic was focused on how to adapt my website for SLP activities.

My primary purpose for contacting you is to discuss a difference in our working with "vcv" open vs. closed syllable rules. When I first started developing my materials and strategies, I was aligned with the strategy of starting with the open syllable v-cv pattern with the open vowel being long. In fact, I use to call this the "donut" rule. Likewise, I referred to vc-cv patterns as the "muffin" rule.

However, as I began to notice the influence of the schwa sound, I started an in-depth review of my wordlists and found a Catch 22. This short YouTube will summarize the Catch 22 problem and a possible solution. This video also reinforces your statement on page 103,

> "The syllable chunks that students can learn to identify in print are a contrivance of scholars – a tool for attacking longer unknown words – but they do not correspond directly to the natural syllable breaks in speech."

As you can see, my statistical analysis in the video regarding the percentage of the long vowel sound (47%) is significantly different than your 75% reported on pages 106 and 107. Seeing such a significant difference, I decided to review my analytical process. Since it had been several years since my first analysis and I may have selected a biased sub-list of words, I started from scratch.

Following is a summary of my new analysis for two and three syllable words. I can provide a detailed description of the database and filtering process in a later communication, if you are interested. The new analysis still supports my recommended strategy of creating the Open Syllable pattern and trying the short, short u/schwa sound first, then the long sound.