Welcome to a Guided Tour of *WordSpring*™
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This guide describes Lexia Institute's *WordSpring* software through a series of screen displays that represent how a teacher might use it. While the tour is brief, we hope it contains enough detail to help you determine whether *WordSpring* meets your teaching needs.

WordSpring is a comprehensive word list resource for teaching decoding, spelling, fluency, and vocabulary. Teachers will find benefits from *WordSpring*, regardless of teaching methodology and curriculum. Word lists can be quickly created, arranged, and modified with just a few simple key strokes. The comprehensiveness of the lists makes them useful for students of all ages and skill levels. The flexibility of the program leaves usage discretion to the individuality and creativity of the user.

Although *WordSpring* contains a large amount of information, the interface to it requires knowledge of only a few operations to reach the level of an expert user. People who have stopped by our booth at the *International Dyslexia Association* exhibitions demonstrate impressive facility after only a few minutes of observing.[1] One of our great satisfactions is to yield the "demo seat" to a new user who then invites her colleagues over to show them the program herself. After reading this document, you might also call over a colleague to give them a virtual demo. Better yet, we hope you will order a copy of *WordSpring* for yourself and give live demos.

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[1] Gail Venable, one of our users, writes: "I decided to start out by not consulting the manual and seeing how intuitive the program was. And the answer is, of course, that it's very simple and intuitive to use for getting to the lists and selecting the words (love that 10% feature!).

Your first view

When you open the *WordSpring* application, the panel in Fig. 1 below appears.[2] You may be pleased to read that essentially all the program's features are contained in this panel. So once we deal with each screen element, you will have a good understanding of the whole program.

The first thing to notice is the list of items in the Categories window. *WordSpring's* comprehensive word lists are organized into 24 word-pattern categories for teaching decoding, spelling, fluency, and vocabulary. The categories begin with one-syllable short words in a closed syllable and expand in complexity to include multi-syllable words requiring syllabification and accenting. The comprehensiveness of the lists makes them useful for students of all ages and skill levels. Before examining the rest of the panel, let us look more deeply at the categories to gain a sense of *WordSpring's* scope.
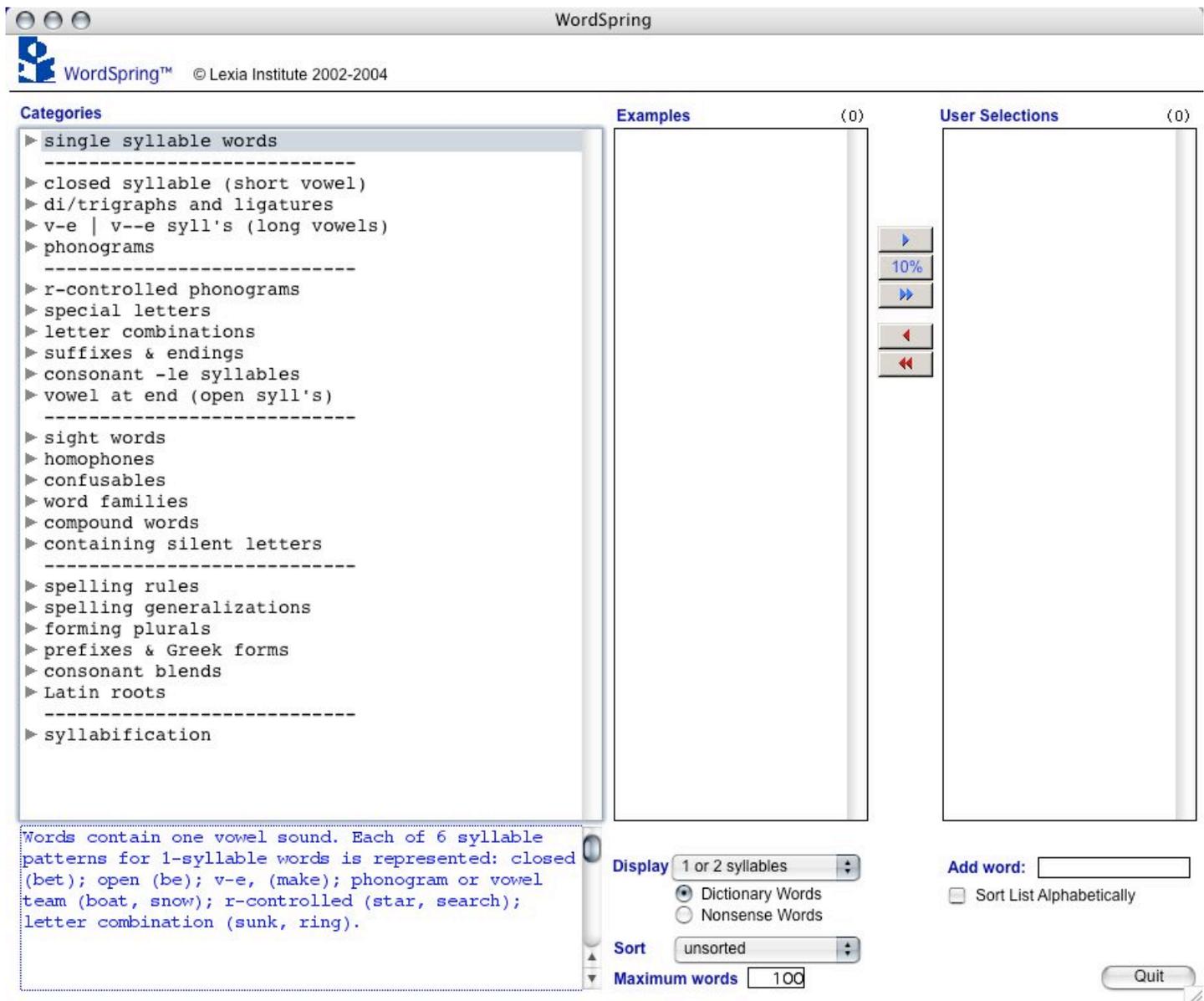
Fig. 1. Opening Screen

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[2] This and other screenshots in this document were made on an Apple Macintosh®. The program version for Microsoft Windows® is similar.

The subcategories

WordSpring categories contain over 430 subcategories, each tied to its parent category. (see Appendix A). Both categories and subcategories offer definitions, teaching tips, and other notes supporting literary instruction. Below in Fig. 2 we have expanded the *r-controlled phonogram* category. Notice the list of subcategories, delineated by a

Fig. 2. r-controlled phonograms category

grapheme/phoneme pairing. Some teachers find just the collection and organization of such subcategory lists to be helpful.

In the following Fig. 3, the "ar" sounded as ər (schwa-r) is selected. The keyword "dollar" is presented, along with the observation that this case often applies when the "ar" follows the letter "l", and a teaching tip suggesting that this subcategory be taught after the easier words like "star" but before harder words like "carry".

When you select a subcategory, *WordSpring* automatically presents a list of examples for that selection in the Examples window. The number of examples displayed is the minimum of the number available in the database and the user selected display limit. In some cases, a list may have thousands of entries. To keep lists manageable, a user can opt to limit the number displayed, say to 100, as below. When there are more words available than the display limit, *WordSpring* will display a random sample of them. Each click of the subcategory brings up another random sample.
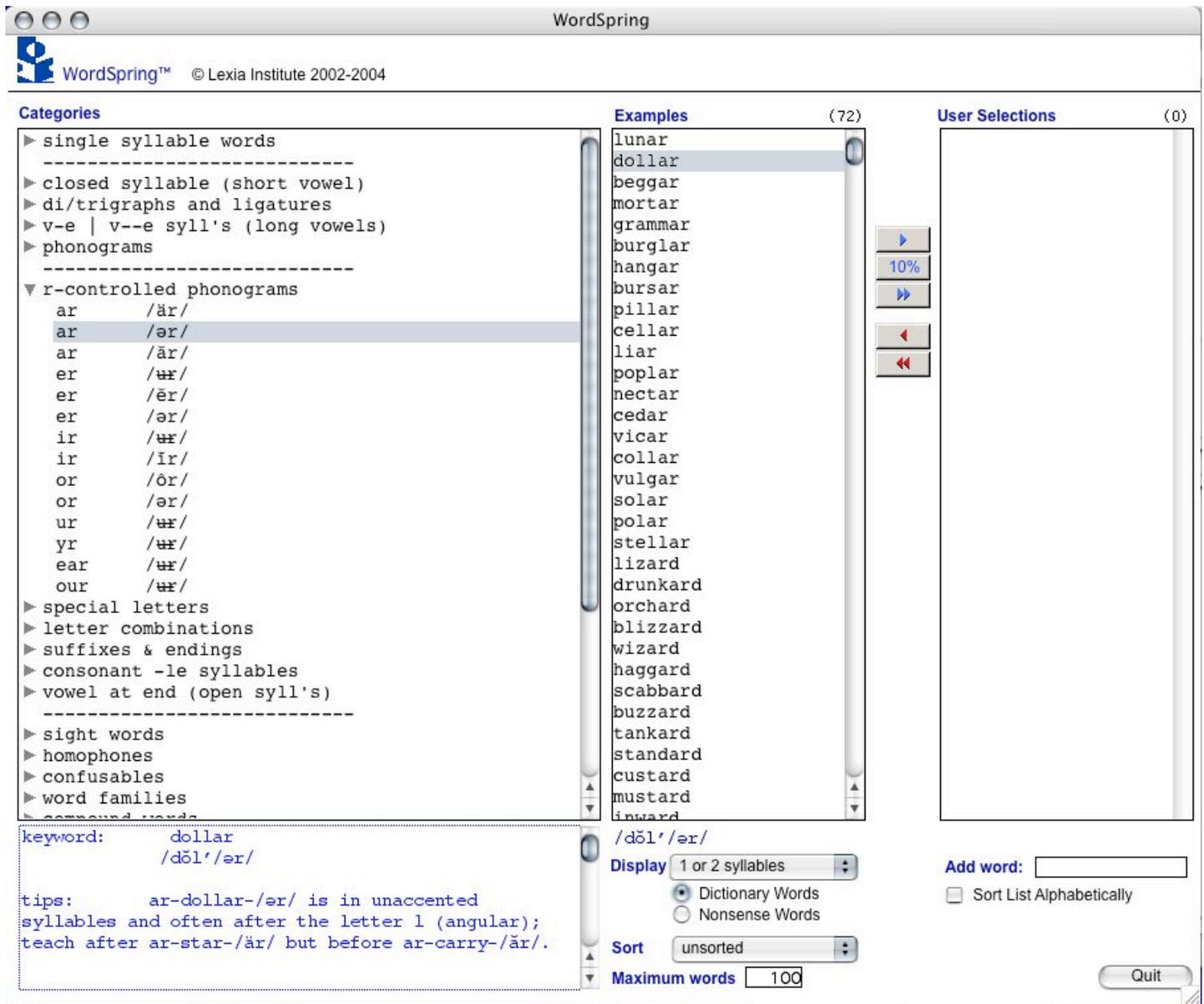
Fig. 3. "ar" as schwa-r

Expanding the Categories

The Categories in *WordSpring* have subcategories. You can expose each set of subcategories simply by clicking on the arrow indicator alongside the category you want to examine. For example, Fig. 4 shows the first few dozen subcategories for phonograms. There are currently 44 subcategories for phonograms. Where a grapheme has several pronunciations, each of the pronunciations is shown, as the case for "ea" in Fig. 4.
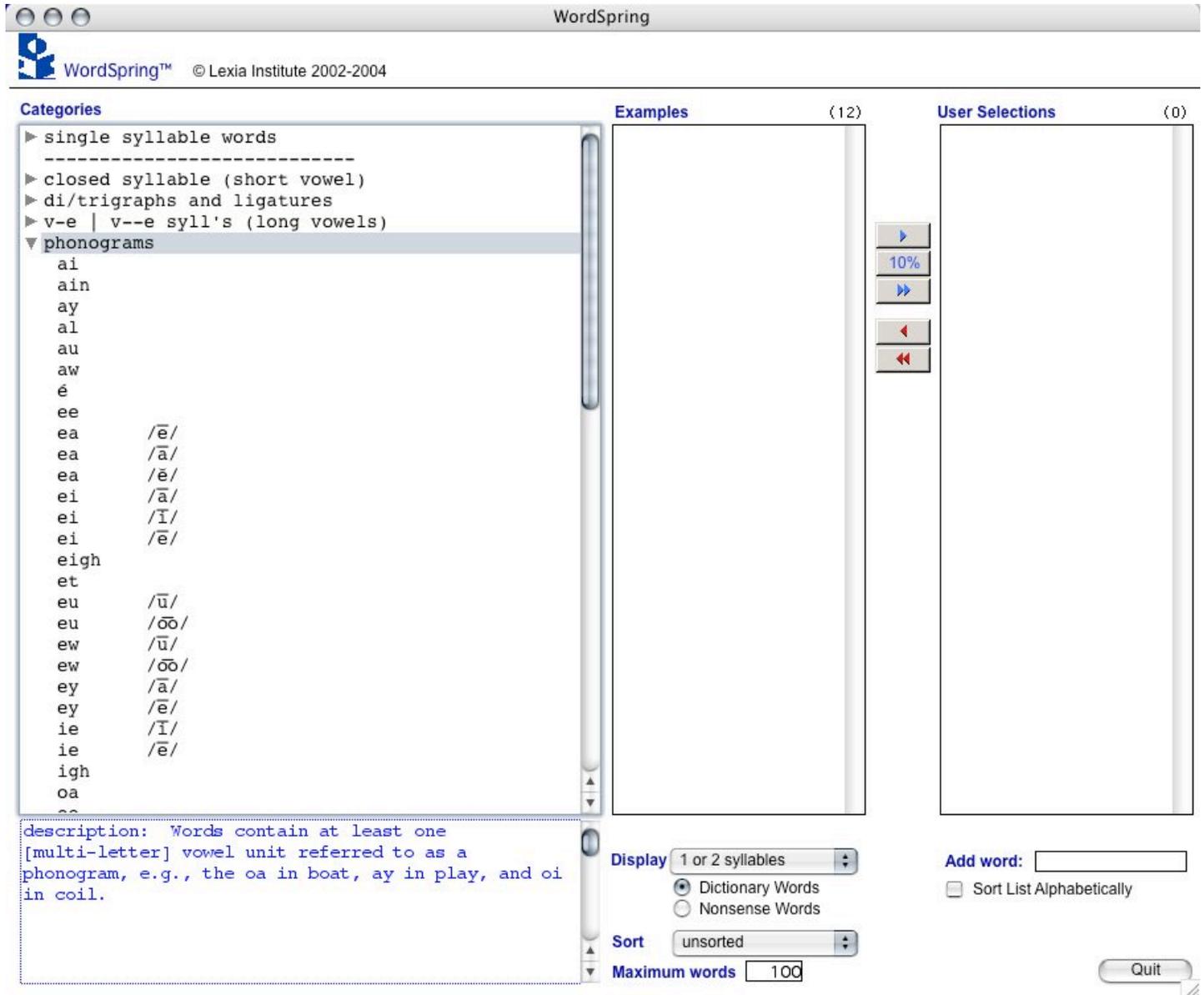
Fig. 4. (partial) phonograms list

Bringing up Examples

We could scroll down to see the entries lower in the phonograms list. For now, however, let us select "ea" with the pronunciation /ĕ/ (short-e) and look at words of 1 or 2 syllables. Clicking on that item brings up the following screen:
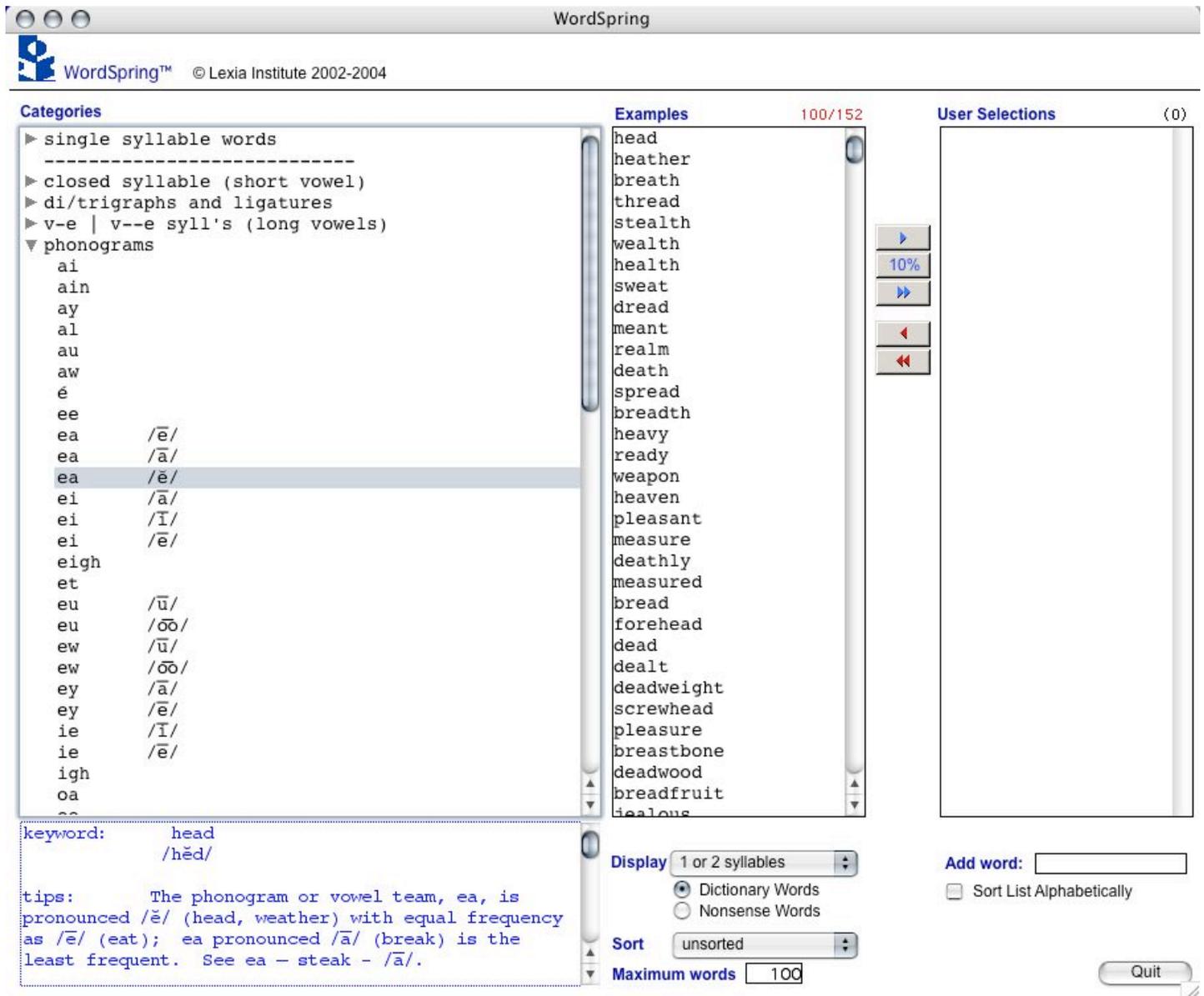
Fig. 5. A long list is truncated.

The important points to note in Fig. 5 above are:
- A list of words has appeared in the window named Examples. Above the list you can see that a randomly selected 100 words out of a possible 152 have been displayed.[3] Each of the words contains the phonogram "ea" with the desired phoneme.
- Below the list you see the default display settings, namely, 1 or 2 syllables, dictionary words, unsorted. You can also see where you can change the default for the maximum number of displayed words.
- Below the Categories window you can find information helpful for teaching "ea" sounded as /íe/.

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[3] There are currently 181 "ea" as /ĕ/ words in the database, of which 152 are 1- or 2- syllable words. Only 100 of the 1- or 2-syllable words are displayed, according to the user's selection for "Maximum words".

Fig. 6 shows the result first of closing the phonogram category, then opening the category for closed syllables (short vowels), and selecting "e". The user choice below the Examples window has been set for "cvc". This results in a sorting of the 100 displayed words (of 143 for "e" as /ĕ/) in "c-v-c" order.[4]
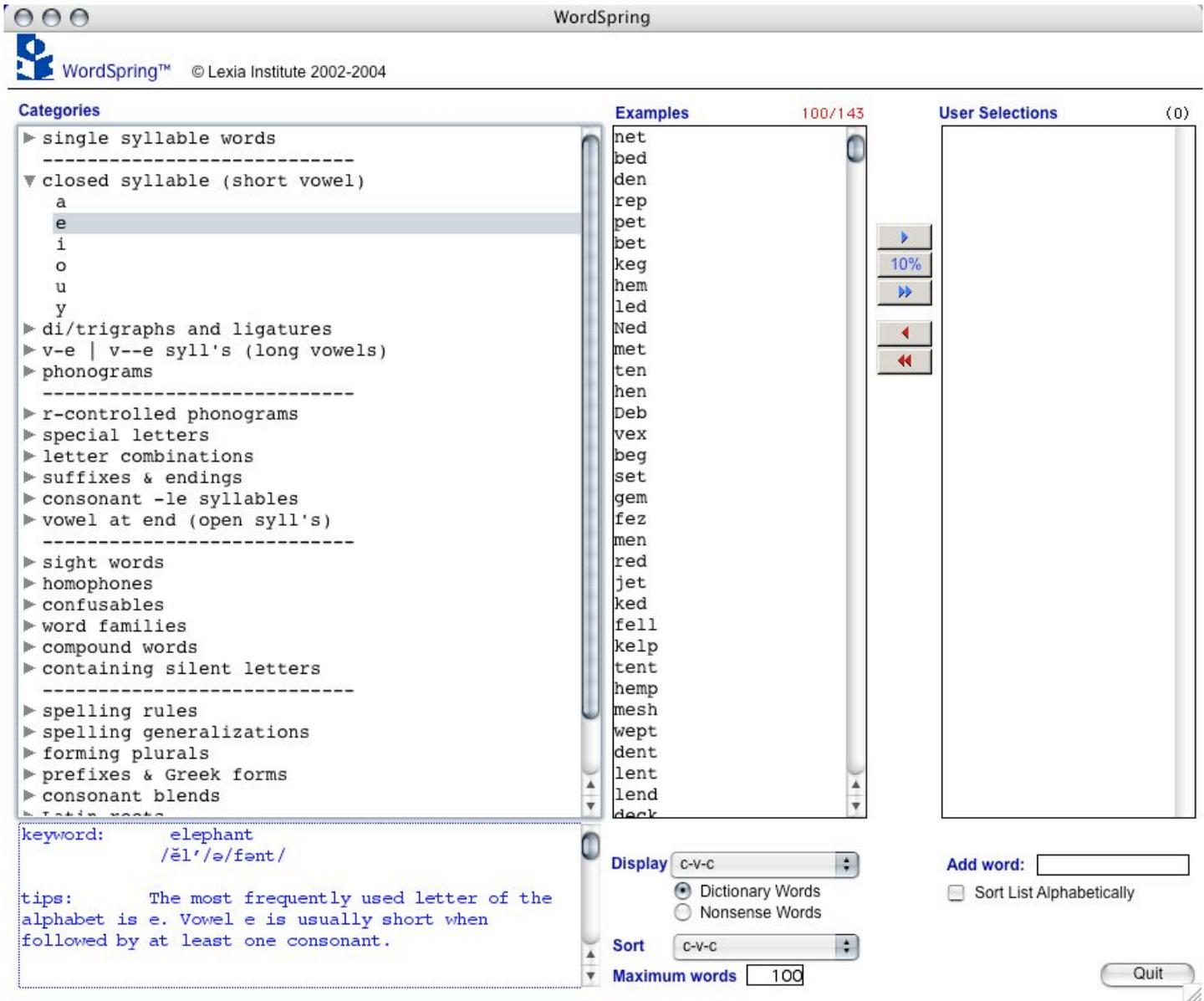
Fig. 6. Short e words in c-v-c order

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[4] c-v-c stands for "consonant-vowel-consonant". The specific *c-v-c* order in *WordSpring* is: cvc, cvcc, ccvc, ccvcc, cccvcc, cccvccc.

Making Selections

Let us start here to create some selections for our lesson. Fig. 7 below shows the 8 words picked for our User Selections window.[5] Words put in the User Selections window can be printed or saved for use in our lesson. Notice also that below the User Selections window is the pronunciation for the word selected above. This feature is also available for the Examples window.
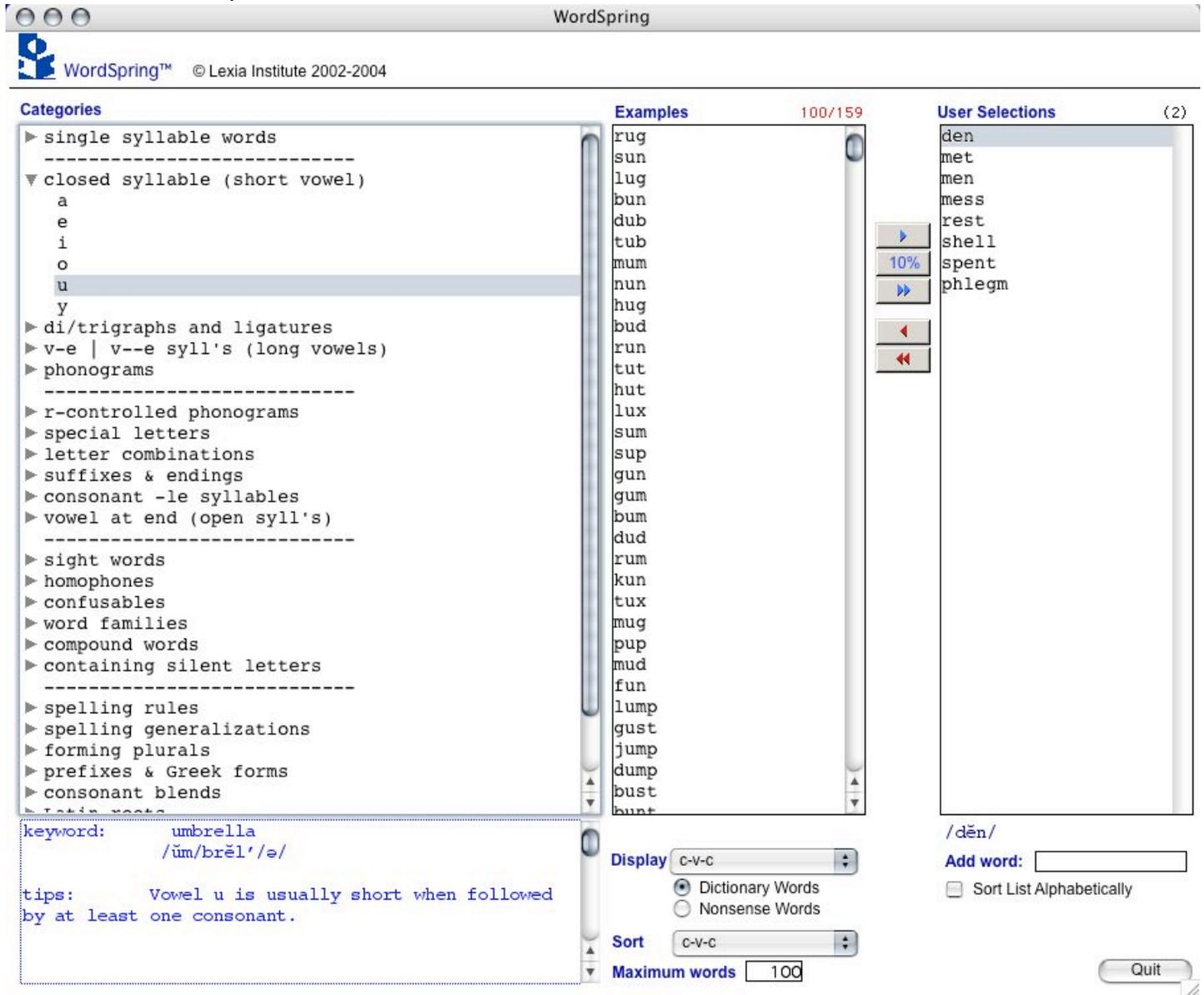
Fig. 7. Selecting words from the list of examples is very easy

Each of the 8 selected words shown in User Selections was easily moved from the Examples window to Selections simply by double-clicking it. Alternatively you could choose to use the button arrows, or even hold down the mouse button and drag the word to where you want it. Aside from the 10% button[6] the buttons more likely to be used are the

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[5] After each selection, the word count in the remaining Examples list is reduced.

[6] When Gail Venable writes: "I love that 10% feature.", she is referring to the 10% button. Pressing that automatically moves 10% of the Examples into the User Selections window.

two red ones; they remove *one* or *all* words, respectively, from the Selections window. (Yes, removed words go back into the Examples window if that was their source.) In the Selections window you can choose to drag a word up or down to reorder the selected words or check the box to sort words alphabetically. Also you can type directly into Add Word or drag a word from Examples or Selections to the Add Word box, e.g., to add a suffix. Hit "tab" to add it to Selections, and drag to your desired location. In fact, you can drag a word to the Add Word box from Examples or Selections, modify it there, and move the result to the Selections list.

To reach Fig. 8 below, first we removed all user selections, and then changed the user preferences to show nonsense words for short-e. We next selected "fep". WordSpring 2.0 has over 2500 nonsense words for the following Categories: single syllable, short vowel, and long vowel words.
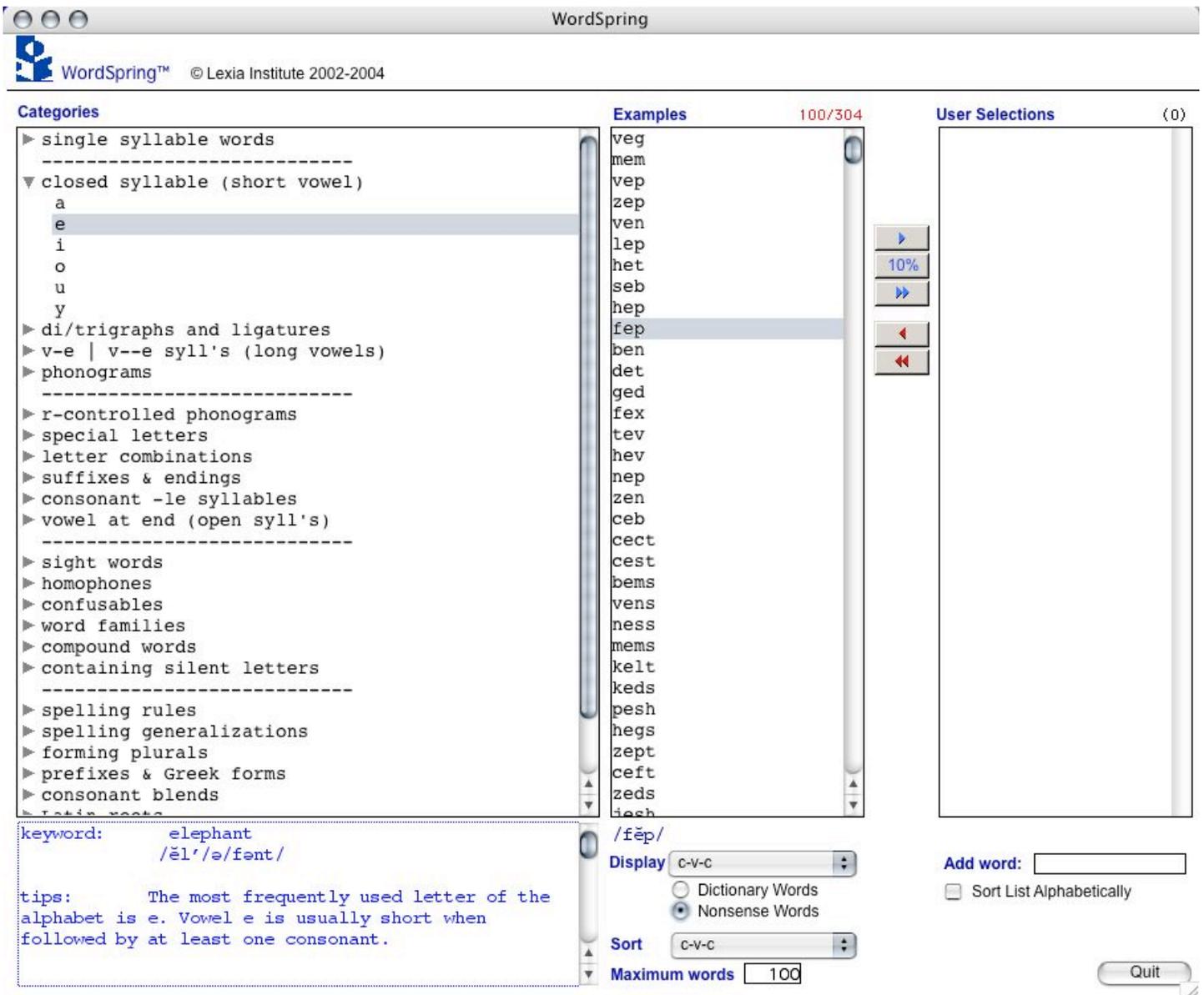
Fig. 8 WordSpring has nonsense words too

Printing your lists

Now let us move on to printing our lists. In short-e we selected a long list of words by clicking the 10% button 6 times. A few words were removed and "checkroom" was highlighted to reach the result illustrated in Fig. 9 below.
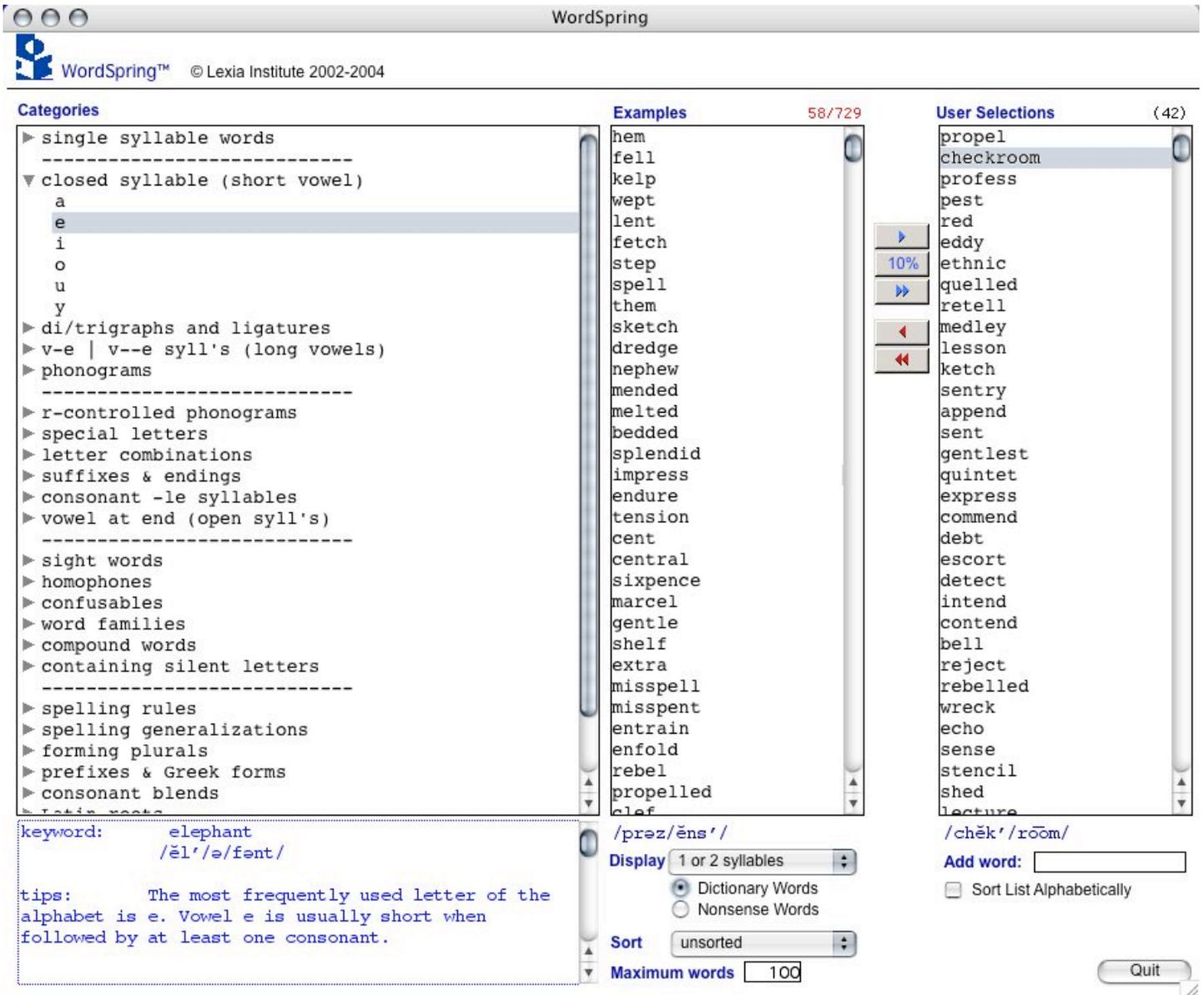
Fig. 9. Printing a long list

When we pull down the Printing menu and select "lists", the program presents the options shown in Fig. 10 below. These *built in* options are provided for your convenience. The first three offer varying font sizes for a 2 column presentation of the word and its pronunciation. The next 6 are for the words alone, in one column (middle three) or two column (last three) presentations.
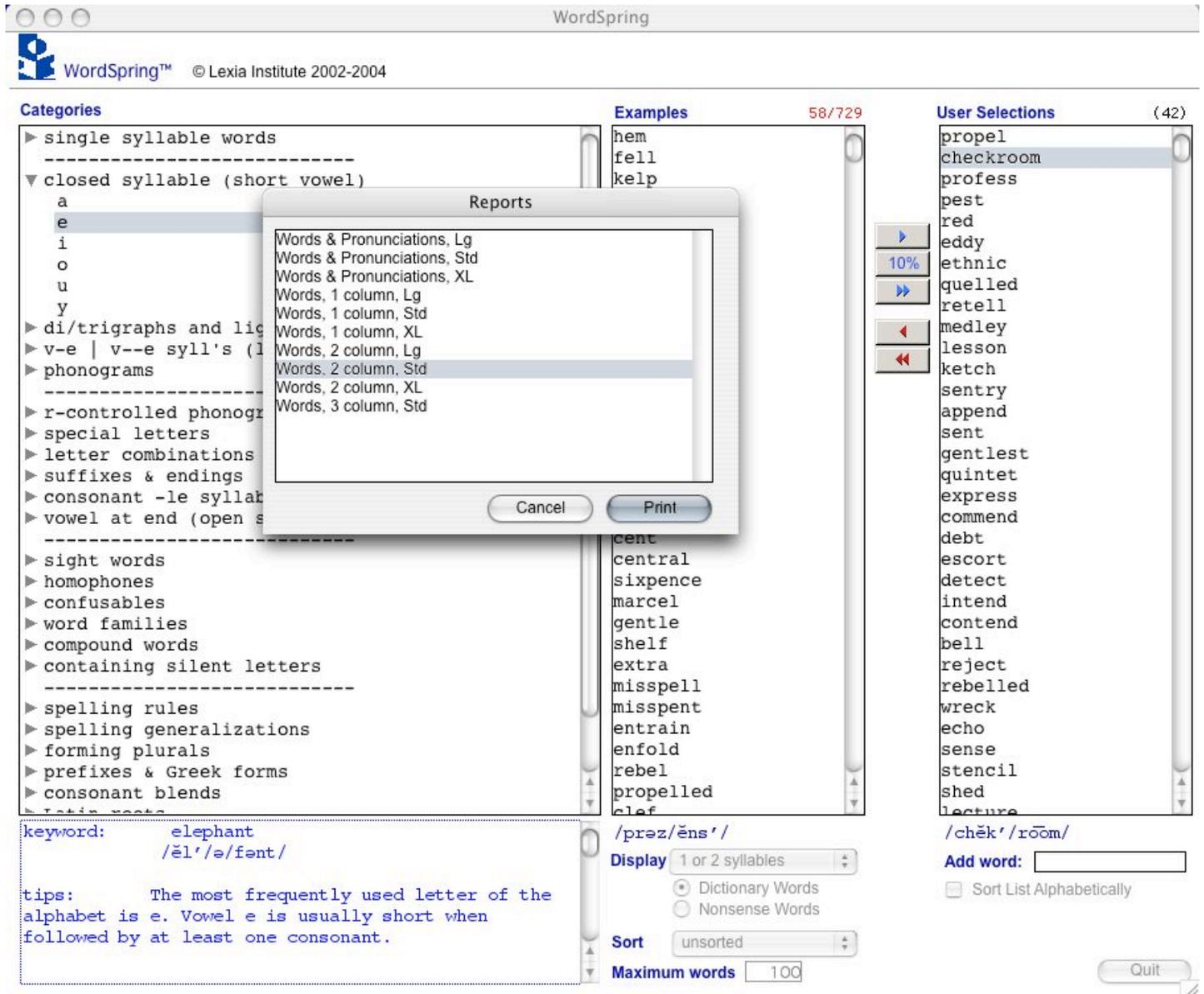
Fig. 10. Pre-defined printing formats for user convenience

Choose the option that displays the words only, in *Std* (standard) size font, in a two column presentation. Fig. 11 shows the results in Print Preview mode for the 40 words selected.[7]

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[7] The resolution in some Print Preview packages might not reflect the quality of the actual print output. We just use Print Preview here for our presentation.

propel	detect
checkroom	intend
profess	contend
pest	bell
red	reject
eddy	rebelled
ethnic	wreck
quelled	echo
retell	sense
medley	stencil
lesson	shed
ketch	lecture
sentry	paycheck
append	denim
sent	roadbed
gentlest	transcend
quintet	quench
express	gem
commend	mention
debt	embrace

☑ Soft Proof   (Cancel)   (Print)

Fig. 11. "Print Preview" for the selected words.

Had we chosen instead to see the pronunciations in the printout, the following Fig. 12 would be produced for Lge (large) sizes As we mentioned previously, the built in print options are for your convenience. It is possible to have a wider range of printing options (font type, font size, font style, page organization, color, etc.) by using your own word processing application. You achieve this by saving a selection to a file (under the File menu) and then opening that file in your own word processor (Fig. 13).[8]

propel	prə/pĕl'/
checkroom	chĕk'/ro͞om/
profess	prə/fĕs'/
pest	pĕst/
red	rĕd/
eddy	ĕd'/ē/
ethnic	ĕth'/nĭk/
quelled	kwĕld/
retell	rē/tĕl'/
medley	mĕd'/lē/
lesson	lĕs'/ən/
ketch	kĕch/
sentry	sĕn'/trē/
append	ə/pĕnd'/
sent	sĕnt/
gentlest	jĕnt'/ləst/
quintet	kwĭn/tĕt'/
express	əks/prĕs'/
commend	kə/mĕnd'/
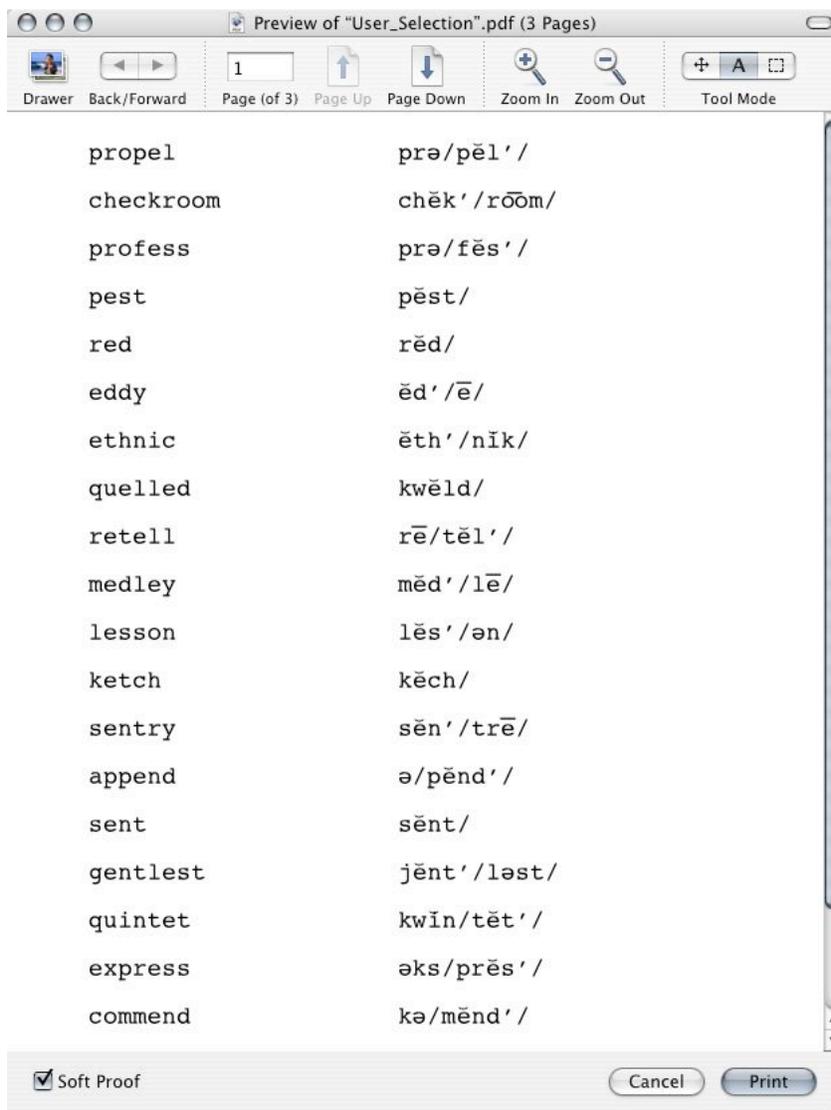
Fig. 12. Large print with pronunciations.

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[8] WordSpring comes with the *LPCourier* font, which should be used when pronunciations are displayed.

propel¶ escort¶ embrace¶
checkroom¶ detect¶ invent¶
profess¶ intend¶
pest¶ contend¶
red¶ bell¶
eddy¶ reject¶
ethnic¶ rebelled¶
quelled¶ wreck¶
retell¶ echo¶
medley¶ sense¶
lesson¶ stencil¶
ketch¶ shed¶
sentry¶ lecture¶
append¶ paycheck¶
sent¶ denim¶
gentlest¶ roadbed¶
quintet¶ transcend¶
express¶ quench¶
commend¶ gem¶
debt¶ mention¶

Fig. 13. Sample list printing format from a word processor

Using *WordSpring*

WordSpring was designed to help teachers generate word lists. But the program's lists are constrained only by database contents, so there is ample room for creativity in its use. Understandably, we expected teachers to use the program as an adjunct to texts such as *Scope and Sequence for Literacy Instruction,* by Carol Murray[9]. This popular book has a wealth of ideas from the experience of a Master Teacher. But we have been gratified to learn of other ideas that never occurred to us. One teacher leaves the program running in the classroom for students to find their own lists. Another teacher shows a list of words and challenges students to identify the subcategory from which they were selected. What other ways could you use *WordSpring*?

Quo vadis, *WordSpring?*

We plan to continue to improve *WordSpring*. Under consideration are new categories and subcategories, additional dictionary and nonsense words, additional and expanded teaching tips, new printing and presentation aids, etc. Comments from our users help us to determine what is needed and in what priority.

Summary: *WordSpring* enables you to*:*

- create, arrange and modify lists with just a few simple key strokes
- select words with common characteristics, such as di/ trigraphs, phonograms, affixes, Latin roots, number of syllables, homonyms, and confusable word pairs
- pick words with several pronunciations, e.g. words with ea pronounced as short e, long e, or long a
- illustrate over two dozen spelling rules and generalizations, such as: double f, l, s, z generalization, extended 1-1-1 rule
- choose words to demonstrate the four syllabification rules, with corresponding syllable patterns
- arrange lists in random, consonant-vowel-consonant (c-v-c), or alphabetic order
- individualize lists to meet students' specific needs
- customize lists, build on previous lists, and share lists with other teachers via e-mail, network, or disk
- find pronunciations compatible with Orton-Gillingham based approaches for all 15,000 dictionary and 2,500 nonsense words
- expand your teaching knowledge with explanatory notes, teaching tips, definitions, and examples for each category

Conclusion

WordSpring is an easy-to-learn tool for teachers who care about words and language, who want to share that love with their students and with other teachers, and who realize that a systematic presentation approach as enabled with *WordSpring* can greatly increase their success in doing so.[10]

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[9] *pro-ed* Inc, http://www.proedinc.com/store/index.php?mode=product_detail&id=12050

[10] "WordSpring is a wonderful teaching aid for teachers of phonics and word study. The ability quickly to create word study lists with simple to advanced letter patterns and word parts is essential. *WordSpring* is the best tool I have seen for this." Joan Sedita, Lead Trainer, Massachusetts Reading First Program, MA

Appendix

Categories and Subcategories

Category	Subcategory	Keyword(s)
single syllable words		cash, fly, fame, void, start, string
closed syllable (short vowel)	a	[a]pple
	e	[e]lephant
	i	[i]nch
	o	[o]live
	u	[u]mbrella
	y	m[y]th
di/trigraphs & ligatures	bt	de[bt]
	ce	o[ce]an
	ch	[ch]air
	ch	[Ch]ristmas
	ch	[Ch]icago
	ci	so[ci]al
	ck	ja[ck]
	dge	bri[dge]
	du	e[du]cate
	gh	[gh]ost
	gh	lau[gh]
	gm	paradi[gm]
	gn	si[gn]
	gue	fati[gue]
	kn	[kn]ife
	mb	co[mb]
	mn	colu[mn]
	ph	[ph]one
	pn	[pn]eumonia
	ps	[ps]ychology
	qu	[qu]een
	qu	[qu]iche
	que	uni[que]
	rh	[rh]ubarb
	sc	[sc]ience
	sch	[sch]wa
	sh	[sh]ip
	si	controver[si]al
	si	vi[si]on
	su	[su]gar
	su	u[su]al
	tch	ma[tch]
	th	[th]imble
	th	[th]is
	ti	spa[ti]al
	ti	ques[ti]on
	tu	mu[tu]al
	wh	[wh]eel
	wr	[wr]ench
	xi	an[xi]ous
v-e | v--e syll's (long vowels)	a-e	s[a- f -e]
	e-e	th[e- s -e]
	i-e	p[i- n -e]
	o-e	h[o- m -e]
	u-e	m[u- l -e]
	u-e	fl[u- t -e]
	y-e	t[y- p -e]
phonograms	ai	r[ai]n
	ain	mount[ain]
	ay	pl[ay]
	al	[al]most
	au	[au]thor
	aw	s[aw]
	é	souffl[é]
	ee	f[ee]t
	ea	[ea]t
	ea	st[ea]k
	ea	h[ea]d
	ei	v[ei]n
	ei	[Ei]nstein
	ei	c[ei]ling
	eigh	sl[eigh]
	et	val[et]
	eu	f[eu]d
	eu	n[eu]tral
	ew	f[ew]
	ew	fl[ew]
	ey	th[ey]
	ey	k[ey]
	ie	p[ie]
	ie	ch[ie]f
	igh	n[igh]t
	oa	b[oa]t
	oe	t[oe]
	oo	m[oo]n
	oo	b[oo]k
	oo	bl[oo]d
	oi	[oi]l
	oy	b[oy]
	ou	[ou]ch
	ou	s[ou]p
	ou	d[ou]ble
	ow	sn[ow]
	ow	c[ow]
	ue	val[ue]
	ue	tr[ue]
	ui	fr[ui]t
	augh	c[augh]t
	ough	th[ough]
	ough	dr[ough]t
	ough	f[ough]t
r-controlled	ar	st[ar]
	ar	doll[ar]
	ar	c[ar]ry
	er	h[er]
	er	ch[er]ry
	er	hard[er]
	ir	b[ir]d
	ir	m[ir]ror
	or	c[or]n
	or	doct[or]
	ur	b[ur]n
	yr	m[yr]tle
	ear	[ear]n
	our	n[our]ish
special letters	soft c (ce)	[ce]nt
	soft c (ci)	[ci]ty
	soft c (cy)	fan[cy]
	soft g (ge)	[ge]ntle
	soft g (gi)	[gi]nger
	soft g (gy)	[gy]psy

	exceptions to soft g	[g]et, [g]irl, bug[g]y
	hard c	[c]ake
	hard g	[g]oat
	i	mill[i]on
	i	man[i]ac
	o	m[o]ther
	s	[s]un
	s	ro[s]e
	u	s[u]ave
	u	f[u]ll
	x	bo[x]
	x	e[x]ist
	x	[x]ylophone
	z	walt[z]
	qu	[qu]een
	qua	[qua]d
	quar	[quar]t
	wa	[wa]tch
	war	[war]m
	wor	[wor]ld
letter combinations	ang	s[ang]
	eng	l[eng]th
	ing	s[ing]
	ong	s[ong]
	ung	s[ung]
	ank	s[ank]
	ink	s[ink]
	onk	h[onk]
	unk	s[unk]
	tion	na[tion]
	tion	ques[tion]
	sion	mis[sion]
	sion	vi[sion]
	ture	pic[ture]
	qua	[qua]d
	quar	[quar]t
	wa	[wa]tch
	war	[war]m
	wor	[wor]ld
suffixes & endings	able	cap[able]
	ible	sens[ible]
	age	sabot[age]
	age	p[age]
	age	garb[age]
	ain	mount[ain]
	al	pivot[al]
	ance	hesit[ance]
	ant	hesit[ant]
	ancy	hesit[ancy]
	ar	sol[ar]
	ard	wiz[ard]
	ary	custom[ary]
	ate	temper[ate]
	ate	chlorin[ate]
	cial	so[cial]
	cian	physi[cian]
	cience	cons[cience]
	cient	effi[cient]
	cious	fero[cious]
	ed	sail[ed]
	ed	jump[ed]
	ed	rent[ed]
	ee	employ[ee]
	el	nav[el]
	en	wood[en]
	ence	omnipot[ence]

	ent	resid[ent]
	ency	tend[ency]
	eous	gas[eous]
	er	hard[er]
	ery	slav[ery]
	es	wish[es]
	est	smart[est]
	ety	pi[ety]
	ful	wish[ful]
	fy	beauti[fy]
	hood	neighbor[hood]
	ia	dyslex[ia]
	ial	men[ial]
	ic	class[ic]
	ine	erm[ine]
	ine	quarant[ine]
	ine	fel[ine]
	ing	play[ing]
	io	presid[io]
	ious	imperv[ious]
	ish	squeam[ish]
	ism	elit[ism]
	ist	elit[ist]
	ite	ign[ite]
	ite	favor[ite]
	ity	pur[ity]
	ium	prem[ium]
	ive	rest[ive]
	ive	rev[ive]
	less	help[less]
	let	book[let]
	ling	weak[ling]
	ly	fair[ly]
	ment	monu[ment]
	ness	good[ness]
	oid	spher[oid]
	or	project[or]
	ory	curs[ory]
	ous	bulb[ous]
	ship	friend[ship]
	sion	vi[sion]
	sion	mis[sion]
	some	tire[some]
	sure	clo[sure]
	tial	par[tial]
	tian	mar[tian]
	tient	quo[tient]
	tience	pa[tience]
	tion	na[tion]
	tion	ques[tion]
	tious	cau[tious]
	tude	atti[tude]
	ture	pic[ture]
	uous	virt[uous]
	ward	on[ward]
	y	fish[y]
consonant -le syllables	ble	bub[ble]
	cle	bicy[cle]
	dle	grid[dle]
	fle	waf[fle]
	gle	bu[gle]
	kle	pic[kle]
	ple	pur[ple]
	sle	has[sle]
	stle	bri[stle]
	tle	lit[tle]
	zle	fiz[zle]
vowel at end	a	b[a]by

(open syll's)		
	a	c[a]det
	e	m[e]ter
	e	s[e]dan
	i	t[i]ger
	i	T[i]bet
	o	p[o]ny
	o	p[o]lite
	u	m[u]sic
	u	l[u]nar
	u	s[u]perb
	y	c[y]cle
	y	cand[y]
sight words	elementary	has, my, this, ...
	intermediate	much, such, why, ...
	advanced	city, Indian, music, ...
	basic lists plus	such, rich, which, ...
homophones	elementary	air, heir
	intermediate	ate, eight
	advanced	all, awl
confusables	elementary	angle, angel
	intermediate	ardor, adore
	advanced	Anglo, Angelo
word families	al	[al]though
	all	b[all]
	alk	t[alk]
	ol	r[ol]l
	old	c[old]
	ild	w[ild]
	ost	h[ost]
	ind	k[ind]
	ign	s[ign]
compound words	compound words	bonehead, overcoat
containing silent letters	b	dou[b]t
	c	s[c]ience
	g	si[g]n
	h	[h]our
	k	[k]now
	l	yo[l]k
	n	autum[n]
	p	cu[p]board
	s	i[s]land
	t	mois[t]en
	u	b[u]ild
	w	ans[w]er
spelling rules	1-1-1 or doubling rule	jam, pig, sun, ...
	not 1-1-1	ouch, gasp, ...
	extended 1-1-1 rule	forget, misstep, ...
	silent-e or dropping rule	hope, cycle, ...
	silent e + consonant suffix	apple, cake, ...
	-ce,-ge (suffix a-,o-,u-)	noticeable, manageable, ...
	-ce,-ge (suffix e-,i-,y-)	forcer, larger, ...
	silent e exceptions	truly, duly, ...
	consonant-y or change y to i	baby, city, ...
	vowel-y	Monday, play, ...

	consonant-y + an i suffix	trying, flying, ...
	consonant-y exceptions	shyly, dryly, ...
	vowel-y exceptions	paid, daily, ...
spelling generalizations	add es after s,x,z,ch,sh	boxes, wishes, ...
	double f,l,s,z	puff, cuss, ...
	double f,l,s,z exceptions	if, pus, gal, quiz, ...
	se ending	house, cheese, ...
	ce ending	chance, whence, ...
	ck ending	duck, jack, ...
	k ending	ask, elk, ...
	c ending	music, graphic, ...
	tch ending	match, batch, ...
	ch ending	ouch, bunch, ...
	dge ending	bridge, budge, ...
	ge ending	serge, merge, ...
forming plurals	add -s	fin[] fin[s]
	add -es	chur[ch] chur[ches]
	add —es after cons- y	fl[y] fl[ies]
	add —s after vowel-o	rad[io] rad[ios]
	add —s after consonant—o	her[o] her[oes]
	add —s, -ves after f,fe	wi[fe] wi[ves]
	irregular plurals	ox[] ox[en]
prefixes & Greek forms	astro-	[astro]logy
	dis-	[dis]agree
	ex-	[ex]it
	gram-, graph-	tele[gram]
	hyper-	[hyper]active
	hypo-	[hypo]dermic
	in-	[in]side
	inter-	[inter]fere
	macro-	[macro]biotic
	micro-	[micro]wave
	non-	[non]taxable
	over-	[over]due
	phono-	[phono]graph
	photo-	[photo]graph
	post-	[post]script
	pre-	[pre]fix
	re-	[re]ject
	self-	[self]ish
	semi-	[semi]private
	sub-	[sub]merge
	super-	[super]human
	tele-	[tele]phone
	trans-	[trans]fer
	un-	[un]kind
	under-	[under]neath
consonant blends	bl-	[bl]ast
	br-	[br]and
	cl-	[cl]ip
	cr-	[cr]est
	dr-	[dr]ench
	fl-	[fl]at

	fr-	[fr]esh
	gl-	[gl]ad
	pl-	[pl]ease
	pr-	[pr]int
	sc-	[sc]ar
	scr-	[scr]een
	sch-	[sch]ool
	sl-	[sl]am
	sm-	[sm]all
	sn-	[sn]out
	sp-	[sp]ell
	spl-	[spl]it
	spr-	[spr]ing
	squ-	[squ]ash
	st-	[st]ing
	str-	[str]ing
	sw-	[sw]ing
	thr-	[thr]ill
	tw-	[tw]in
	tr-	[tr]ee
	-ct	fa[ct]
	-ft	so[ft]
	-lt	ma[lt]
	-mp	ca[mp]
	-nd	ble[nd]
	-nt	poi[nt]
	-pt	sle[pt]
	-sk	a[sk]
	-sp	cla[sp]
	-st	toa[st]
Latin and Greek roots	port	[port]able
	ject,jac	pro[ject]or
	flex,flect	[flex]ible
	dic,dict	[dic]tation
	pel,puls	re[pel]lent
	tract	[tract]or
	cide,cis	homi[cide]
	vers,vert	con[vers]ion
	pend,pens,pen	[pend]ulum
	spec,spic	[spec]tator
	fid,fed	[fid]elity
	fer	[fer]ry
	grad,gress,gre,gree	[grad]uate
	vis,vid,view	[vis]ion
	cede,ceed,cess,ceas	re[cede
	mit,mis	ad[mit]
	tend,tent,ten	ex[tend]

	sist	in[sist]
	cred	[cred]ible
	cur,course	[cur]rent
	ven,vent	[ven]ture
	voc,voke	[voc]al
	scrib,script	[scrib]ble
	cad,cas,cid	[cad]aver
	duc,duct	e[duc]ate
	cap,cept,cip,ceive,ceit	re[cede]
	pon,pos,pound	op[pon]ent
	gen	[gen]erate
	fac,fic,fect	[fac]tory
syllabification: ..c|c.. ; ..v/c.. ; ..c/v.. ; ..v/v..	c/c [v̆] in both syll.	vis|ta
	c/c [v̆] then [v-e]	trom|bone
	c/c [v̆] then [cons-le or sil-e]	dim|ple
	c/c [v̆] [l.comb.] in either syll.	thank|ful
	c/c [v̆] [phono.] in either syll.	dream|less
	c/c [phono.] in either syll.	fish|hook
	c/c [l.comb.] in either syll.	pas|ture
	c/c [v-e] in either syll.	high|rise
	[v̄]/c then [any pattern]	ta|ble
	v/c [phono.] in either syll.	ea|gle
	c/v then [any pattern]	van|ish
	c/v [phono.] in either syll.	with|out
	c/v [l.comb.] in either syll.	shrink|age
	v/v [any pattern] in either syll.	tri|umph