The **/a/** Word Lists

What's in this document?

This document is a list of beginning words to use while learning the Basic Code Lesson 1 **/a/**. It's a reference page for games and activities, and it can be used for spelling, too. Look on the online lesson's pages for additional instructions. All of the words on the list are ordered from easy to difficult (simple to complex) and are arranged based on Speech & Language Pathology principles, including the ease of sound production for the English language.

There are three (3) lists within this document: 1) The Three-Sound Word List, 2) The Four-Sound Word List, and 3) The Five-Sound Word List. As a bonus at the end, "Challenge Words" are included.

Why are the words numbered and arranged in this particular way?

The words on the lists are progressively more difficult to read because of 1) *the number of sounds* within the word (how many sounds are in the word), 2) the types of sounds in the word (long or short sounds), and 3) the *order of the sounds* in the words (what comes first, second, third, and so on).

Why is the arrangement of words important?

Lower numbered words have fewer sounds in them. They're shorter words. So they're easier to read. Also, the sounds in the lower numbered words are "smooth" (long) sounds that are much easier for a beginning reader to blend together. A "long" sound can be held (spoken) indefinitely. So while the sound is being "held out" (spoken), the mind can think about the next sound to come. Because of the ease of holding out a long sound, words with long-long sounds (such as "an" and "am) and words with long-long-long sounds (such as "man" and "ran") are the easiest to read.

Higher numbered words have more sounds in them. They're longer words. So they're more difficult to read. Also, the types of sounds change from long (easily blended sounds) to a mixture of long and short, or percussive and "plosive" sounds. These "short sounds" can either be voiced (such as the beginning sound /b/ as in "bus") or can be purely percussive, with no voice (such as the beginning sounds /t/ as in "tip" and /c/ as in "cat"). "Short" sounds are more difficult to blend with other sounds. Words on the list that start with long sounds and end with a short sound are also easier to read (e.g. "at" and "ant") because the short sound doesn't have impact on blending the first sounds together. But starting with a short sound (e.g. the /b/ in "bat" or /c/ in "cat") or having a short sound in the middle of a word (e.g. the /t/ in "stop") makes blending more difficult.

"Doubles" are when two of the same consonants are next to each other, as in the letters ll, mm, or ss. With doubles, although there are two letters on the page, only one sound is spoken. On the Marked Word Lists, the doubles are underlined.

Consonant blends are when two consonants are next to each other, as in the letters sm, cr, nd, and st. Blends also impact the ease of reading a word, making the word more difficult to read. Long-sound blends (e.g. "sm" and "sn") are easiest read because the sounds can be "held out"; blends with short sounds (e.g. "st" and "cr") are more difficult to read fluently. Based on their ease or difficulty in reading, blends are found near the ends of the lists. On the Marked Word Lists, the blends are shaded gray.

How to Use the Basic Code Word Lists

Your "Perfect List" of Words

A Word List is simply a list of words already chosen for you—perfectly fitting the lesson and your child's learning level, to minimize frustration and increase success. Words are ready to use for reading and spelling games and activities. For most of the games and activities, words from the list will be written on Word Cards. The lists themselves will also be used in activities.

The "Marked List" and the "Unmarked List" have the same words. However, on the Marked List, specific Sound Pictures are marked within words with a box, a line, or shading. The Unmarked List has no markings.

How to Use

The Word Lists are used many ways! Depending on the game or activity, exact instructions and explanations will be given on each of the online lesson pages in the child's instructional videos, in the parent how-to videos, and in the how-to text within a lesson tab.

The lists will be used for…
- ◦ Sound Picture Learning and Identification
- ◦ Visual Discrimination
- ◦ Visual Tracking and Convergence Exercises
- ◦ Auditory Discrimination
- ◦ Reading Games and Activities
- ◦ Spelling Games and Activities
- ◦ Reading
- ◦ Vocabulary
- ◦ Sentence Building
- ◦ "I Made It" Books
- ◦ Memory and Comprehension

Making Word Cards

To make a Word Card, cut a 3x5 card in half horizontally, creating two rectangular strips.[1] With a black marker, write a word from the list onto the Word Cards (one word per card). Again, exact instructions for choosing your words are found in the videos and on the lesson pages.

The Marked List

Marked List markings include…
- ◦ A box drawn around the "ck" (pronounced /k/ as in "sack" or s-a-ck)
- ◦ A box around the "qu" (pronounced as two sounds: kw or koo, as in the beginning sounds for the word, "quit" or kwit/koo-i-t. Important: The /k/ sound is "attached" to the "oo" sound; there is no break in sound, stopped sound, or "space between" the /k/ and the /oo/)
- ◦ A squiggly line underneath the "s-buzz" (pronounced just like the /z/ sound as in "as" or "digs")
- ◦ And lines under "doubles" (where there are two of the same letters together, and only one letter [Sound Picture] sound is voiced as in "bell" or "sunny").

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[1] If your student is older, and he or she is "going back to the basics" to re-learn or strengthen reading, then a smaller Word Card can be created. Cut the 3x5 card in half vertically; then cut each piece in half again—creating four smaller strips, for four Word Cards.

- ◦ Highlights (yellow or gray) on the blends, which are two or three consonants next to each other, and both sounds are voiced (consonants are non-vowels—anything that's not a, e, i, o, u—and each letter is spoken, such as bl, cr, dr, str, etc.).

The Unmarked List

There are no markings on the Unmarked List. It will be the "job" of the reader to "find" what needs to be marked.

Marking Cards

The adult writes the word on a card. If there is a Sound Picture that needs to be marked the word on the card, before using the Word Card in a game or activity, the adult says, "What Sound Picture is hiding (in this word) that we can mark?" The child "finds" the mark, and **the child** marks the Sound Picture.

Again, the sounds to mark are…

- ◦ The ck and qu: Put a box around both letters. The ck and qu are Basic Code Sound Pictures.
- ◦ The s-buzz: Put a squiggly line under the "s" if the sound is the /z/ sound (as in "as" or "digs").
- ◦ Double letters: Draw a line under all doubles (bb, cc, dd, ff, gg, ll, mm, nn, pp, rr, ss, tt, vv, and zz).
- ◦ Blends: Highlight, or color over, the two-letter (e.g. bl, cr, dr, etc.) and three-letter (spr, str, etc.) blends.

With the unmarked sounds, always ask (prompt) your child, "Is there a Sound Picture hiding in the word that we have to mark?" Soon, your child will independently "see" the Sound Pictures "hiding," point out the Sound Picture, and mark the Sound Picture without adult help.

Choosing Words for Activities and Games

Because both younger and older learners use the program, a wide variety of word choice is available for difficulty and vocabulary. Choose most of the words to exactly fit your child's developmental reading level and vocabulary level.

The "easily blended" words are listed first (the lower numbered words), and the more difficult to blend words are listed last (the higher numbered words). Whether they're easy to read or more difficult to read, many new or unusual vocabulary words are listed throughout the list. Choose both common words (also called "high frequency words," or words used more often such as "and" or "flag") and uncommon words.

Choosing for Both Readability and Vocabulary

If your student is younger, choose simpler words in both readability and vocabulary. If your child is older, choose more complex words in readability and vocabulary. If your student has already been reading, and you're "returning to the basics" to increase fluency, use the more difficult words so that the student doesn't consider the choices "babyish"—and use odd vocabulary words and Challenge Words (such as "vested" or "candid") to increase difficulty and more closely match your student's age.

- ◦ **For reading and spelling,** most parents choose 2/3 or 3/4 of the words as a "perfect fit." The remaining 1/3 or 1/4 of the words are above the student's comfort level.
- ◦ **For games,** most parents choose a number of Challenge Words. Students can earn more points for Challenge Words. Mark a Challenge Word by coloring in the corner of a card—or draw a colored line along the end of the card (for easy identification).

Check out the lists, below…

The Two- and Three-Sound Word List

Words for New Readers

1.	an	14.	at	27.	rack
2.	Ann	15.	add	28.	lack
3.	ant	16.	lag	29.	Zack
4.	and	17.	mat	30.	fat
5.	ran	18.	map	31.	fad
6.	man	19.	mad	32.	hat
7.	Nan	20.	nab	33.	hag
8.	mass	21.	nag	34.	sat
9.	fan	22.	zag	35.	sag
10.	ham	23.	zap	36.	sad
11.	Sal	24.	wag	37.	sap
12.	Hal	25.	Matt	38.	sack
13.	Sam	26.	Mack	39.	hack

40.	ban	50.	bad	60.	pad
41.	can	51.	cat	61.	pat
42.	Dan	52.	cab	62.	tab
43.	Jan	53.	cap	63.	tad
44.	pan	54.	dad	64.	tag
45.	tan	55.	gab	65.	tap
46.	Kal	56.	gag	66.	back
47.	jazz	57.	gap	67.	Jack
48.	bat	58.	jab	68.	pack
49.	bag	59.	jag	69.	tack

The Four-Sound Word List

Words for New Readers

70. sax	83. smack	96. brag
71. Fran	84. scan	97. brat
72. slam	85. scam	98. glad
73. hasp	86. spam	99. plat
74. flab	87. span	100. trap
75. flag	88. Stan	101. clack
76. flap	89. stag	102. track
77. mast	90. scat	103. black
78. rasp	91. spat	104. quack
79. slab	92. stack	105. past
80. slap	93. glam	106. cast
81. flack	94. blab	107. granny
82. slack	95. Brad	108. Danny

Basic Code – Sound Pictures

a b c k ck d e f g h i j l m n o p r s t u v w y z s qu x

Alphabet

a b c d e f g h i j k l m n o p q r s t u v w x y z

The Five-Sound Word List
Words for New Readers

109. scrap	116. scant	**Challenge Words:**	
110. strap	117. plant	123. Gramps	
111. splat	118. brand	124. admit	
112. bland	119. clamp	125. adlib	
113. blast	120. clasp	126. candid	
114. cramp	121. Grant	127. Atlantic	
115. gland	122. grasp	128. Algonquin	