Decodable Chapter Books
We Choose Our Words Wisely

This is an informal guide to support the use and integration of Simple Words Books in class curriculum, to help parents and educators determine whether the book is the appropriate reading level based on the reader's knowledge, and to be used as a preparation tool to practice the words before reading the story with the reader.

We realize that some words in English can be included in various categories depending on the approach. In addition, words may also be pronounced differently based on region.

We respect everyone's opinion and hope you enjoy this resource.

- Simple Words Books Team


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Short Vowel Word is where the vowel within a word is pronounced in its short length (form). The vowel length is the perceived length of a vowel sound. For example, the vowel "a" in the word "cap" is short vs. in "cape" vowel "a" is long. The short vowel sounds cannot occur at the end of a syllable; a consonant must follow the vowel.

Digraph is when two letters represent and spell one sound (phoneme). Examples of consonant digraphs are ch, sh, and ck.
Trigraph is when three letters represent and spell one sound. Examples of consonant trigraphs are tch and sch.

Blend is when two consonants come together, and they both keep their sounds. Each sound is clearly heard. There are several groups of blends. Some are only found at the beginning of words, some are only at the end of words, and some can be found in either place. They include: $l$-blends - bl, cl, fl, gl, pl, \& sl
$r$-blends - br, cr, dr, fr, gr, pr, \& tr
$s$-blends - sc, sk, sl, sm, sn, sp, st, \& sw
$t$-blends - tr, tw
ending blends - ft, lk, Id, It, mp, nd, \& nt
Double Consonants / FLoSS Rule is when a one-syllable word ends in $f$, I, or s, double the final f, I, or s. Examples are sniff, fall, and mess.

Welded (Glued) Sounds are letters that do not say their normal sounds when they are together but rather create a slightly different sound.

Long Vowel - Closed Syllable Exceptions follow a similar pattern to closed syllables but have a long vowel sound instead of the expected short vowel sound. Examples are ild, ind, old, olt, and ost.

Vowel Team is when two vowels that work together to make one sound. Examples are ou, ow, ew, ay, ey, ee, and oo.

Consonants can be divided into two types: Voiced and Unvoiced Consonants. Voiced consonants require the use of the vocal cords to produce their signature sounds; voiceless consonants do not. Examples of voiced consonants are b, d, g, j, I, m, n, r, sz, th (as in "then"), v, $w, y$, and $z$. Examples of unvoiced consonants are ch, $f, k, p, s, s h, t$ and th (as in "thing").

R-controlled word (or syllable) has a vowel followed by an $r$ where the $r$ changes the vowel's sound. It is also called bossy $r$ because the $r$ bosses the vowel to make a new sound. Examples are the /ar/ sound, as in barn; the /or/ sound, as in corn; and the /er/ sound, as in fern, bird, and curl.

Silent e, also called magic e, rule is when the letter 'e' at the end of a word is silent and makes the other vowel (with no more than one letter in between) in the word say its name. In other words, silent e changes the short vowel into a long vowel. Examples are cap vs. cape, mad vs. made, and fin vs. fine.

Permanent sight words, also called irregular or red words, are words that cannot be sounded out and don't follow the rules of phonics. Permanent sight words need to be memorized, so they are recalled by sight.
Temporary sight words are words where one or more of the sounds or spellings in the word has not yet been introduced, and the reader lacks sufficient letter/sound knowledge to decode the word.

Prefix is a word part added to the beginning of a word that changes the word's meaning. Suffix is a word part added to the end of a word that changes the word's meaning.

Compound word is when two words are used together to make a new word with a new meaning. Compound words can be written in three ways: Open compound words, closed compound words, or hyphenated compound words.

Hyphenated word is when two or more words are joined or divided with a hyphen. These are compound words.

Pre-teach word is a category we created to practice words such as Mr., VP, a.m., USA.

Onomatopoeia is the naming of a thing or action by a vocal imitation of the sound associated with it. Examples are bammm, psst, shh.

Syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word.
There are seven syllable types: Closed (VC), open (V), long vowel sound (or magic e) (Ve), vowel teams (V$\forall$ ), r-controlled (Vr), dipthongs (VV), and consonant le (cle).

| SINGL | SYL | LABL | NO | RDS |  |  |  | W |  | 227 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SHORT | WELS |  |  |  |  |  |  |  |  | 827 |  | Words | - | 36.30\% |  |
| /a/ |  |  |  |  |  |  |  |  |  | 208 |  | Words | - | 9.13\% |  |
| am | 2 | as |  | at | 16 | bad | 1 | bag | 10 | Cal | 78 | can | 12 | cap | 4 |
| had | 5 | has | 7 | hat | 7 | mat | 5 | pal | 7 | rag | 1 | ram | 17 | sad | 1 |
| Sam | 17 | tan | 1 | van | 6 |  |  |  |  |  |  |  |  |  |  |
| /e/ |  |  |  |  |  |  |  |  |  | 41 |  | Words | - | 1.80\% |  |
| bet | 2 | \|get | 21 | \|leg |  | \|let | 1 | \|met | 4 | \|red | 7 | \|wet | 3 | \|yes | 1 |
| yet | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| /i/ |  |  |  |  |  |  |  |  |  | 300 |  | Words | - | 13.17\% |  |
| if | 7 | in |  |  |  |  | 34 | big | 16 | bit | 8 | did | 13 | dip | 3 |
| fit | 1 | fix |  | him | 6 |  | 46 | kid | 1 | mig | 18 | pig | 18 | sit | 6 |
| six | 3 | tip | 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| /o/ |  |  |  |  |  |  |  |  |  | 133 |  | Words | - | 5.84\% |  |
| on | 44 | got | 8 |  |  |  | 1 | \|jog | 3 | \|lot | 4 | \|not | 29 | \|pot | 11 |
| rod | 3 | top | 4 |  |  |  |  |  |  |  |  |  |  |  |  |
| /u/ |  |  |  |  |  |  |  |  |  | 145 |  | Words | - | 6.37\% |  |
| up | 11 | us | 2 |  | 15 | cub | 81 | cup | 3 | \|cut | 1 | fun | 3 | \|hut | 2 |
| rub | 2 | run | 3 |  | 21 | yum | 1 |  |  |  |  |  |  |  |  |
| CONSON | NT DI | GRAPH | TRIGR | APH |  |  |  |  |  | 583 |  | Words | - | 25.59\% |  |
| ch |  |  |  |  |  |  |  |  |  | 21 |  | Words | - | 0.92\% |  |
| chat | 1 | chin | 1 | much | 1 | \|bench | 3 | \|chill | 4 | \|chips | 1 | \|lunch | 2 | \|munch | 1 |
| punch | 4 | chills | 3 |  |  |  |  |  |  |  |  |  |  |  |  |
| ck |  |  |  |  |  |  |  |  |  | 85 |  | Words | - | 3.73\% |  |
| back | 26 | buck | 1 | deck | 3 | dock | 2 | duck | 17 | \|neck | 1 | \|Nick | 8 | \|Nuck | 17 |
| pack | 1 | rock |  |  | 2 | block | 6 |  |  |  |  |  |  |  |  |
| cks |  |  |  |  |  |  |  |  |  | 9 |  | Words | - | 0.40\% |  |
| picks | 5 | \|rocks |  | \|cracks | 1 | \|smacks | 1 | \|sticks | 1 |  |  |  |  |  |  |
| sh |  |  |  |  |  |  |  |  |  | 48 |  | Words | - | 2.11\% |  |
| cash | 2 | fish | 3 | shop | 13 | \|wish | 7 | crush | 1 | \|fresh | 4 | \|shelf | 1 | \|shift | 2 |
| shrub | 2 | shrugs | 7 | splash | 4 | shrills | 2 |  |  |  |  |  |  |  |  |
| th |  |  |  |  |  |  |  |  |  | 393 |  | Words | - | 17.25\% |  |
| the thing | $307$ | that <br> think | $18$ | them thanks | $1$ | then <br> thinks | $13$ | they | 3 | \|this | 20 | \|with | 18 | \|thank | 1 |
| wh |  |  |  |  |  |  |  |  |  | 12 |  | Words | - | 0.53\% |  |
| when | 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ch / ck |  |  |  |  |  |  |  |  |  | 9 |  | Words | - | 0.40\% |  |
| check | 1 | \|chick | 8 |  |  |  |  |  |  |  |  |  |  |  |  |
| ch / cks |  |  |  |  |  |  |  |  |  | 4 |  | Words | - | 0.18\% |  |
| checks | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| sh/ck |  |  |  |  |  |  |  |  |  | 2 |  | Words | - | 0.09\% |  |
| shock | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |





All words in this book are single syllable.

