

# Grade 1

## National Reading Vocabulary

Developed by TampaReads - ReadingKey.com/TampaReads.com

The 340 reading vocabulary words in this 1st Grade reading list have been carefully selected as words which Grade 1 students need to master by the end of the school year. Students who achieve this goal will be reading at approximately a 2.0 grade level and typically score in the top 10% on standardized national reading tests such as the Stanford Achievement Test (SAT) or Woodcock-Johnson. For comparison, our research has shown that students who know approximately 240-260 words on this list typically score at the 50<sup>th</sup> percentile on 1<sup>st</sup> Grade standardized tests.

The 340 words introduced in the 1st Grade List are arranged as follows:

1st nine weeks - 70 words - 2nd nine weeks - 90 words

3rd nine weeks - 90 words - 4th nine weeks - 90 words

TOTAL = 340 words

### STEP 1 – Insure the Foundation

The first two weeks of the program begin with a review of all consonant sounds. Consonant sound mastery is essential if reading progress is to achieve maximum efficiency. Failure to have all consonant sounds memorized will dramatically slow reading progress. The most difficult consonant sounds for students are – h – w – l – x (*at the end of a word*) and y (*at the beginning of a word*) – as well as the very important consonant digraphs – ch – th – sh – wh.

### Intelligent Organization of Vocabulary Words

The 340 words in our Grade 1 List have been prioritized to provide the largest benefit for students learning to read. Words are organized from "most common" in the beginning weeks to the "lesser common" words toward the end of the year. This provides the most logical and efficient order for instruction throughout the year. Vocabulary words were selected after extensive computer analysis of common Grade 1 reading books (including Scholastic – Houghton Mifflin and Accelerated Reader). To further increase memorization efficiency, we have organized words into small groups of similar vowel sound and reading-rule categories. Our research has clearly shown that teaching words that share similar vowel sounds dramatically increases the rate in which students can permanently master (learn) the new words.

### Important “Difficult” Vocabulary Words

The last word in each daily list is what we call our “*Word of the Day*.” It is in the “grayscale” background to separate it from the other phonics based reading words. The “*Word of the Day*” is typically more difficult to learn than the other words in the column. This difficulty occurs because it is either visually similar to other words (i.e. went/want – who/how) or is not consistent with typical phonics rules (i.e. does-duz – what-wut). The “*Word of the Day*” should be given additional practice to insure its memorization (we have several excellent activities for this).

## 20 Years of Research

After working with hundreds of students over the past 20 years, we have improved and modified our Grade 1 Vocabulary List to make it as relevant and efficient as possible for improving the learning-to-read process. After observing student test performance upon mastery of the list words, we have confirmed that students who can successfully read the 340 list words will be reading at approximately a 2.0 Grade Level and typically score in the top 10% on any 1<sup>st</sup> Grade standardized test (ie. Woodcock-Johnson or Stanford Achievement). This same excellent performance carries through with our other vocabulary lists for Grades 2 through 5.

## Greatly Improved Rate of Progress

To help students master the vocabulary words in our grade level lists, TampaReads has developed a unique reading improvement program called ReadingKEY. ReadingKEY uses a series of powerful memorization/learning techniques which will enable any child or student to progress at a pace that is 4-7 times faster than achieved with any other popular home or school-based reading programs. This dramatically improved learning rate is possible because ReadingKEY concentrates specifically in activities designed to build vocabulary and increase fluency (*being able to read words quickly - smoothly and easily*). During the 20 years of research in improving the ReadingKEY program, we have identified several key strategies, when implemented simultaneously, result in greatly increased learning/memorization efficiency for any student. These include:

- 1) Limiting words to 5 per list in our Grade 1 Program (within limits of short term memory)
- 2) Grouping words along common vowel sound categories (short a – long a – etc)
- 3) Color-coding vowel sounds (short vowels red – long vowels blue – other vowels green). This strategy constantly reminds student of the vowel sound and vowel sound location in the word).
- 4) Teaching a decoding/reading strategy called “STOP AT THE VOWEL SOUND.” We teach students to read only part of each word first (up to the vowel sound – **ca**/cat – **ha**/had - etc). Once this can be done with the 5 list words, only then do we have the child attempt to read the entire word. ReadingKEY also includes support vocabulary building worksheets that parallel the list words to give practice in sentence writing and word meaning. If you would like to try these breakthrough techniques with your own child or student(s), we offer the first nine weeks of each grade level absolutely free. This way you can see for yourself how ReadingKEY can greatly accelerate the progress your child makes in comparison to other popular reading programs. To get started, simply go to - [www.readingkey.com](http://www.readingkey.com) - click the TRIAL link – and download the “Student Reading Wall” lists for the grade you would like (usually one or two grades below your child’s current reading level). Specific directions and links to video demonstrations are on each list. If you have tried ReadingKEY and would like to receive access to all materials for Grades K-5 please go to - [www.tampareads.com/order/totalpackage/selectall.htm](http://www.tampareads.com/order/totalpackage/selectall.htm)

Questions or comments please contact us at TampaReads.com

Click the email form link at the bottom of the TampaReads.com home page or phone (919) 806-0157  
We'll be glad to give you detailed suggestions and advice for your particular situation.

Richard Pressinger (M.Ed.)  
TampaReads/ReadingKEY  
Tampareads.com

# Grade 1 National Reading Vocabulary - 1<sup>st</sup> Nine Weeks

## Week 1 – Review Consonants

Hard Consonant      Soft Consonants

b	c <small>followed by e - i</small>
c <small>followed by a - o - u</small>	g <small>followed by e - i</small>
d	j
g <small>followed by a - o - u</small>	q
k	v
p	z
t	

## Week 2 – Review Consonants

Soft Consonants      Most Difficult Sounds

f	l
m	h
n	w <small>at the beginning of a word</small>
r	x <small>at the end of a word</small>
s	y <small>at the beginning of a word</small>

Students who master all 340 words in this list will be reading at approximately a 2.0 Grade Level and typically score in the top 10% on Grade 1 standardized reading tests.

## Week 3

short a

am	and
an	can
at	cat
as	had

ch	sh	th	wh	the	said
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## Week 4

short e

red	ten
let	tell
hen	wet
get	yes
was	from

## Week 5

short i

if	is
in	did
it	him
its	his
have	give

## Week 6

short o

got	off
fox	top
dog	stop
not	long
saw	there

## Week 7

short u

up	bus
us	sun
fun	run
but	truck
what	one

## Week 8

long vowels

a	go
so	no
he	we
be	me
by	my

## Week 9

“Tricky” Words

I	Oh
of	on
to	do
why	she
goes	two

COMMENTS:

## Grade 1 National Reading Vocabulary - 2<sup>nd</sup> Nine Weeks

### Week 10

Final-e Rule

name	five
home	gave
here	take
like	came
some	come

### Week 11

ar - or

are	or
car	for
far	more
dark	before
orange	color

### Week 12

ay - ai - ee - ie - oa

day	rain
way	see
play	lie
say	road
says	they

### Week 13

short a

ran	back
hat	black
has	that
flat	fast
you	your

### Week 14

short e

jet	when
well	then
left	them
head	went
very	want

### Week 15

short i

six	will
big	hill
with	think
this	little
pretty	giving

### Week 16

short o - all

box	all
hot	ball
mom	call
lost	fall
walk	small

### Week 17

short u

just	cut
must	much
jump	such
lunch	thumb
push	pull

### Week 18

oo (2 sounds)

too	foot
soon	good
food	look
moon	took
move	put

# Grade 1 National Reading Vocabulary – 3<sup>rd</sup> Nine Weeks

## Week 19

ir - er

## Week 20

ou - oy

## Week 21

contractions – short a

first	her	out	boy	isn't	ant
girl	mother	our	toy	didn't	bat
bird	together	house	joy	don't	bag
turn	were	round	coin	we're	can't
they're	where	four	does	doesn't	wasn't

## Week 22

Final-e Rule (long vowels)

## Week 23

ee – ea (long e)

## Week 24

short a

nine	make	seen	eat	dad	ask
ride	made	keep	read	bad	sat
bike	blue	green	near	last	mad
time	white	three	year	after	than
done	gone	their	because	father	laugh

## Week 25

short e

## Week 26

short i

## Week 27

ow (long o) - ow (same as ou)

bed	men	sit	bit	low	now
pet	end	hit	dish	slow	down
leg	less	drink	still	know	brown
help	never	inch	which	tomorrow	how
seven	eight	both	myself	once	who

# Grade 1 National Reading Vocabulary – 4<sup>th</sup> Nine Weeks

## Week 28

2 Consonant Rule – short vowel

## Week 29

short a

## Week 30

short a – short e

cannot	basket	sad	man	fat	fed
into	yellow	pat	bath	map	best
hello	bottom	flag	sang	pan	next
often	sister	drank	thank	hand	twenty
given	again	cold	could	would	should

## Week 31

ee – long e

## Week 32

Final-e Rule (long vowel)

## Week 33

ea (long e) ay (long a)

feel	week	use	ate	dear	lay
feet	tree	same	cake	leave	may
need	sleep	game	side	clean	gray
meet	street	while	write	easy	today
been	friend	old	told	try	buy

## Week 34

short i

## Week 35

short o

## Week 36

short i - short vowel mix

mix	lip	odd	hot	dig	neck
pink	win	frog	job	kick	second
pick	sick	drop	rock	milk	hop
quick	wish	wrong	along	fish	cup
child	kind	hold	won't	most	son