## Grade 1

# National Reading Vocabulary 

Developed by ReadingKey.com/TampaReads.com

The 340 reading vocabulary words in this 1st Grade list have been carefully selected as words which students need to master by the end of Grade 1. Students who achieve this goal will be reading slightly above grade level and typically score in the top $25 \%$ on national reading tests (such as the Stanford Achievement Test - SAT).

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

$$
\begin{aligned}
& \text { 1st nine weeks }-70 \text { words } \\
& \text { 2nd nine weeks }-90 \text { words } \\
& \text { 3rd nine weeks }-90 \text { words } \\
& \text { 4th nine weeks }-90 \text { words } \\
& \text { TOTAL }=340 \text { words }
\end{aligned}
$$

The first nine weeks begins with a two week review of all consonant sounds which should have been memorized during Kindergarten. It is extremely important that all students have completely memorized the consonant sounds before beginning the vocabulary words. This insures students have the "foundation skills" necessary for efficient learning of the Grade 1 reading words.

The words used in our Grade 1 Vocabulary List have been carefully selected as the high frequency words typically used in 1st Grade reading books and Grade 1 standardized tests. When you begin the support materials in our TampaRead's Grade 1 Program (which parallel these vocabulary words), it is essential for your students to have mastered the consonant sounds for letters $-b-c-d-f-g-h-j-k-l-m-n-p-q-r-s-t-v-w-x-y-z$. We stress again that failure to memorize these sounds will result in students learning at a much slower rate.

The vocabulary words are arranged from the "most common" in the beginning weeks to the "lesser common" words toward the end of the year. This provides you the most logical and efficient order for instruction throughout the year. To further increase memorization efficiency we have organized words into similar vowel sound and reading-rule categories. This strategy alone dramatically increases the rate in which a student learns new words by providing an "easy to remember" common sound or rule to use while decoding the words.

After working with hundreds of students over the past 15 years, we have confirmed that students who can read these 340 words by the end of their Grade 1 year will be reading at approximately a 2.0 Grade Level and typically score in the top $25 \%$ on First Grade standardized tests (i.e. S.A.T.). If you would like to view the vocabulary building worksheets and additional materials we've developed to assist in memorization of these Grade 1 reading words- please view our Grade 1 Reading Package at -



Happy Reading....
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## Important "Difficult" Vocabulary Words

The last word in each daily list is what we call our "Word of the Day." It has been placed in the "grayscale" background to make it "stand out" from the other phonics based reading words. The "Word of the Day" is far 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) or is not consistent with typical phonics rules (i.e. does-duz - what-wut). The "Word of the Day" must be given much more practice to insure its memorization.

| Week 1 Grade 1 National R | ng Vocabulary $1^{\text {st }}$ Quarter |
| :---: | :---: |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY <br> SOFT SOUNDS <br> Consonant Sounds heard at the "beginning" of the letter name |
| HARD SOUNDS |  |
| Consonant sounds heard at the beginning of the letter name (except " $c$ " and " $g$.") |  |
| 1. b says... |  |
| 2. C says... followed by-a-o-u | 1. C says... followed by-e-i |
| 3. d says... | 2. g says... followed by-e-i |
| 4. ${ }^{\text {d }}$ says... followed by-a-o-u | 3. j says... |
| 5. k says... | 4. q says... |
| 6. P says... | 5. V says... |
| 7. † says... | 6. Z says... |
| 8. ch says... (S.D.) | 7. sh says... (S.D.) |


| Week 2 | $1^{\text {st }}$ Quarter |
| :---: | :---: |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |
| SOFT SOUNDS Consonant Sounds heard at the "end" of the letter name | The 5 most Difficult to Learn Consonant Sounds |
| 1. f says... | 1. \| says... |
| 2. m says... | 2. h says... |
| 3. n says... | 3. W says... when beginning a word |
| 4. r says... | 4. $\times$ says... at the end of a word |
| 5. $\mathbf{s}$ says... | 5. $\mathbf{Y}$ says... when beginning a word |
| 6. th says... (S.D.) | 6. wh says... (S.D.) |



| Week 4 | GRADE 1 | National Reading Vocabulary | $1^{\text {st }}$ Quarter |
| :--- | :--- | :--- | :--- |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |  |  |
| shorte | shorte |  |  |



| Week 6 | $1^{\text {st }}$ Quarter |
| :---: | :---: |
| MONDAY \& TUESDAY short o | WEDNESDAY \& THURSDAY short o |
| 1. got | 1. off |
| 2. fox | 2. top |
| 3. dog | 3. stop |
| 4. not | 4. long |
| 5. saw (W.D.) | 5. come (W.D.) |


| Week 7 | GRADE 1 | National Reading Vocabulary | $1^{\text {st }}$ Quarter |
| :--- | :--- | :--- | :--- |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |  |  |
| short u | short |  |  |
| 1. up | 1. bus |  |  |
| 2. us | 2. but |  |  |
| 3. fun 3. sun   <br> 4. jump 4. run   <br> 5. you (W.D.) 5. your (W.D.) |  |  |  |


| Week 8 | $1{ }^{\text {st }}$ Quarter |
| :---: | :---: |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |
| 2 letter long vowel ending | 2 letter long vowel ending |
| 1. go | 1. so |
| 2. no | 2. be |
| 3. me | 3. he |
| 4. we | 4. my |
| 5. going (W.D.) | 5. why (W.D.) |


| Week 9 | $1^{\text {st }}$ Quarter |  |  |  |
| :--- | :--- | :--- | :---: | :---: |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |  |  |  |
| small "tricky" words | small "tricky" words |  |  |  |
| 1. by | 1. Oh |  |  |  |

COMMENTS:


## Week 11

MONDAY \& TUESDAY
ai ee ie oa ea (digraphs)

1. rain
2. see
3. lie
4. road
5. $\operatorname{read}(2)$ (W.D.)
$2^{\text {nd }}$ Quarter
WEDNESDAY \& THURSDAY
or (r-controlled vowel)
6. or
7. for
8. more
9. before
10. orange (W.D.)

## Week 12

MONDAY \& TUESDAY
oo-2 sounds

1. too
2. soon
3. look
4. good
5. where
(W.D.)
6. were (W.D.)
7. were (W.D.)
8. ran
9. man
10. fast
11. back

## short a

WEDNESDAY \& THURSDAY

COMMENTS:
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$\qquad$


## Week 15

MONDAY \& TUESDAY ow - long sound

1. low
2. slow
3. know
4. tomorrow
5. what
(W.D.)
(W.D.)
(W.

COMMENTS:

| Week 16 GRADE 1 National Reading Vocabulary $2^{\text {nd }}$ Quarter |  |  |  |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
| 1. box |  | 1. all |  |
| 2. hot |  | 2. ball |  |
| 3. mom |  | 3. call |  |
| 4. lost |  | 4. fall |  |
| 5. walk | (W.D.) | 5. small | (W.D.) |

## Week 17

MONDAY \& TUESDAY
er ir (r-controlled vowels)

1. her
2. after
3. girl
4. turn
5. does
(W.D.)
6. who (W.D.)
7. who (W.D.)
final-e rule
8. five
9. time
10. take
11. came

Week 18
MONDAY \& TUESDAY
short a

1. black
2. that
3. than
4. shall
5. given (W.D.) (W.D.)

WEDNESDAY \& THURSDAY ay (long a sound)

1. day
2. say
3. may
4. way
5. their
(W.D.)

| Week 19 GRADE 1 | National | Reading Vocabulary $3^{\text {rd }}$ Quarter |
| :---: | :---: | :---: |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |  |
| short e | oy (diphthong) |  |
| 1. bed | 1. boy |  |
| 2. fed | 2. toy |  |
| 3. pet | 3. joy |  |
| 4. desk | 4. soy |  |
| 5. again (W.O.D) | 5. gone | (W.D.) |

## Week 20

MONDAY \& TUESDAY contractions

1. can't
2. isn't
3. didn't
4. doesn't
5. don't
(W.D.)
6. won't
(W.D.)

## Week 21

MONDAY \& TUESDAY
er - ir - ur

1. other
2. together
3. first
4. during
5. they're
(W.D.)
$3^{\text {rd }}$ Quarter
WEDNESDAY \& THURSDAY
oo (short and long oo sound)
6. food
7. moon
8. foot
9. took
10. friend (W.D.)

| Week 22 GRADE 1 | National Reading Vocabulary $3^{\text {rd }}$ Quarter |  |
| :--- | :--- | :--- |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |  |
| final-e rule | final-e rule |  |
| 1. nine | 1. make |  |
| 2. ride | 2. made |  |
| 3. bike | 3. blue |  |
| 4. gave | 4. while |  |
| 5. done (W.D.) | 5. some |  |

## Week 23

MONDAY \& TUESDAY ee (long "e" sound)

1. seen
2. keep
3. green
4. three
5. two
(W.D.)
(

## Week 24

MONDAY \& TUESDAY
short a

1. sat
2. dad
3. last
4. thank
5. seven (W.D.)

COMMENTS:

| Week $25 \quad$ GRADE 1 | National Reading Vocabulary $3^{\text {rd }}$ Quarter |  |
| :---: | :---: | :---: |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |  |
| 2 consonant rule | 2 consonant rule |  |
| 1. into | 1. yellow |  |
| 2. hello | 2. bottom |  |
| 3. sixth 3. cannot   <br> 4. often 4. sister   <br> 5. try (W.D.) 5. buy (W.D.) |  |  |

## Week 26

MONDAY \& TUESDAY short i

1. sit
2. hit
3. wish
4. inch
5. both
(W.D.)
6. buy
(W.D.)

| Week 26 | $3{ }^{\text {rd }}$ Quarter |
| :---: | :---: |
| MONDAY \& TUESDAY short i | WEDNESDAY \& THURSDAY short i |
| 1. sit | 1. bit |
| 2. hit | 2. kid |
| 3. wish | 3. dish |
| 4. inch | 4. still |
| 5. both (W.D.) | 5. myself (W.D.) |

Week 27
MONDAY \& TUESDAY
short u

1. cut
2. must
3. just
4. lunch
5. put
(W.D.)
(W.D.)

$\qquad$
COMMENTS:

| Week 28 GRADE 1 | National Reading Vocabulary $4^{\text {th }}$ Quarter |  |
| :--- | :--- | :--- |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |  |
| short a | short a |  |
| 1. fat | 1. bath |  |
| 2. bag | 2. land |  |
| 3. flag | 3. sang |  |
| 4. clap | 4. flat |  |
| 5. cold | (W.D.) | 5. could |

## Week 29

MONDAY \& TUESDAY short i

1. fit
2. fix
3. fish
4. kick
5. would
(W.D.)
6. should (W.D.)

Week 30
MONDAY \& TUESDAY
ee (long e sound)

1. feel
2. feet
3. need
4. meet
5. been (W.D.)

COMMENTS:


## Week 32

MONDAY \& TUESDAY ea (long e sound)

1. Dear
2. leave
3. clean
4. easy
5. move
(W.D.)
6. child (W.D.)

Week 33
MONDAY \& TUESDAY
short e

1. end
2. set
3. best
4. help
5. most (W.D.)

WEDNESDAY \& THURSDAY short e

1. less
2. leg
3. next
4. kept
5. because (w.D.)


| Week 35 | 4th Quarter |
| :---: | :---: |
| MONDAY \& TUESDAY short o | WEDNESDAY \& THURSDAY shorto |
| 1. odd | 1. hop |
| 2. cot | 2. job |
| 3. drop | 3. lost |
| 4. wrong | 4. along |
| 5. hold (W.D.) | 5. once (W.D.) |

Week 36
4th Quarter
MONDAY \& TUESDAY ay (long a)

1. lay
2. gray
3. play
4. today
5. house
6. mother (W.D.)
7. round
8. father (W.D.)

## COMMENTS:

