

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 50th percentile on 1st 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 1st 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 - 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

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.

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Grade 1 National Reading Vocabulary - 1st Nine Weeks

Week 1 – Review Consonants

Hard Consonant	Soft Consonants
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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
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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

Week 4

short e

Week 5

short i

Week 6

short o

red	ten	if	is	got	off
let	tell	in	did	fox	top
hen	wet	it	him	dog	stop
get	yes	its	his	not	long
was	from	have	give	saw	there

Week 7

short u

Week 8

long vowels

Week 9

"Tricky" Words

up	bus	a	go	I	Oh
us	sun	so	no	of	on
fun	run	he	we	to	do
but	truck	be	me	why	she
what	one	by	my	goes	two

Grade 1 National Reading Vocabulary - 2nd Nine Weeks

Week 10
Final-e Rule

Week 11

ar - or

Week 12

ay - ai - ee - ie - oa

name	five	are	or	day	rain
home	gave	car	for	way	see
here	take	far	more	play	lie
like	came	dark	before	say	road
some	come	orange	color	says	they

Week 13
short a

Week 14

short e

Week 15

short i

ran	back	jet	when	six	will
hat	black	well	then	big	hill
has	that	left	them	with	think
flat	fast	head	went	this	little
you	your	very	want	pretty	giving

Week 16
short o – all

Week 17

short u

Week 18

oo (2 sounds)

box	all	just	cut	too	foot
hot	ball	must	much	soon	good
mom	call	jump	such	food	look
lost	fall	lunch	thumb	moon	took
walk	small	push	pull	move	put

Grade 1 National Reading Vocabulary – 3rd Nine Weeks

Week 19

ir - er

first	her
girl	mother
bird	together
turn	were
they're	where

Week 20

ou - oy

out	boy
our	toy
house	joy
round	coin
four	does

Week 21

contractions – short a

isn't	ant
didn't	bat
don't	bag
we're	can't
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 – 4th 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