## 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:

1st nine weeks - 70 words
2nd nine weeks - 90 words
3rd nine weeks - 90 words
4th nine weeks - 90 words
TOTAL $=340$ words
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 $-b-c-d-f-g-h-j-k-I-m-n-p-q-r-s-t-v-w-x-y-z$. 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 http://www.tampareads.com/order/grade1/select1.htm if you are not currently a TampaReads/ReadingKey member.

Happy Reading....
Richard Pressinger (M.Ed.) Reading Specialist ReadingKey.com

## 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 Reading Vocabulary $1^{\text {st }}$ Quarter



| Week 2 | $1{ }^{\text {st }}$ Quarter |
| :---: | :---: |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |
| SOFT SOUNDS <br> 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 3

MONDAY \& TUESDAY
short a

1. am
2. $a n$
3. at
4. as
(z)
5. the (W.D.)
6. the (w.D.) .
7. said


| Week 5 | $1^{\text {st }}$ Quarter |
| :---: | :---: |
| MONDAY \& TUESDAY <br> short i | WEDNESDAY \& THURSDAY short i |
| 1. if | 1. is (z) |
| 2. in | 2. did |
| 3. it | 3. him |
| 4. it'S | 4. his (z) |
| 5. have (W.D.) | 5. one (W.D.) |


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

COMMENTS


| 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 |


| Week 9 | $1^{\text {st }}$ Quarter |
| :---: | :---: |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |
| small "tricky" words | small "tricky" words |
| 1. by | 1. Oh |
| 2. I | 2. on |
| 3. of | 3. do |
| 4. to | 4. she |
| 5. goes (W.D.) | 5. color (W.D.) |

COMMENTS:

| Week 10GRADE <br> MONDAY \& TUESDAY <br> final-e rule | National Reading Vocabulary | $2^{\text {nd }}$ Quarter |
| :--- | :--- | :--- |
| WEDNESDAY \& THURSDAY |  |  |
| 1. name | ar (r-controlled vowel) |  |
| 2. home | 1. are |  |
| 3. here | 2. car |  |
| 4. like | 3. far |  |
| 5. give (W.D.) | 4. dark |  |


| Week 11 | $2^{\text {nd }}$ Quarter |
| :---: | :---: |
| MONDAY \& TUESDAY <br> ai ee ie oa ea (digraphs) | WEDNESDAY \& THURSDAY or (r-controlled vowel) |
| 1. rain | 1. or |
| 2. see | 2. for |
| 3. lie | 3. more |
| 4. road | 4. before |
| 5. read (2) (W.D.) | 5. orange (W.D.) |


| Week 12 | $2^{\text {nd }}$ Quarter |
| :---: | :---: |
| MONDAY \& TUESDAY oo - 2 sounds | WEDNESDAY \& THURSDAY short a |
| 1. too | 1. ran |
| 2. soon | 2. man |
| 3. look | 3. fast |
| 4. good | 4. back |
| 5. where (W.D.) | 5. were (w.D.) |

COMMENTS:


| Week 14 | $2^{\text {nd }}$ Quarter |  |
| :--- | :--- | :--- |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |  |
| shorti | shorti |  |
| 1. six 1. will  <br> 2. big 2. hill  <br> 3. with 3. think  <br> 4. this 4. which  <br> 5. they (W.D.) 5. there$\quad$ (W.D.) |  |  |


| Week 15 | $2^{\text {nd }}$ Quarter |  |
| :--- | :--- | :--- |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |  |
| ow - long sound | ow - short ow sound |  |
| 1. low | 1. how |  |
| 2. slow | 2. now |  |
| 3. know | 3. down |  |
| 4. tomorrow |  | 4. brown |
| 5. what | (W.D.) | 5. want |

COMMENTS:

| Week 16 GRADE 1 National Reading Vocabulary $2^{\text {nd }}$ Quarter MONDAY \& TUESDAY <br> WEDNESDAY \& THURSDAY <br> short o <br> "all" words <br> box <br> 1. all <br> hot <br> 2. ball <br> mom <br> 3. call <br> 4. lost <br> 4. fall |  |  |  |
| :---: | :---: | :---: | :---: |
| 5. walk |  | 5. sma |  |


| Week 17 | $2^{\text {nd }}$ Quarter |  |
| :--- | :--- | :--- |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |  |
| er ir (r-controlled vowels) | final-e rule |  |


| Week 18 | $2^{\text {nd }}$ Quarter |  |
| :--- | :--- | :---: |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |  |
| short a | ay (long a sound) |  |
| 1. black | 1. day |  |
| 2. that | 2. say |  |
| 3. than | 3. may |  |
| 4. shall | 4. way |  |
| 5. given (W.D.) |  |  |

COMMENTS:

| Week 19 GRADE 1 National MONDAY \& TUESDAY short e <br> 1. bed <br> 2. fed <br> 3. pet <br> 4. desk | Reading Vocabulary $3^{\text {rd }}$ Quarter <br> WEDNESDAY \& THURSDAY oy (diphthong) <br> 1. boy <br> 2. toy <br> 3. joy <br> 4. soy |
| :---: | :---: |
| 5. again (W.O.D) | 5. gone (W.D.) |
| Week 20 | arter |
| MONDAY \& TUESDAY contractions <br> 1. can't <br> 2. isn't <br> 3. didn't <br> 4. doesn't | WEDNESDAY \& THURSDAY <br> short a <br> 1. ant <br> 2. bat <br> 3. grab <br> 4. drank |
| 5. don't (W.D.) | 5. won't (W.D.) |

Week 21
MONDAY \& TUESDAY
er - ir - ur

1. other
2. together
3. first
4. during
5. they're
(W.D.)
(1) (W.)

COMMENTS:

| Week 22 GRADE 1 | National Reading Vocabulary $3^{\text {rd }}$ Quarter |
| :--- | :--- | :--- |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |
| final-e rule | final-e rule |


| Week 23 | $3^{\text {rd }}$ Quarter |  |
| :--- | :--- | :--- |
| MONDAY \& TUESDAY |  |  |
| ee (long "e" sound) | WEDNESDAY \& THURSDAY |  |
| 1. seen ea (long "e" sound) <br> 2. keep 1. eat <br> 3. green 2. read <br> 4. three 3. near <br> 5. two 4. year |  |  |


| Week 24 | $3^{\text {rd }}$ Quarter |  |
| :--- | :--- | :--- |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |  |
| short a | short a |  |
| 1. sat | 1. mad |  |
| 2. dad | 2. bad |  |
| 3. last | 3. band |  |
| 4. thank | 4. class |  |
| 5. seven (W.D.) | 5. eight |  |

COMMENTS:


| Week 27 |  |  |
| :--- | :--- | :--- |
| MONDAY \& TUESDAY |  |  |
| short u | $3^{\text {rd }}$ Quarter |  |
| 1. cut | WEDNESDAY \& THURSDAY |  |
| 2. must | 1. much |  |
| 3. just | 2. such |  |
| 4. lunch | 3. plus |  |
| 5. put | (W.D.) | 4. thumb |

COMMENTS:


| Week 30 | $4^{\text {th }}$ Quarter |  |
| :--- | :--- | :---: |
| MONDAY \& TUESDAY | WEDNESDAY \& THURSDAY |  |
| ee (long sound) | ee (long e sound) |  |
| 1. feel | 1. week |  |
| 2. feet | 2. tree |  |
| 3. need | 3. sleep |  |
| 4. meet | 4. street |  |
| 5. been (W.D.) | 5. laugh |  |

COMMENTS:


| Week 33 |  |
| :--- | :---: |
| MONDAY \& TUESDAY |  |
| short e | $4^{\text {th }}$ Quarter |
| 1. end WEDNESDAY \& THURSDAY <br> 2. set short e <br> 3. best 2. less <br> 4. help 3. next <br> 5. most (W.D.) 4. kept5. because (W.D.) |  |

COMMENTS:


| Week 35 | 4th Quarter |
| :---: | :---: |
| MONDAY \& TUESDAY short o | WEDNESDAY \& THURSDAY short o |
| 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. out
3. gray
4. our
5. play
6. today
7. house
8. mother (W.D.)
9. round
10. father (W.D.)

## COMMENTS:

