

# Grade 1 National Reading Vocabulary

Developed by Tarrapoffbooks - [ReadingKey.com/Tarrapoffbooks.com](http://ReadingKey.com/Tarrapoffbooks.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 2-3 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 - 60 words

3rd nine weeks - 50 words - 4th nine weeks - 60 words

TOTAL - 340 words

## STEP 1 - Inure the Foundation

The first two weeks of the program begin with a review of all component 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 - t - - w - - l - - s (at the end of a word) and - p (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 "least 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 (store) 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 "gray-scale" 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. southeast - northeast) or is not consistent with typical phonics rules (i.e. does-due - what-wut). This "Word of the Day" should be given additional practice to insure its memorization (we have selected excellent activities for this).

# National Reading Vocabulary Grade 1

**Fowler Dell Brooks**



## **National Reading Vocabulary Grade 1:**

**Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction** National Reading Panel (U.S.),2000      **Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction : Reports of the Subgroups** National Reading Panel (U.S.),2000 In 1997 Congress asked the Director of the National Institute of Child Health and Human Development NICHD in consultation with the Secretary of Education to convene a national panel to assess the status of research based knowledge including the effectiveness of various approaches to teaching children to read The panel was charged with providing a report that should present the panel s conclusions an indication of the readiness for application in the classroom of the results of this research and if appropriate a strategy for rapidly disseminating this information to facilitate effective reading instruction in the schools p 1 1      *The ... Yearbook of the National Reading Conference* National Reading Conference (U.S.). Annual Meeting,National Reading Conference (U.S.),2000      *Yearbook of the National Reading Conference* National Reading Conference (U.S.),2005      **Leveled Reading, Leveled Lives** Timothy Shanahan,2025-07-28 An engaging and evidence based examination of how reading instruction has been misinterpreted and misapplied for decades and how to right the course to improve reading skills for all students In *Leveled Reading Leveled Lives* leading literacy expert Timothy Shanahan curates a lively tour of the history of reading instruction in the United States arguing that the most popular reading instruction method is failing students and suppressing their literacy achievement He breaks down the reasons why teachers and researchers alike have favored this accepted wisdom known as instructional level theory in US schools over the past five decades and presents a compelling case for a new way forward that will bolster students reading skills Today it s not uncommon to find students in a fourth grade classroom reading books suitable for third second or even first graders Teachers suggest books to students at their deemed instructional levels but how these instructional levels are determined is suspect With a comprehensive critical analysis of instructional level pedagogy Shanahan exposes its shaky foundations and shows how faulty research findings have become so entrenched He gathers an extensive body of research studies that overwhelmingly contradict the instructional level theory and offers an evidence based consideration of how educators must instead use grade level reading to bring about maximum learning gains This seminal book concludes with practical advice for implementing grade level reading instruction including detailed descriptions of the types of instruction and scaffolding needed to increase students reading achievement from teaching decoding and challenging texts to scaffolding reading to maintaining motivation Shanahan asserts that a better approach can ensure that all students have an opportunity to leave high school with reading abilities commensurate with their personal social civic and economic goals

**54th Yearbook of the National Reading Conference** Beth Maloch,2005      [Resources in Education](#) ,1989-02      **The**

**Journal of the National Education Association** National Education Association of the United States, 1924      **A Study of Interests and Their Relations to Other Factors of Achievement in the Elementary School Subjects** A. V. Smith, Edward Joseph Westenberger, Marie Cecelia McGrath, Mary Callixta, Paul Hanly Furfey, Robert Thomas Rock, Sister Marie Cecilia Mangold, Sister Mary Columba, Sister Mary Immaculata, Sister Mary Irmina, Sylvester Schmitz, Thomas George Foran, William Dollard Commins, 1925      Educational Research Monographs Catholic University of America, 1927  
*Educational Research Bulletins*, 1927      *Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant*,      **Report of the National Committee on Reading** National Society for the Study of Education. Committee on Reading, 1925      **57th Yearbook of the National Reading Conference** Youb Kim, 2008      *Educational Tests and Measurements* Walter Scott Monroe, James Clarence De Voss, Frederick James Kelly, 1924      **Studies in Education** University of Iowa, 1929      *The 49th Yearbook of the National Reading Conference* Timothy Shanahan, Flora V. Rodríguez-Brown, 2000      **The Blind Child and His Reading** Kathryn Erroll Maxfield, 1928      **The Applied Psychology of Reading** Fowler Dell Brooks, 1926      **Shaping Literacy Achievement** Michael Pressley, 2007-03-08 In the era of No Child Left Behind what literacy research is still needed How should it be conducted And what role does research play in determining the kinds of literacy experiences that actually take place in classrooms This forward thinking book brings together leading authorities to address these vital and hotly debated questions Contributors analyze the existing knowledge on core aspects of literacy education describe how science is currently informing practice and identify important methodological challenges and research directions A highlight of the book is a chapter in which Michael Pressley offers an insightful critique of Reading First as well as practical recommendations for improving future policies

The Top Books of the Year National Reading Vocabulary Grade 1 The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous captivating novels enthralling the hearts of readers worldwide. Lets delve into the realm of top-selling books, exploring the engaging narratives that have enthralled audiences this year. National Reading Vocabulary Grade 1 : Colleen Hoover "It Ends with Us" This heartfelt tale of love, loss, and resilience has captivated readers with its raw and emotional exploration of domestic abuse. Hoover skillfully weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can prevail. National Reading Vocabulary Grade 1 : Taylor Jenkins Reids "The Seven Husbands of Evelyn Hugo" This intriguing historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reids captivating storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. National Reading Vocabulary Grade 1 : Delia Owens "Where the Crawdads Sing" This evocative coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens weaves a tale of resilience, survival, and the transformative power of nature, entrancing readers with its evocative prose and mesmerizing setting. These popular novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of compelling stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is a masterful and gripping novel that will keep you guessing until the very end. The novel is a warning tale about the dangers of obsession and the power of evil.

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