

RMSE Grade 1 Reading Curriculum Guide
Lessons 1-20
Colorado Academic Standards

Priority Standards

RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (Phonemes)

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode regularly spelled one-syllable words.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

RF 1.4 Read with sufficient accuracy and fluency to support comprehension

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RMSE Grade 1 Planning Pages

What to Use

Teacher	Students
Presentation Book A (pages 1-111)	Storybook 1
Teacher's Guide (pages 4-5, 14-44)	Workbook A
Answer Key	
Spelling Book	lined paper

What's Ahead in Lessons 1-20

New Skills

- Children will review the sounding out strategy.
- Story length will increase from 102 to 149 words.
- Children will read stories of up to four parts (one part read in each lesson).
- Children will answer *who, what, when, where, why* and *how* questions about the story.
- Children will make predictions about what will happen next in the story and what the picture will show.
- Children will do "Read the Items" activities, which combine comprehension and following directions.
- Children will practice reading high frequency hard words (Lessons 3, 4, 8, 9, 13, 18).
- Children will complete written activities including answering comprehension questions about the story and short passages, writing sounds and sentences, spelling activities, and following directions.
- The spelling program, that accompanies *Reading Mastery Signature Edition* Grade 1, begins with children writing sounds from dictation and proceeds to words and sentences.

New Sounds and Sound Combinations

- Lesson 1 — **ar** as in *car*
- Review of:
all consonant sounds
long and short vowel sounds
consonant digraphs **th, sh, wh, ch**
sound combinations **ing, er, qu, oo** as in *moon*

New Vocabulary

Regular words:

- | | |
|--|---|
| (1) are, bar, car, clap, far,
lift, road, sitting, that,
the, then, this, went | (15) faster, fell, jumped,
let's, next, rode, splash,
stream |
| (2) cart, charm, every,
farm, kissed, mail,
paint, there, when,
where | (16) bank, best, over, same,
started |
| (3) ate, barn, didn't, don't,
for, has, her, here, she,
them, why | (17) bike, cry, flying, Jane,
jumping, real, rope,
things, years |
| (4) at, did, even, he, these,
they, those, very, were,
yard | (19) bikes, but, cried, Jill,
name, named, sister,
soon, story, tried |
| (5) arm, girls, going, live,
stop | (20) ask, fish, likes, play,
rabbit, read, reading,
really, rides, self |
| (6) big, can, cop, dig, dog,
dug, hole, lived, start,
yarn | |
| (7) art, came, liked, made,
never, starting, tart,
yes | |
| (10) arf, ark, bark, barked,
bath, happy, help,
helped, like, played,
shark, swim, with | |
| (11) after, barking, funny,
swam, swimming,
yelled | |
| (12) better, horse, plays,
sharks, swims | |
| (14) cow, creek, crying, fast,
fly, ride, stay, stopped,
try, trying | |

Irregular words:

- | |
|-------------------------------------|
| (3) of |
| (4) do |
| (5) talk, talking, walk,
walking |
| (6) away |
| (10) another, book, other |
| (11) cooked, looked, took |
| (12) books, looks |
| (14) boy, touch |
| (16) come, some, what |
| (17) circle, water |
| (19) girl |
| (20) brother, good, mother |

RMSE Grade 1 Planning Pages Continued

Look Ahead

In-Program Tests

Skill Tested	Implications
Hard words	Reading hard words lessons provide extra practice on high frequency hard words that might pose problems for lower achieving children. They can practice reading with partners to improve fluency.
Group Reading Accuracy Test	The test after Lesson 20 will indicate whether the group needs to review or skip.

Reading Checkouts

Lessons 5, 10, 15, 20

- Beginning at Lesson 5, children will begin doing checkouts on the story or part of the story, reading the passage within a specified time and error limit.

Prior to Lesson 5

- Develop a plan for managing and recording checkouts.
- Initially, you will need at least 4 or 5 minutes per child to explain and conduct checkouts.
- Plan to conduct checkouts while children are completing Worksheets or other independent work.
- Paraprofessionals or classroom volunteers can assist with checkouts.
- For children who need additional practice in reading the stories, partner readings may be an option. Seat partners side by side with their chairs facing in opposite directions. One child reads while the other follows along, and they then switch. Checkouts, along with reading hard words activities and group reading accuracy tests, will provide important information about the children's progress.

Skills

	Lessons 1–20
Word Reading	143 regular words 26 irregular words Reading high frequency hard words
Comprehension	Picture Comprehension Predicting what the picture will show Answering questions about the picture Story Comprehension Answering <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>why</i> questions orally Making predictions about the story Answering questions about the story and other short passages in writing

Reading Activities

Help children develop decoding and comprehension skills by using the following reading activities.

Story Chain (Lessons 1–20)

Cut paper strips into lengths approximately 3" x 12". Write the title and all but two sentences from a lesson story on a paper strip. After reading the story, distribute the strips randomly among the children. Reread the story and have children identify the sentences they have and identify the missing sentences. Then have children write the missing sentences and assemble the strips as links to make a story chain.

Class Keys (Lessons 1–20)

Make key shapes on tagboard and cut them out. Write a vocabulary word on each key.

As a group masters each word, add it to a three-inch metal ring. Have children take turns bringing home the class keys to practice.



Not! (Lessons 3, 4, 8, 9, 13, 18)

Write each "hard word" from Lessons 3, 4, 8, 9, 13, and 18 on an index card. For every 10 cards, make a card with the word **NOT!** on it. Children take turns drawing a word card out of a shoe box or coffee can. The child keeps the cards that are read correctly and returns those cards that are read incorrectly. If a child draws a **NOT!** card, all of the cards are returned to the container and the child begins collecting cards again on the next turn.

Criteria for Reading Checkouts

Error Limit	Number of words read	Number of minutes	Words per minute	Lesson Number
3	113	2.5	45	5
3	104	2.5	42	10
3	99	2.5	40	15
3	82	2.0	41	20

RMSE Grade 1 Lessons 1-20 Continued

Keep in Mind

Focus in RMSE:

Remember, RMSE uses continuous blending (not segmented) when sounding out all words. Be sure that children do not stop between the sounds when sounding out the words.

The procedure for teaching irregular words is scripted as, “That’s how we sound out the word. Here’s how we say the word.”

Lessons 3, 4, 8, 9, 13, 18 contain high frequency “hard words” lists, not stories. Children should practice these words until they know them “like a snap.”

The “write words for the picture” format of the worksheet needs to be closely monitored. Continue to use the script from lesson 1, if needed.

At lesson 18, the definition of the preposition “in” is not taught explicitly. Prepositions can (and should) be taught explicitly by modeling, practicing, and reviewing.

At lesson 19, order of asking questions during the story reading changes. The wording provided in the presentation book helps to explicitly teach this skill.

Be aware that DIBELS uses different language than RMSE. Students will need exposure to “testing language.” Testing language to expose students to:

- sound
- first sound
- rhyme

Assessments

Fluency Checkouts

5, 10, 15, 20

DIBELS Progress Monitoring

Phoneme Segmentation Fluency (PSF) ≥ 40 benchmark
25-39 strategic
0-24 intensive

Nonsense Word Fluency (NWF) CLS: ≥ 31 , WWR: ≥ 3 benchmark
CLS: 22-30, WWR: 1-2 strategic
CLS: 0-21, WWR: 0 intensive

Additional Resources

See Schoology for aligned and meaningful independent work activities. If you have additional activities for these lessons that you are willing to share, please send them to Tina Errthum (terrthum@greeleyschools.org) to be added to this resource folder.

Direction Instruction group code for Schoology: 467PP-28JFW

[Click for Schoology](#)

Click Reading Mastery Signature Edition (RMSE) → RMSE- Grade 1 → RMSE Grade 1 Curriculum Guide and Resources → Grade 1 Lessons 1- 20

RMSE Grade 1 Reading Curriculum Guide
Lessons 21-40
Colorado Academic Standards

Priority Standards

RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (Phonemes)

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c.

RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode regularly spelled one-syllable words.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

RF 1.4 Read with sufficient accuracy and fluency to support comprehension

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RMSE Grade 1 Planning Pages

Making Progress

	Since Lesson 1
Word Reading	143 regular words 26 irregular words Reading high frequency hard words
Comprehension	Picture Comprehension Predicting what the picture will show Answering questions about the picture Story Comprehension Answering <i>who, what, when, where, and why</i> questions orally Making predictions about the story Answering questions about the story and other short passages in writing

What to Use

Teacher	Students
Presentation Book A (pages 112–234) Teacher's Guide (pages 44–45) Answer Key Spelling Book	Storybook 1 (pages 42–103) Workbook A lined paper

What's Ahead In Lessons 21–40

New Skills

- Story length will increase from 149 to 214 words.
- Children will discriminate between the names of the vowel letters and the sounds for the long and short vowels (Lesson 38).
- Children will read stories of up to five parts.
- Two-part words (compound words) are introduced (Lesson 36).

New Sound Combination

- Lesson 30 — **al** as in *ball*

New Vocabulary

• Regular words:

- (21) asked, bake, bakes, cake, card, hard, kind
- (22) baked, bones, dime, eagle, hates, hear, smelled, spot, will
- (23) broom, fine, get, getting, leave, meal, pay, side, street, well
- (24) my, note, pad, room, still
- (25) brush, must, painting, steps, told, white
- (26) blow, Don's, drop, dropped, each, hold, horn, legs, old, painted, sore
- (27) bags, dropping, held, rob, robbers, store, toot
- (28) buttons, cannot, grabbed, jumps, six, sky, than
- (29) bag, farmer, gold, more, pants, pink, sold, think
- (30) ball, cold, farms, kept, lady, selling, three, trip, yellow
- (31) all, dim, fall, hall, main, miles, rip
- (33) call, fat, left, playing, small
- (34) bent, box, bug, floor, I'll, last, lick, mall, mole, salt, spotted, stall, tall

- (35) dream, dreaming, goes, hope, meets, party, picked, rolling, sleep
- (36) called, can't, inside, please, silly, sing, stand
- (37) bet, calling, candy, chunks, much, part, smiled, taller, thinking
- (38) also, always, ever, thank, week, win
- (39) falls, glasses, piles
- (40) kicked, rod, table

• Irregular words:

- (23) look
- (24) walked
- (25) answered, doing, who
- (26) from
- (27) because, bird, money
- (28) brothers, love, want
- (29) buy, off
- (30) one, wanted
- (34) saw
- (35) oh
- (36) would
- (37) football, looking, should
- (38) could, touching, your
- (39) elephant, head, put, word
- (40) any

RMSE Grade 1 Planning Pages Continued

Look Ahead

In-Program Tests

Skill Tested	Implications
Group Reading Accuracy Test (Lessons 26, 36)	Major changes will be occurring in the next 20-lesson block. Children need to be reading accurately before moving on.

Reading Checkouts

Lessons 25, 30, 35, 40

- Children should be reading around 50 words per minute at 97 percent accuracy.

Lesson Number	Error Limit	Number of words read	Number of minutes	Words per minute
25	4	128	3.0	43
30	3	104	2.0	52
35	4	124	2.5	50
40	3	94	2.0	47

Skills

	Lessons 21–40
Word Reading	1 new sound combination 141 new regular words 30 new irregular words

Reading Activities

Help children develop comprehension skills by using the following activities.

Animals Can Do It (Lessons 23, 24, 27, 28, 31, 33–37, 39, 40)

Have children make a series of class charts showing the characteristics of animals in lesson stories where the animals have human traits. Ask children to list examples of the things Spot the dog, the bug in the ball, and the tall man's dog can do that people can do. Examples from Lesson 40 would include the following:

The tall man's dog can talk

read
hide things
kick a ball

Hard Cards (Lessons 21–40)

For each child, write five to ten "hard words" from the vocabulary sections of the lesson on a 5" x 7" index card. Have children read their "hard card" each day. For each day of 100 percent mastery, place a sticker on the card. When the child collects three stickers, he or she gets to take the card home and receives a new "hard card." An example is shown here:

Kevin	***
could	do
smelled	from
one	money
who	

Who Said It? (Lessons 21–40)

Write quotes from a lesson story on the chalkboard or on a sheet of paper. Have children read each quote, refer to the lesson story, and write which character said the quote. An example from Lesson 23 is shown below.

- "what did you say?" (spot)
- "it is time for me to leave." (spot)
- "it is a fine day." (the man)
- "pay me a dime for these bones." (the man)
- "I will pay you a dime for the bones and I will go home." (spot)

RMSE Grade 1 Lessons 21-40 Continued

Keep in Mind

Focus in RMSE:

At lesson 23, the definition of the preposition “over” is not taught explicitly. Prepositions can (and should) be taught explicitly by modeling, practicing, and reviewing.

At lesson 26, the “fooler’s game” is introduced. The wording provided in the presentation book helps to explicitly teach this skill. Also, the definition of the preposition “under” is not taught explicitly. Prepositions can (and should) be taught explicitly by modeling, practicing, and reviewing.

At lesson 30, the sound combination of “al” is introduced, as in “ball or call.” This is a quick sound and should be said, “quick and soft.” Also, the definition of the preposition “next to” is not taught explicitly. Prepositions can (and should) be taught explicitly by modeling, practicing, and reviewing.

Lesson 32 contains high frequency “hard words” lists, not stories. Children should practice these words until they know them “like a snap.”

At lesson 40, the children will be taught the names of the vowel letters. This will prepare them for the final-e rule introduced at lesson 48.

On worksheet 40, students are to follow directions using the prepositions they have been learning.

Assessments

Fluency Checkouts

25, 30, 35, 40

DIBELS Progress Monitoring

Nonsense Word Fluency (NWF) CLS: ≥ 35 , WWR: ≥ 4 benchmark

CLS: 26-34, WWR: 1-3 strategic

CLS: 0-25, WWR: 0 intensive

Additional Resources

See Schoology for aligned and meaningful independent work activities. If you have additional activities for these lessons that you are willing to share, please send them to Tina Errthum (terrthum@greeleyschools.org) to be added to this resource folder.

Direction Instruction group code for Schoology: 467PP-28JFW

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Click Reading Mastery Signature Edition (RMSE) → RMSE- Grade 1 → RMSE Grade 1 Curriculum Guide and Resources → Grade 1 Lessons 21- 40

RMSE Grade 1 Reading Curriculum Guide
Lessons 41-60
Colorado Academic Standard

Priority Standards

RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (Phonemes)

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode regularly spelled one-syllable words.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

RF 1.4 Read with sufficient accuracy and fluency to support comprehension

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RMSE Grade 1 Planning Pages

Making Progress

	Since Lesson 1	Since Lesson 21
Word Reading	Sounds and 1 sound combination (ar) 284 regular words 56 irregular words Reading high frequency hard words	1 sound combination (al) 141 regular words 30 irregular words
Comprehension	Picture Comprehension Predicting what the picture will show Answering questions about the picture Story Comprehension Answering <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>why</i> questions orally Making predictions about the story Answering questions about the story and other short passages in writing	

What to Use

Teacher	Students
Presentation Book A (pages 235–278) Presentation Book B (pages 1–67) Teacher's Guide (pages 46–50, 53–57) Answer Key Spelling Book	Storybook 1 (pages 104–155) Workbook A Workbook B lined paper

What's Ahead In Lessons 41–60

New Skills

- Story length will increase from 214 to 260 words.
- Children will read stories of up to eight parts in length.
- Children learn the final -e rule (Lesson 48).
- Children read lists of words in which they must apply the final -e rule, for example, *cap*, *cape*, *rat*, *rate* (Lesson 54).
- The final -e rule is then applied in stories containing long and short vowel words, such as *pan* and *pane*.

New Sound Combination

- Lesson 45 – **ou** as in *out*

New Vocabulary

- *Regular words:*

- | | |
|--|---|
| (41) dinner, felt, himself, score, Walter | (55) bottom, cane, I'm, lie, reached, setting, sit, site, tired, woke |
| (42) cars, cheer, cheered, cheering, game, not, scored, team | (56) cam, clean, hid, hide, rich, round, rubbed |
| (43) balls, falling, fin, kick, player, scores, Walter's | (57) holding, lake, pan, pane, stayed |
| (44) hop, runner | (58) keep, take |
| (45) almost, cloud, just, loud, needed, out, past, shot, shout, time, wall | (59) fix, pin, pine, smile |
| (46) bout, pick, star | (60) kit, kite, park, robber, running, steal |
| (48) Carmen, children, house, how, mad, moo, mouse, our, petted, teacher | • <i>Irregular words:</i> |
| (49) glad, grass, mooing, saved, shouted, sounds | (41) couldn't, loved, wouldn't |
| (50) clouds, hound, piled, pouch, screamed | (42) shouldn't |
| (51) ground, herself, rat, rate, sound, steep | (43) ready |
| (52) before, hanging, hounds, only, open, ouch, rest, slammed | (46) wants |
| (53) behind, door, found, opened, slowly, thousand | (48) about |
| (54) bigger, cap, cape, careful, cross, elf | (50) afraid, around, mountain, once |
| | (51) eyes, father, magic |
| | (52) coming |
| | (53) anyone, touched |
| | (54) full, many |
| | (55) been |
| | (56) dirty, does, into, something |
| | (58) work |

RMSE Grade 1 Planning Pages Continued

Look Ahead

In-Program Tests Reading Checkouts

Lessons 45, 50, 55, 60

- Children should be reading at least 50 words per minute at 97 percent accuracy.

Lesson Number	Error Limit	Number of words read	Number of minutes	Words per minute
45	4	129	2.5	52
50	3	101	2.0	51
55	3	105	2.0	53
60	4	131	2.5	52

- Pay particular attention to whether or not the children get mixed up on words like *pan* and *pane* in the story. Often, children will do better on lists of words than in connected text. The stories in this twenty-lesson block, as well as throughout the program, were written specifically to practice the skills being taught. Children need to focus on the words and *not* rely on context.

Skills

	Lessons 41–60
Word Reading	1 new sound combination (ou) 117 regular words 25 irregular words Discriminate long and short vowel words using final <i>-e</i> rule

Reading Activities

Help children develop decoding and comprehension skills by using the following activities.

Predictions (Lessons 51–58)

After instruction has been completed for each lesson of the Magic Pouch series (Lessons 51–58), have children make predictions about the next story by writing an answer to the following questions as part of daily independent work. Have children edit and illustrate their work. As an additional activity, have children make up a new ending with other good things the girl could do and other good things she might find in the pouch.

Lesson 51 – What will the girl and her hound see on the other side of the clouds?

Lesson 52 – What was the loud sound that came out of the house?

Lesson 53 – What is in the pouch?

Lesson 54 – Will the girl open the pouch? Why?

Lesson 55 – Will the girl take the pouch? Why?

Lesson 56 – The girl told a lie, which was bad. What bad thing will the pouch do?

Lesson 57 – Do you think the girl will be good from now on? Why?

Two-Part Word Puzzles (Lessons 41–60)

Write a two-part word on an index card and cut out an irregular line between the parts. Have each child match the parts and then read the whole word.

Examples:

can	not
in	side
him	self
foot	ball

Following Directions (Lessons 41–60)

On 3" x 5" index cards, use a black marker to copy directions from Workbooks. Write the answer that the child will write with a yellow marker. Attach red transparency over each card. Have the children write the answer on the transparency, using a black water-based marker. Children can then lift the transparency to check their answer.

RMSE Grade 1 Lessons 41-60 Continued

Keep in Mind

Focus in RMSE:

At lesson 41, two-part words are introduced. It is helpful to use a Post-It to cover one part of the word. Prepositions (in, over, under, around, above, below, and next to) are introduced on the worksheet. The wording provided in the presentation book helps to explicitly teach this skill.

At lesson 45, the /ou/ sound is introduced as in “out” or “cloud.” This is a quick sound and should be said, “quick and soft.” Lesson 47 contains high frequency “hard words” lists, not stories. Children should practice these words until they know them “like a snap.” Also in lesson 47, children will read a new, unfamiliar story and answer comprehension questions on their worksheets.

At lesson 48, the final-e rule is introduced and is used throughout the rest of the program. The correction procedure for the final-e rule is, “Is there an ‘e’ at the end of this word? Will this letter say its name?” The answer will always be, “yes, yes” or “no, no.”

On worksheet 54, a new cross out game is introduced. The wording provided in the presentation book helps to explicitly teach this skill.

Children should have mastered the final-e before the fluency checkout at lesson 60.

Assessments

Fluency Checkouts

45, 50, 55, 60

DIBELS Progress Monitoring

Nonsense Word Fluency (NWF) CLS: ≥ 39 , WWR: ≥ 6 benchmark
CLS: 30-38, WWR: 2-5 strategic
CLS: 0-29, WWR: 0-4 intensive

Additional Resources

See Schoology for aligned and meaningful independent work activities. If you have additional activities for these lessons that you are willing to share, please send them to Tina Errthum (terrthum@greeleyschools.org) to be added to this resource folder.

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RMSE Grade 1 Reading Curriculum Guide**Lessons 61-80****Colorado Academic Standards****Priority Standards****RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (Phonemes)**

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled on-syllable words.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade- appropriate irregularly spelled words.

RF 1.4 Read with sufficient accuracy and fluency to support comprehension

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RMSE Grade 1 Planning Pages

Making Progress

	Since Lesson 1	Since Lesson 41
Word Reading	Sounds and 2 sound combinations (ar, af) 401 regular words 81 irregular words Reading high frequency hard words Discriminating long and short vowel words using final -e rule	1 sound combination (ou) 117 regular words 25 irregular words Discriminate long and short vowel words using final -e rule
Comprehension	Picture Comprehension Predicting what the picture will show Answering questions about the picture Story Comprehension Answering <i>who, what, when, where, and why</i> questions orally Answering questions about the story and other short passages in writing	

What to Use

Teacher	Students
Presentation Book B (pages 68–171) Teacher's Guide (pages 57–58) Answer Key Spelling Presentation Book	Storybook 1 (pages 156–215) Workbook B lined paper

What's Ahead in Lessons 61–80

New Skills

- Story length will increase from 260 to 299 words.
- Children will answer written questions about pictures in the storybook (Lesson 61).
- Children review previously joined digraphs **th, sh, ing** in isolation and in review words (Lesson 68).
- Beginning at Lesson 81, regular typeprint will be introduced. This twenty-lesson segment consolidates previously learned skills in preparation for this transition.

New Vocabulary

• Regular words:

- (61) bending, bit, bite, hugged, save, sharp
- (62) fate, kites, paper, starts, string, we'll, wind
- (63) five, go, landed, lifted, no, shake, shaking, won't
- (64) began, blowing, darker, grow, happen, happened, maker, makes, making, proud, thunder, Tim
- (65) fire, float, forest, make, sadder, Sam, trapped, while
- (66) became, fires, floated, hat, hate, or, plane, rail, scare, soaked, wade, wading
- (67) beans, fifty, gave, hundred, hunting, meat, pile, train
- (68) counted, counter, everything, home, missing, nine, Sandy, standing, tracks
- (69) ninety, parked, Sid
- (70) followed, outside, sets, shed
- (71) load, seem, truck, waited
- (72) lied, okay, scared, sorry

- (73) check, dish, easy, tar, that's, wishing
- (74) loading, lying, mark, mean, near, she's, shop
- (75) finding, gift, I've, leaving, showed
- (76) else, parts, care
- (77) job, mixed, tent
- (78) everybody, passed, snow, thing
- (79) colder, deep, ears, show, slipped, stuck, window
- (80) close, closed, con, cone, conned, cool, cream, drink, giving, mouth, sly

• Irregular words:

- (62) wood, you'll
- (63) again, know
- (64) pretty, two
- (65) someone, today
- (66) first, shook, tv
- (67) anything, bear, school, woman
- (68) front
- (71) crooks
- (73) says
- (74) their, what's
- (77) worked
- (78) done
- (80) ice

RMSE Grade 1 Planning Pages Continued

Look Ahead

In-Program Tests

Fluency Checkouts: Rate/Accuracy

Lessons 65, 70, 75, 80

- By lesson 80, children should be reading at least 60 words per minute at 97 percent accuracy.

Lesson Number	Error Limit	Number of words read	Number of minutes	Words per minute
65	4	144	2.5	58
70	3	104	2.0	52
75	3	109	2.0	55
80	4	120	2.0	60

Skills

	Lessons 61–80
Word Reading	131 regular words 22 irregular words
Comprehension	Answering questions about specified pictures

Reading Activities

Help children develop decoding and comprehension skills by using the following reading activities.

Compound Words (Lessons 65, 67, 68, 70, 78)

Have children identify the two parts of a compound word by writing them separately as the “first part” and “next part” of the word. Use the words listed below from previous lessons and as the words are introduced, beginning with Lesson 65.

Words from previous lessons: New words:

cannot

inside

himself

herself

anyone

something

someone (Lesson 65)

anything (Lesson 67)

everything (Lesson 68)

outside (Lesson 71)

everybody (Lesson 78)

Magic e! (Lessons 61–80)

Write the following list of words on the board: *hop, rat, cap, bit, fin, con, cam, dim, hat*. Then attach a star with the letter *e* on it to a tongue depressor. Have children take turns saying the short vowel words on the list and touching the word with their magic *e* star. Then have children say the new word with a long-vowel sound.

Memory Mastery (Lessons 61–80)

Using “final -e rule” words and their short-vowel counterparts (e.g., *hop, hope*), make two word cards for each word (approximately 20 words) on 3" x 5" index cards or construction paper. To play, place the cards face down on the floor. Each child, in turn, turns over two cards. If the two cards match and the child can read the words, the child keeps the pair and turns over two more cards. If the cards don't match, the next child takes a turn. Play continues until all the cards are off the floor. The child with the greatest number of cards is the winner.

RMSE Grade 1 Lessons 61-80 Continued

Keep in Mind

Focus in RMSE:

The print orthography is gradually replaced with regular font during these lessons. The orthography will be completely eliminated on lesson 84, the beginning of Storybook 2.

On worksheet 61, the children will begin to answer questions about the pictures in the story. They will need their readers to complete the worksheet.

Assessments

Fluency Checkouts

65, 70, 75, 80

Preparing for DIBELS Oral Reading Fluency (DORF): After each fluency checkout, begin using the DORF retell prompt, "Now tell me as much as you can about the story you just read." This gives the children opportunities to practice retelling the events of a story in a meaningful and concise manner. Use the DIBELS "Quality of Response" scoring rubric to score the retell.

- 1- Provides 2 or fewer details
- 2- Provides 3 or more details
- 3- Provides 3 or more details in a meaningful sequence
- 4- Provides 3 or more details in a meaningful sequence that captures the main idea

DIBELS Progress Monitoring

Nonsense Word Fluency (NWF) CLS: ≥ 35 , WWR: ≥ 4 benchmark
CLS: 26-34, WWR: 1-3 strategic
CLS: 0-25, WWR: 0 intensive

DIBELS Oral Reading Fluency (DORF) ≥ 23 benchmark acc. $\leq 78\%$
16-22 strategic acc. 68%-77%
0-21 intensive acc. 0%-67%

Additional Resources

See Schoology for aligned and meaningful independent work activities. If you have additional activities for these lessons that you are willing to share, please send them to Tina Errthum (terrthum@greeleyschools.org) to be added to this resource folder.

Direction Instruction group code for Schoology: 467PP-28JFW

[Click for Schoology](#)

Click Reading Mastery Signature Edition (RMSE) → RMSE- Grade 1 → RMSE Grade 1 Curriculum Guide and Resources → Grade 1 Lessons 61-80

RMSE Grade 1 Reading Curriculum Guide
Lessons 81-100
Colorado Academic Standards

Priority Standards

RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (Phonemes)

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode regularly spelled one-syllable words.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

RF 1.4 Read with sufficient accuracy and fluency to support comprehension

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RMSE Grade 1 Planning Pages

Making Progress

	Since Lesson 1	Since Lesson 61
Word Reading	Sounds and 3 sound combinations 532 regular words 103 irregular words Reading high frequency hard words Discriminating long and short vowel words using the final -e rule	131 regular words 22 irregular words
Comprehension	Picture Comprehension Predicting what the picture will show Answering questions about the picture Answering written questions about specified pictures Story Comprehension Answering <i>who, what, when, where,</i> and <i>why</i> questions orally Making predictions about the story Answering questions about the story and other short passages in writing	Answering written questions about specified pictures

What to Use

Teacher	Students
Presentation Book B (pages 172–271)	Storybook 1 (pages 216–224)
Teacher's Guide (pages 52, 59–68)	Storybook 2 (pages 1–48)
Answer Key	Workbook B

What's Ahead in Lessons 81–100

New Skills

- Children will read words (Lesson 81) and stories (Lesson 84) in regular typeprint. Previously joined sounds **wh**, **ch**, **oo**, **qu**, and **er** appear separated.
- All letter names are introduced (Lesson 86).
- Children spell words by letter names (Lesson 86).
- Children learn capital letters beginning with “easy capitals”—those that look like the lowercase letters (Lesson 87)—and then harder capitals (Lesson 89).
- Children learn a rule for long and short vowel words when the word ends with a suffix, such as **hopping**, **hoping** (Lesson 88). These words can be difficult because children don't see the *e* at the end of the word. Provide extra practice for children who may need it.
- On Worksheets, picture deduction activities are introduced.

New Sound Combinations

Lesson 81 — **ea** as in *eat*

Lesson 83 — **ee** as in *three*

New Vocabulary

• Regular words:

- (81) fox, got, mope, plan, super, trick
- (82) day, gas, mop, mopped, mopper, say, saying, stairs
- (83) broke, dark, dimes, handed, holes, mopping, shoot, tap, tapped, times
- (84) hitting, hopped, mess, pow, smiles, tape
- (85) crash, crashed, dive, having, heave, walls
- (86) men, throw
- (87) cheek, long, longer, nobody, tear
- (88) baby, carry, fixed, moping, taped, thanked
- (89) diner, moped, most, nailed, need
- (90) boss, key, packed, pined, pinned, plant, plants, seed, send, sent, sticks
- (91) caned, canned, jail, jailer, notes, now, oak, seems
- (92) as, dumped, have, noted, planted, slop, slope, swing, tossed
- (93) let, planting, swung, yelling

- (94) and, canner, cheese, fixes, fool, hoped, if, leaves, spent, tapping, teaches
- (95) Ann, Dan, lucky, smart, spell
- (96) begin, boys, helper, hopping, seat, tame, tiger, tone, wagged
- (97) cash, hoping, stones, wait
- (99) hatched, leap, which, wig
- (100) duckling, egg, grown, hello, names, pals, title, ugly

• Irregular words:

- (81) buying, somebody, woods
- (82) continued, talked
- (83) answer
- (86) nothing, said
- (88) anybody, you
- (90) words
- (92) right
- (95) early, schools
- (98) question, you're
- (99) grew
- (100) become, friend, none, swan

RMSE Grade 1 Planning Pages Continued

Look Ahead

In-Program Tests

Fluency Checkouts: Rate/Accuracy

Lessons 85, 90, 95, 100

- Children should be reading at least 60 words per minute at 97 percent accuracy.

Lesson Number	Error Limit	Number of words read	Number of minutes	Words per minute
85	4	120	2	60
90	4	120	2	60
95	4	120	2	60
100	4	120	2	60

Group Reading

- Story reading procedure changes at Lesson 84:
 - Children read from the beginning of the story to the red 5. During this reading, the teacher counts the number of errors made.
 - If the group makes more than 5 errors, they reread that portion of the story. If the group cannot read within the error limit on the second try, they may need review of the vocabulary.
 - When the group reads within the error limit, *you* read the first part of the story to them, asking comprehension questions at specified points. Model expression, and read a little faster than the children usually do but not so fast that they cannot follow.
 - After the red 5, the children continue taking turns reading, and you ask comprehension questions.

Skills

	Lessons 81–100
Word Reading	2 sound combinations (ea, ee) 127 regular words 21 irregular words Reading words the fast way
Comprehension	Completing picture deduction activities

Spelling

- By lesson 86 in the reading program, the children have been introduced to all the letter names and have made the transition from spelling by sounds to spelling by letter names. This is reflected in the Spelling Presentation Book.

Reading Activities

Help children develop decoding and comprehension skills by using the following activities.

Real or Not? (Lessons 81–100)

List several story events on the board. Have children determine if each story event is something that could actually happen (fact) or something that could not actually happen (fantasy). Sample items from the Don story series (Lessons 82–89) are shown below.

- Don mopped the store. (fact)
- Don walked down the stairs to a dim basement. (fact)
- Don kicked a hole through the school wall. (fantasy)
- Don moped because he was sad. (fact)
- Don flew to the top of the store. (fantasy)
- Don had a magic dime. (fantasy)
- Don picked up a bus and heaved it. (fantasy)
- Don helped others. (fact)

Word Pair Matching (Lessons 90–94)

After children have completed Lessons 90–94, select several word pairs with endings for a matching exercise. Write each word on a 3" x 5" index card. Have children match the short-vowel word with its long-vowel counterpart. Check children's work by having them say each pair of words aloud. A sample matching exercise is shown below.

Match	
tapped	hopping
mopping	pinned
pined	diner
hoping	moping
dinner	taped

Alphabet Match

Write a lowercase letter of the alphabet on each of 26 library book pockets. Attach the pockets to a poster board. On 3" x 5" index cards, write each capital letter. Have children match each uppercase and lowercase letter by putting each index card into the correct pocket.

RMSE Grade 1 Lessons 81-100 Continued

Keep in Mind

Focus in RMSE:

Note: A lot of changes happen between lessons 81 and 100 of RMSE Grade 1. Be prepared!

At lesson 81, the sound /ea/ is introduced as in “eat.” Also, during the word attack, the teacher will read the words in red before students read them. Children will read underlined sound combinations first and then read the whole word.

At lesson 83, the sound /ee/ is introduced as in “three.”

Previously joined sounds, such as “wh, ch, oo, qu, and er” are now separated and typed using Times New Roman font during these lessons.

All letter names are taught by lesson 86 and are recited at a quick pace for review.

At lesson 84, the new story reading procedures change to include the “circled red 5.” The wording provided in the presentation book helps to explicitly teach this new procedure.

At lesson 86, the children will say the word, spell the word, and then say the word again. “Say, spell, say” is a quick prompt that can be used.

At lesson 88, the double consonant rule is introduced, as in “hopping and hoping.” The correction procedure for this rule is, “Is there only one __ in this word? Does the letter __ say its name?” The answer will always be, “yes, yes” or “no, no.”

From lesson 95 on, deductions are used on the worksheet. The wording provided in the presentation book helps to explicitly teach this skill.

Assessments

Fluency Checkouts

85, 90, 95, 100

After each fluency checkout, begin using the DORF retell prompt, “Now tell me as much as you can about the story you just read.” This gives the children opportunities to practice retelling the events of a story in a meaningful and concise manner. Use the DIBELS “Quality of Response” scoring rubric to score the retell.

- 1- Provides 2 or fewer details
- 2- Provides 3 or more details
- 3- Provides 3 or more details in a meaningful sequence
- 4- Provides 3 or more details in a meaningful sequence that captures the main idea

DIBELS Progress Monitoring (by the end of this lesson range)

Nonsense Word Fluency (NWF) CLS: ≥ 47 , WWR: ≥ 9 benchmark
CLS: 37-46, WWR: 4-8 strategic
CLS: 0-36, WWR: 0-3 intensive

DIBELS Oral Reading Fluency (DORF) ≥ 29 benchmark acc. $\leq 81\%$
20-28 strategic acc. 72%-80%
0-19 intensive acc. 0%-71%

Additional Resources

See Schoology for aligned and meaningful independent work activities. If you have additional activities for these lessons that you are willing to share, please send them to Tina Errthum (terrthum@greeleyschools.org) to be added to this resource folder.

Direction Instruction group code for Schoology: 467PP-28JFW

[Click for Schoology](#)

Click Reading Mastery Signature Edition (RMSE) → RMSE- Grade 1 → RMSE Grade 1 Curriculum Guide and Resources → Grade 1 Lessons 81-100

RMSE Grade 1 Reading Curriculum Guide Lessons 101-120

Colorado Academic Standards

Priority Standards

RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (Phonemes)

- c. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode regularly spelled one-syllable words.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

RF 1.4 Read with sufficient accuracy and fluency to support comprehension

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RMSE Grade 1 Planning Pages

Making Progress

	Since Lesson 1	Since Lesson 81
Word Reading	Sounds and 3 sound combinations 659 regular words 124 irregular words Reading high frequency hard words Discriminating long and short vowel words using final -e rule	2 sound combinations (ea, ee) 127 regular words 21 irregular words
Comprehension	Picture Comprehension Predicting what the picture will show Answering questions about the picture Answering written questions about specified pictures Completing picture deduction activities Story Comprehension Answering <i>who, what, when, where, and why</i> questions orally Making predictions about the story Answering questions about the story and other short passages in writing	Completing picture deduction activities

What to Use

Teacher	Students
Presentation Book B (pages 272–286) Presentation Book C (pages 1–64) Teacher's Guide (pages 66–68, 70–71) Spelling Presentation Book Answer Key	Storybook 2 (pages 50–106) Workbook B Workbook C

What's Ahead in Lessons 101–120

New Skills

- Children read stories of up to 15 parts in length.
- Children answer review questions about stories previously read (Lesson 101).

- * At this point in the program, the emphasis is on reading and remembering a story over a period of time. This more closely approximates “real” reading, where it may take several weeks to complete a story. Now might be a good time to introduce appropriate level “chapter books” to the group.

New Vocabulary

Regular words:

- | | |
|--|---|
| (101) bowl, eat, kitten, lunch, needs, nest, reach, wet | (116) air, being, blushed, hater, hatter, pool, poorest, spin |
| (102) arms, bald, bean, homes, king, kittens, milk, sheep | (117) filed, haven't, hears, streaming, we're, wished |
| (103) boo, games, heap, horses, tricks | (118) closer, copper, fact, flow, formed, resting, splat, wise |
| (104) biggest, cast, castle, frog, green, monster, planning, shopping | (119) broken, canes, cans, glass, spank, stick, windows |
| (105) bead, howling, robbed, robed, stays, tickle, toad | (120) blanks, flip, flipped, parting, planed, planned, shade, yet |
| (106) bode, dress, dresses, fear, leaf, myself | |
| (107) caped, capped, eating, lead, meaner, themselves | Irregular words: |
| (108) bites, dart, flash, floating, he'll, heaved, plate, plopped, rammed, spells, telling | (101) new |
| (109) bin, cope, flower, hopper, scream | (102) ghost, laugh, people |
| (110) casts, feel, panes, pans, shy, slip, smiling, snake, we | (103) night, sometimes |
| (111) bumpy, master, maybe, peek, rolled, shore, storm, wishes, year | (104) laughing, turned, watched |
| (112) alligator, apple, bottles, Ott, puff, rubs, smoke | (105) animal, turn |
| (113) beach, dimmed, dimmer, heel, peach, peaches, suddenly, takes, test | (106) laughed |
| (114) beat, bide, bunch, bust, coned, flies, junk, lies, melt, smash, step | (107) knock, words |
| (115) able, banking, folded, forgot, middle, remember, Rome, sounded, spanking, thousands, waved | (108) along, flew, knocked |
| | (109) anyhow, doesn't |
| | (110) might |
| | (111) appear, gentle |
| | (112) disappear, strange |
| | (113) gentles |
| | (114) alone, Carla, icebox |
| | (115) appears, city |
| | (116) face |
| | (117) appeared |
| | (118) across, believe, disappears, through |
| | (119) believed |
| | (120) few, wonderful |

RMSE Grade 1 Planning Pages Continued

Look Ahead

In-Program Tests

Fluency Checkouts: Rate/Accuracy

Lessons 105, 110, 115, 120

- By lesson 120, children should be reading at least 75 words per minute with 97 percent accuracy. Provide extra practice on checkouts for those who are not at this level of mastery.

Lesson Number	Error Limit	Number of words read	Number of minutes	Words per minute
105	4	120	2	60
110	5	139	2	70
115	5	140	2	70
120	5	150	2	75

Worksheets

- Children should be able to complete all Workbook activities independently and with at least 90 percent accuracy.

Skills

	Lessons 101-120
Word Reading	157 regular words 39 irregular words
Comprehension	Answering review questions about stories previously read

Reading Activities

Help children develop decoding and comprehension skills by using the following activities.

Getting the Main Idea (Lessons 101-120)

Have children determine the main idea of a story in a story series by writing who or what the lesson story was about and the most important thing that happened in the story. An example from Lesson 113 is shown below.

Who or What	Most Important Thing	Main Idea Sentence
Boo monster	found castle saw magic gold rod	Boo found the monster with the magic gold rod at the castle.

What Is Next? (Lessons 101-102, 103-111, 112-120)

List several story events on the board or on a sheet of paper. Have children number the sentences in the order in which they occurred. An example from the Ott and Carla story series (Lessons 112-120) is shown below.

- (2) A teacher needed a genie for a yellow bottle.
- (4) Carla rubbed the bottle.
- (1) Ott made a pot of beans.
- (5) Ott tells big lies.
- (3) Ott is chosen for the yellow bottle.

Be the Teacher! (Lessons 101-120)

Make word cards using the words on which the children have made errors during the lessons. Then make a chart like the one below. Give these directions to the children: Take turns being the teacher. Show each card to your students. Say, "Read these words the fast way." Flip the word cards as children say the words. If the word is pronounced correctly, make a tally mark under the word on the smiley face row. If an error is made, tell children the word and make a tally mark under the word on the M row.

	tricks	heap	gold	casts	peach	puff	flip
M				I			
	I	I	I		I		

RMSE Grade 1 Lessons 101-120 Continued

Keep in Mind

Focus in RMSE:

Beginning on worksheet 101, comprehension questions about previously read stories are introduced. The goal is for the children to recall the answers/information without having to look back in their readers.

Assessments

Fluency Checkouts

105, 110, 115, 120

After each fluency checkout, begin using the DORF retell prompt, “Now tell me as much as you can about the story you just read.” This gives the children opportunities to practice retelling the events of a story in a meaningful and concise manner. Use the DIBELS “Quality of Response” scoring rubric to score the retell.

- 1- Provides 2 or fewer details
- 2- Provides 3 or more details
- 3- Provides 3 or more details in a meaningful sequence
- 4- Provides 3 or more details in a meaningful sequence that captures the main idea

DIBELS Progress Monitoring (by the end of this lesson range)

Nonsense Word Fluency (NWF) CLS: ≥ 51 , WWR: ≥ 10 benchmark

CLS: 40-50, WWR: 4-9 strategic

CLS: 0-25, WWR: 0-3 intensive

DIBELS Oral Reading Fluency (DORF) ≥ 35 benchmark acc. $\leq 84\%$

24-34 strategic acc. 75%-83%

0-23 intensive acc. 0%-74%

Additional Resources

See Schoology for aligned and meaningful independent work activities. If you have additional activities for these lessons that you are willing to share, please send them to Tina Errthum (terrthum@greeleyschools.org) to be added to this resource folder.

Direction Instruction group code for Schoology: 467PP-28JFW

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Click Reading Mastery Signature Edition (RMSE) → RMSE- Grade 1 → RMSE Grade 1 Curriculum Guide and Resources → Grade 1 Lessons 101-120

RMSE Grade 1 Reading Curriculum Guide
Lessons 121-140
Colorado Academic Standards

Priority Standards

RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (Phonemes)

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode regularly spelled one-syllable words.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

RF 1.4 Read with sufficient accuracy and fluency to support comprehension

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RMSE Grade 1 Planning Pages

Making Progress

	Since Lesson 1	Since Lesson 101
Word Reading	Sounds and sound combinations 816 regular words 163 irregular words Reading high frequency hard words Discriminating long and short vowel words using final -e rule	157 regular words 39 irregular words
Comprehension	Picture Comprehension Predicting what the picture will show Answering questions about the picture Answering written questions Completing picture deduction activities Story Comprehension Answering <i>who, what, when, where, and why</i> questions orally Making predictions about the story Answering questions about the story and other short passages in writing Answering review questions about stories previously read	Answering review questions about stories previously read

What to Use

Teacher	Students
Presentation Book C (pages 65–154) Teacher's Guide (pages 71–72) Spelling Presentation Book Answer Key	Storybook 2 (pages 107–171) Workbook C

What's Ahead in Lessons 121–140

New Skills

- Story length increases to approximately 400 words.
- Comprehension and following directions activities are combined on Worksheets (Lesson 121).
- Children read factual information passages and answer questions about them (Lesson 132).
- Children begin working on written deductions (Lesson 123).

New Vocabulary

• Regular words:

- (121) flipping, human, impossible, it's, person, planner, planer, richest, stare, thud
- (122) dare, flowed, simple, spitting, true
- (123) he's, hug, hungry, instant, planning, she'd, we've
- (124) class, fingers, smarter, smartest, snapped, taking, vow
- (125) biting, life, masters, patted, ring, short, spend, vows, wiped
- (126) belong, clapped, hair, hardest, rush, taken, trained, van, vane
- (127) bringing, clock, east, hung, mate, packing, rang, rushed, spelled, stuff, too, treat, understand, vane, west
- (128) bring, corner, dragging, rent, spelling, swell, trunk, until
- (129) drive, false, number, rented, teeth, trips, where's
- (130) chase, Jan, loaded, passing, pocket, skates
- (131) chicken, drank, dry, Ellen's, helps, wide
- (132) black, branch, Carl, chunk, crow, lay, sang, stinging, slider, such, wings
- (133) cones, cons, hotter, nail, pond, shine, shining, slid, toe

- (134) cave, cheeks, coat, flame, gaped, gapped, joke, shell, slide, tears, weed
- (135) roots, sliding, snap, sneak, stool, strong, tooth
- (136) bong, sneaky, stepped, used
- (137) bitter, bitter, croak, flock
- (138) chasing, fastest, lions, safe, sweet
- (139) dusty, lined, mile, owl, path, pepper, slowest, waiting
- (140) crossed, finish, happening, leaned, loudly, speed, thick

• Irregular words:

- (121) Marta Flores, stood
- (122) agreed, fight
- (124) knows, obey
- (125) place, yourself
- (126) Alaska, China, Japan, move, phone, they've, you've
- (127) minute, turns
- (128) dollars, phoned, rental
- (129) dental, service, trouble
- (130) already, honey, moves
- (131) feathers, turtle
- (132) caw, handsome, mice, nice
- (133) footprint, wear, world
- (136) color, light, pulled
- (137) alive, listen, watch, wolf, wolves
- (138) cookie, race, someday, watching, worker
- (139) knew, Mr.
- (140) ahead, asleep

RMSE Grade 1 Planning Pages Continued

Look Ahead

In-Program Tests

Fluency Checkouts: Rate/Accuracy

Lessons 125, 130, 135, 140

- By lesson 140, children should be reading at least 80 words per minute with 97 percent accuracy. Provide extra practice on Fluency Checkouts for those who are not at this level of mastery.

Lesson Number	Error Limit	Number of words read	Number of minutes	Words per minute
125	5	149	2	75
130	5	148	2	74
135	5	150	2	75
140	5	160	2	80

Reading Vocabulary

- As more of the new words introduced are irregular, be sure to use the spelling correction. When children misread a word, have them spell it—this helps to focus attention on the sequence of letters in the word.

Skills

	Lessons 121–140
Word Reading	155 regular words 52 irregular words
Comprehension	Reading and answering questions on factual information passages

64b

Lessons 121–140

Reading Activities

Help children develop decoding and comprehension skills by using the following activities.

Mastery Bingo (Lessons 121–140)

Make a list of 20 to 30 words with which the children had difficulty in the lessons. Write those words on small individual cards. Then make Mastery Bingo Boards by dividing 5" x 7" index cards into sixteen boxes (four boxes across and four boxes down). Randomly write the words in each box. Make a board for each child. You might want to laminate the boards. Have children play Mastery Bingo like traditional Bingo. The winner must be able to read all the covered words.

Contraction Matching (Lessons 121–140)

Select several contraction pairs to develop a matching exercise. Write a contraction and the corresponding words on separate 3" x 5" index cards. Have children match the contraction with its two-part counterpart. Check children's work by having them say each pair of words. A sample matching exercise is shown below.

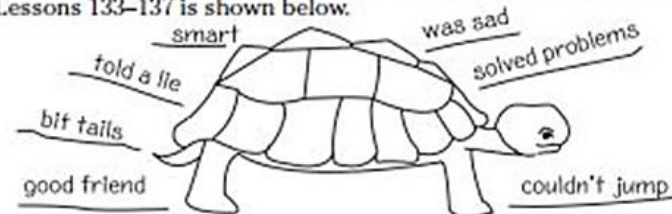
Match

it's
we've
he's
she'd
they've

he is
she would
they have
it is
we have

Characters (Lessons 121–140)

Have children draw a picture of a story character in the center of a sheet of paper. Direct children to make a character web by drawing lines from the picture and listing characteristics of the character or things that the character did. An example from Lessons 133–137 is shown below.



RMSE Grade 1 Lessons 121-140 Continued

Keep in Mind

Focus in RMSE:

On worksheet 121, the directions and deductions begin to change. Children will be expected to follow the explicit directions of circle, fill in the blank, and make a line above or below the answer.

Assessments

Fluency Checkouts

125, 130, 135, 140

After each fluency checkout, begin using the DORF retell prompt, “Now tell me as much as you can about the story you just read.” This gives the children opportunities to practice retelling the events of a story in a meaningful and concise manner. Use the DIBELS “Quality of Response” scoring rubric to score the retell.

- 1- Provides 2 or fewer details
- 2- Provides 3 or more details
- 3- Provides 3 or more details in a meaningful sequence
- 4- Provides 3 or more details in a meaningful sequence that captures the main idea

DIBELS Progress Monitoring

Nonsense Word Fluency (NWF) CLS: ≥ 55 , WWR: ≥ 11 benchmark
CLS: 44-54, WWR: 5-10 strategic
CLS: 0-43, WWR: 0-4 intensive

DIBELS Oral Reading Fluency (DORF) ≥ 41 benchmark acc. $\leq 87\%$
28-40 strategic acc. 79%-86%
0-27 intensive acc. 0%-78%

Additional Resources

See Schoology for aligned and meaningful independent work activities. If you have additional activities for these lessons that you are willing to share, please send them to Tina Errthum (terrthum@greeleyschools.org) to be added to this resource folder.

Direction Instruction group code for Schoology: 467PP-28JFW

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Click Reading Mastery Signature Edition (RMSE) → RMSE- Grade 1 → RMSE Grade 1 Curriculum Guide and Resources → Grade 1 Lessons 121-140

RMSE Grade 1 Reading Curriculum Guide
Lessons 141-160
Colorado Academic Standards

Priority Standards

RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (Phonemes)

- c. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode regularly spelled one-syllable words.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

RF 1.4 Read with sufficient accuracy and fluency to support comprehension

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RMSE Grade 1 Planning Pages

Making Progress

	Since Lesson 1	Since Lesson 121
Word Reading	Sounds and sound combinations 971 regular words 215 irregular words Reading high frequency hard words Discriminating long and short vowel words using final -e rule	155 regular words 52 irregular words
Comprehension	Picture Comprehension Predicting what the picture will show Answering questions about the picture Answering written questions about specific pictures Completing picture deduction activities Story Comprehension Answering <i>who, what, when, where,</i> and <i>why</i> questions orally Making predictions about the story Answering questions about the story and other short passages in writing Answering review questions about stories previously read Reading and answering questions on factual information passages	Reading and answering questions on factual information passages

What to Use

Teacher	Students
Presentation Book C (pages 155–235) Teacher's Guide (pages 59, 66–72) Spelling Presentation Book Answer Key	Storybook 2 (pages 172–238) Workbook C

What's Ahead in Lessons 141–160

New Skills

- The last sixteen lessons consolidate skills learned and incorporate "rules" that the children need to remember and apply.

New Vocabulary

Regular words:

- (141) hunter, jungle, lion, pain, spider, strongest, thorn, torn
- (142) bees, body, Casey, chair, chill, hens, insect, kill, salad
- (143) leaning, nearly, raft, screaming, sea, sinking, whenever
- (144) band, boomed, crackers, die, saves, shares, sniffed, speak, sucked, waving
- (145) clothes, crown, dressed, forgot, grasshopper, later, peevish, slept, tramp's
- (146) crump, deepest, Jean, matter, rule
- (147) brown, sixteen, sneaking, swinging
- (148) popped
- (149) hadn't, hasn't, mammal, paths, remembering, rocky, tickled
- (150) chop, grape, longest, sleepy, tallest, tries, using, vine
- (151) eaten, filed, rules, soft, striped
- (152) handle, muddy, red, rid
- (153) dear, hated, stripes
- (154) babies, trapper, wish
- (155) angry, monkey, rather
- (156) easiest, whale, winter

- (157) spring, wheels
- (158) Everest, loop, she'll, stared, taper, tapper, town
- (159) breathe, darn, letter, squeak
- (160) here's, licked, licking, puppy, tail, timer

Irregular Words:

- (141) animals, bushes, eye, jerk, paw, pull
- (143) America, fourth, gone
- (144) faced, prince, threw, thumb
- (145) shirt, shoe, wizard
- (146) dance, shoes, space, tonight
- (148) dancing, forward, page
- (149) banana
- (150) wooden
- (151) bananas, third
- (152) disappeared, wonder
- (153) eight, four
- (155) blew, metal, warm
- (156) anywhere, figure, they'll
- (157) idea, mind, quick, quiet, steer, warmer
- (158) barge, brag, large, quietly, sleek, steering, U.S.
- (159) bay, contest, dock, finally, morning, quickly, woof
- (160) arrows, darted, hey, motor, nap, push

RMSE Grade 1 Planning Pages Continued

Look Ahead

In-Program Tests

Fluency Checkouts: Rate/Accuracy

Lessons 145, 150, 155, 160

- By lesson 150, children should be reading at least 90 words per minute with 97 percent accuracy. Provide extra practice on Fluency Checkouts for those who are not at this level of mastery.

Lesson Number	Error Limit	Number of words read	Number of minutes	Words per minute
145	5	160	2	80
150	5	181	2	90
155	5	179	2	90
160	5	184	2	92

Consolidation

- The last twenty lessons of the program consolidate the skills taught and prepare children for reading in content areas, as well as later reading instruction. Children should be firm on all sounds, at applying rules for long and short vowel words, and comprehending a range of reading materials.

Reading Activities

Help children develop decoding and comprehension skills by using the following activities.

Rhyming Words (Lessons 141–160)

Choose two words with a specific word part that appears often in a lesson story. Identify the word part in each word and have children develop a list of rhyming words from that word part. An example from Lesson 146 is shown below.

- ump: crump, dump, slump, jump, pump, stump, bump, lump, hump, clump, grump, trump, plump
- eep: steep, sheep, creep, peep, keep, deep, weep, beep, sleep

Rule Review (Lessons 146–160)

Write the sixteen rules from the Peevish Pets story series on index cards with the first half of the rule on one card and the second half on another card. (See page 66 in the Teacher's Guide for a list of the rules.) An example of the first rule is shown below.

All little crumps are mean.

New cards are presented as children learn rules from Lessons 146 to 160. After completing all the stories, mix up the cards and have children sort them.

Reading Rules (Lesson 160)

After completing Lesson 160, make up rules from the patterns found in the Peevish Pets story series. Have children read each rule and answer the deduction. Some example activities are shown below.

- Rule: All mean girls live in the land of Bump.
Sue is a nice girl.
Pat is a mean girl.
Lou is a neat girl.
Gail is a mean girl.
Which girls live in the land of Bump?
- Rule: All wizards are on a dusty path.
Don is a winner.
Pete is a wizard.
Joe is not a wizard.
John is a wizard.
Which people are on a dusty path?

RMSE Grade 1 Lessons 141-160 Continued

Keep in Mind

Focus in RMSE:

Between lessons 141-160, continue to review the rules that the children need to remember and apply. The worksheets during these lessons are critical. They include new, unfamiliar non-fiction passages. It is strongly suggested that you keep grades on the children's worksheets during this time so that reteaching can occur, if needed. The words per minute expected to be read during the fluency checkouts during these lessons increases significantly. Additional fluency practice may be necessary for some children.

Assessments

Fluency Checkouts

145, 150, 155, 160

After each fluency checkout, begin using the DORF retell prompt, "Now tell me as much as you can about the story you just read." This gives the children opportunities to practice retelling the events of a story in a meaningful and concise manner. Use the DIBELS "Quality of Response" scoring rubric to score the retell.

- 1- Provides 2 or fewer details
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- 4- Provides 3 or more details in a meaningful sequence that captures the main idea

DIBELS Progress Monitoring

Nonsense Word Fluency (NWF) CLS: ≥ 58 , WWR: ≥ 13 benchmark
CLS: 47-57, WWR: 6-12 strategic
CLS: 0-46, WWR: 0-5 intensive

DIBELS Oral Reading Fluency (DORF) ≥ 47 benchmark acc. $\leq 90\%$
32-46 strategic acc. 82%-89%
0-31 intensive acc. 0%-81%

Additional Resources

See Schoology for aligned and meaningful independent work activities. If you have additional activities for these lessons that you are willing to share, please send them to Tina Errthum (terrthum@greeleyschools.org) to be added to this resource folder.

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