**First Grade Reading Recovery Lesson**

**FAMILIAR READING STANDARDS**

**RL.1.1 RL.1.6 RI.1.1 RI.1.6 RF.1.1A**

**RL.1.2 RL.1.7 RI.1.2 RI.1.7 RF1.2a-d**

**RL.1.3 RL.1.9 RI.1.3 RI.1.8 RF.1.3a-g**

**RL.1.4 RL.1.10 RI.1.4 RI.1.9 RF.1.4abc**

**RL.1.5 RI.1.5 RI.1.10**

**Reading Standards for Literature (RL)**

**RL.1.1** Ask and answer questions about key details in a text.

**RL.1.2** Retell stories, including key details, and demonstrate understand of their central message or

 lesson.

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

**RL.1.4** Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.

**RL.1.5** Explain major differences between books that tell stories and books that give information,

 drawing on a wide reading of a range of text types.

**RL.1.6** Identify who is telling the story at various points in a text.

**RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**RL.1.8** (Not applicable in literature.)

**RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

**RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**Reading Standards for Informational Text (RI)**

**RI.1.1** Ask and answer questions about key details in a text.

**RI.1.2** Identify the main topic and retell details of a text.

**RI.1.3** Describe the connections between two individuals, events, ideas, or pieces of information in

 a text.

**RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a

 text.

**RI.1.5** Know and use various features (e.g., headings, tables of contents, glossaries, electronic

 menus, icons) to locate key facts or information in a text.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information

 provided by the words in a text.

**RI.1.7** Use the illustrations and details in a text to describe its key ideas.

**RI.1.8** Identify the reasons an author gives to support points in a text.

**RI.1.9** Identify the basic similarities in and differences between two texts on the same topic (e.g., in

 illustrations, descriptions, or procedures).

**RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.

**Reading Standards for Foundational Skills (RF)**

**RF.1.1** Demonstrate understanding of the organization and basic features of print.

**RF.1.1a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending

 punctuation).

**RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.1.2a** Distinguish long from short vowel sounds in spoken single-syllable words.

**RF.1.2b** Orally produce single-syllable words by blending sounds (phonemes), including consonant

 blends.

**RF.1.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single

 syllable words.

**RF.1.2d** Segment spoken single-syllable words into their complete sequence of individual sounds

 (phonemes).

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

**RF.1.3a** Know the spelling-sound correspondences for common consonant diagraphs.

**RF.1.3b** Decode regularly spelled one-syllable words.

**RF.1.3c** Know final –e and common vowel team conventions for representing long vowel sounds.

**RF.1.3d** Use knowledge that every syllable must have a vowel sound to determine the number of

 syllable in a printed word.

**RF.1.3e** Decode two-syllable words following basic patterns by breaking the words into syllables.

**RF.1.3f** Read words with inflectional endings.

**RF.1.3g** Recognize and read grade-appropriate irregularly spelled words.

**RF.1.4** Read with sufficient accuracy and fluency to support comprehension.

**RF.1.4a** Read on-level text with purpose and understanding.

**RF.1.4b** Read on-level text orally with accuracy, appropriate rate, and expression on successive

 readings.

**RF.1.4c** Use context to confirm or self-correct word recognition and understanding, rereading as

 necessary.

**First Grade Reading Recovery Lesson**

**LETTER WORK, BREAKING, WORD WORK AND ANALYSIS**

**RF.1.1a**

**RF.1.2a-d**

**RF.1.3a-g**

**RF.1.4abc**

**Reading Standards for Foundational Skills (RF)**

**RF.1.1a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending

 punctuations).

**RF.1.2a** Distinguish long from short vowel sounds in spoken single-syllable words.

**RF.1.2b** Orally produce single-syllable words by blending sounds (phonemes), including consonant

 blends.

**RF.1.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single

 syllable words.

**RF.1.2d** Segment spoken single-syllable words into their complete sequence of individual sounds

 (phonemes).

**RF.1.3a** Know the spelling-sound correspondences for common consonant diagraphs.

**RF.1.3b** Decode regularly spelled one-syllable words.

**RF.1.3c** Know final –e and common vowel team conventions for representing long vowel sounds.

**RF.1.3d** Use knowledge that every syllable must have a vowel sound to determine the number of

 syllable in a printed word.

**RF.1.3e** Decode two-syllable words following basic patterns by breaking the words into syllables.

**RF.1.3f** Read words with inflectional endings.

**RF.1.3g** Recognize and read grade-appropriate irregularly spelled words.

**RF.1.4a** Read on-level text with purpose and understanding.

**RF.1.4b** Read on-level text orally with accuracy, appropriate rate, and expression on successive

 readings.

**RF.1.4c** Use context to confirm or self-correct word recognition and understanding, rereading as

 necessary.

**First Grade Reading Recovery Lesson**

**WRITING, SPEAKING AND LISTENING, LANGUAGE, AND FOUNDATIONAL SKILLS**

**W.1.1 SL.1.1abc L.1.1a-j RF.1.1a**

**W.1.2 SL.1.1 L.1.2 RF.1.2a-d**

**W.1.3 SL.1.3 L.1.4abc RF.1.3a**

**W.1.5 SL.1.4 L.1.5a-d**

 **SL.1.5 L.1.6**

 **SL.1.6**

**Writing (W)**

**W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing

 about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the

 topic, and provide some sense of closure.

**W.1.3** Write narratives in which they recount two and more appropriately sequenced events, include

 some details regarding what happened, use temporal words to signal event order, and provide some of closure.

**W.1.4** (Begins in grade 3)

**W.1.5** With guidance and support from adults, focus on a topic, reason to questions and suggestions

 from peers, and add details to strengthen writing as needed.

**Speaking and Listening (SL)**

**SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts

 with peers and adults in small and larger groups.

**SL.1.1a** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a

 time about the topics and texts under discussion).

**SL.1.1b** Build on others’ talk in conversations by responding to the comments of others through

 multiple exchanges.

**SL.1.1c** Ask questions to clear up any confusion about the topics and texts under discussion.

**SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information

 or clarify something that is not understood.

**SL.1.4**  Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas,

 thoughts, and feelings.

**SL.1.6** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

**Language (L)**

**L.1.1a** Print all upper- and lowercase letters.

**L.1.1b** Use common, proper, and possessive nouns.

**L.1.1c** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).

**L.1.1d** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone,

 everything).

**L.1.1e** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today

 I walk home; Tomorrow I will walk home.).

**L.1.1f** Use frequently occurring prepositions (e.g., during beyond, toward).

**L.1.1g** Use frequently occurring conjunctions (e.g., and, but, or, so, because).

**L.1.1h** Use determiners (e.g., articles, demonstratives).

**L.1.1i** Use frequently occurring prepositions (e.g., during, beyond, toward).

**L.1.1j** Produce and expand complete simple and compound declarative, interrogative, imperative,

 and exclamatory sentences in response to prompt.

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and

 spelling when writing.

**L.1.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

**L.1.4b** Use frequently occurring affixes as a clue to the meaning of a word.

**L.1.4c** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks,

 looked, looking).

**L.1.5** With guidance and support from adults, demonstrate understanding of word relationships and

 nuances in word meanings.

**L.1.5a** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories

 represent.

**L.1.5b** Define words by category and by one or more key attributes (e.g., a duck is a bird that swims: a

 tiger is a large cat with stripes).

**L.1.5c** Identify real-life connections between words and their uses (e.g., note places at home that are

 cozy).

**L.1.5.d** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare,

 glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

**L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she like that.).

**Reading Standards for Foundational Skills (RL)**

**RF.1.1a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending

 punctuations).

**RF.1.2a** Distinguish long from short vowel sounds in spoken single-syllable words.

**RF.1.2b** Orally produce single-syllable words by blending sounds (phonemes), including consonant

 blends.

**RF.1.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single

 syllable words.

**RF.1.2d** Segment spoken single-syllable words into their complete sequence of individual sounds

 (phonemes).

**RF.1.3a** Know the spelling-sound correspondences for common consonant diagraphs.

**First Grade Reading Recovery Lesson**

**CUT-UP STORY, SPACE, CONCEPTS, SEQUENCE, AND PHRASING**

**RF.1.1a**

**RF.1.2a-d**

**RF.1.3a**

**Reading Standards for Foundational Skills (RL)**

**RF.1.1a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending

 punctuations).

**RF.1.2a** Distinguish long from short vowel sounds in spoken single-syllable words.

**RF.1.2b** Orally produce single-syllable words by blending sounds (phonemes), including consonant

 blends.

**RF.1.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single

 syllable words.

**RF.1.2d** Segment spoken single-syllable words into their complete sequence of individual sounds

 (phonemes).

**RF.1.3a** Know the spelling-sound correspondences for common consonant diagraphs.

**First Grade Reading Recovery Lesson**

**NEW TEXT**

**RL.1.1 RL.1.6 RI.1.1 RI.1.6 RF.1.1A**

**RL.1.2 RL.1.7 RI.1.2 RI.1.7 RF1.2a-d**

**RL.1.3 RL.1.9 RI.1.3 RI.1.8 RF.1.3a-g**

**RL.1.4 RL.1.10 RI.1.4 RI.1.9 RF.1.4abc**

**RL.1.5 RI.1.5 RI.1.10**

**Reading Standards for Literature (RL)**

**RL.1.1** Ask and answer questions about key details in a text.

**RL.1.2** Retell stories, including key details, and demonstrate understand of their central message or

 lesson.

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

**RL.1.4** Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.

**RL.1.5** Explain major differences between books that tell stories and books that give information,

 drawing on a wide reading of a range of text types.

**RL.1.6** Identify who is telling the story at various points in a text.

**RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**RL.1.8** (Not applicable in literature.)

**RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

**RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**Reading Standards for Informational Text (RI)**

**RI.1.1** Ask and answer questions about key details in a text.

**RI.1.2** Identify the main topic and retell details of a text.

**RI.1.3** Describe the connections between two individuals, events, ideas, or pieces of information in

 a text.

**RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a

 text.

**RI.1.5** Know and use various features (e.g., headings, tables of contents, glossaries, electronic

 menus, icons) to locate key facts or information in a text.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information

 provided by the words in a text.

**RI.1.7** Use the illustrations and details in a text to describe its key ideas.

**RI.1.8** Identify the reasons an author gives to support points in a text.

**RI.1.9** Identify the basic similarities in and differences between two texts on the same topic (e.g., in

 illustrations, descriptions, or procedures).

**RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.

**Reading Standards for Foundational Skills (RF)**

**RF.1.1** Demonstrate understanding of the organization and basic features of print.

**RF.1.1a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending

 punctuation).

**RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.1.2a** Distinguish long from short vowel sounds in spoken single-syllable words.

**RF.1.2b** Orally produce single-syllable words by blending sounds (phonemes), including consonant

 blends.

**RF.1.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single

 syllable words.

**RF.1.2d** Segment spoken single-syllable words into their complete sequence of individual sounds

 (phonemes).

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

**RF.1.3a** Know the spelling-sound correspondences for common consonant diagraphs.

**RF.1.3b** Decode regularly spelled one-syllable words.

**RF.1.3c** Know final –e and common vowel team conventions for representing long vowel sounds.

**RF.1.3d** Use knowledge that every syllable must have a vowel sound to determine the number of

 syllable in a printed word.

**RF.1.3e** Decode two-syllable words following basic patterns by breaking the words into syllables.

**RF.1.3f** Read words with inflectional endings.

**RF.1.3g** Recognize and read grade-appropriate irregularly spelled words.

**RF.1.4** Read with sufficient accuracy and fluency to support comprehension.

**RF.1.4a** Read on-level text with purpose and understanding.

**RF.1.4b** Read on-level text orally with accuracy, appropriate rate, and expression on successive

 readings.

**RF.1.4c** Use context to confirm or self-correct word recognition and understanding, rereading as

 necessary.