

## Grade 1 Reading Unit 4 Readers Have Big Jobs to Do

<p><b><u>Bend 1: Readers Have Important Jobs to Do</u></b></p> <p>Day 1: Session 1: <b>You Be the Boss! Reader's Say, "I Can Do This!"</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers take charge of their reading, stop at the first sign of trouble, and try something to solve the problem</li> <li>➤ Skill: stop and apply strategies to unknown words</li> </ul>	<p>Day 2: Session 2: <b>Readers Use Everything They Know to Solve a Word</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers are in charge of their reading, using more than one strategy to figure out the hard parts, trying something and then something else to get the job done.</li> <li>➤ Skill: try multiple strategies</li> </ul>	<p>Day 3: Session 3: <b>Readers "Check It!" to Self Monitor</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers will triple check solving an unknown word</li> <li>➤ Skill: Readers ask, "Does it make sense? Does it look right?, Does it sound right?"</li> </ul>	<p>Day 4: Session 4: <b>Readers Make a Plan</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers make plans for their reading and think "What do I do a lot?, What can I do even more?" and make a plan to be the best they can be.</li> <li>➤ Skill: Look at strategies that they use and ones to use more. Make a plan to use different strategies</li> </ul>	<p>Day 5: Session 5: <b>Readers Get Help When They Need It</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers will call on partners to help them use strategies and check their reading.</li> <li>➤ Skill: Work together to solve hard problems.</li> </ul>
<p><b><u>Bend 2: Readers Add New Tools to Read Hard Words</u></b> Day 6: Session 6: <b>Readers Think about the Story to Problem Solve Words</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers think about what's happening in the story to problem solve a difficult word.</li> <li>➤ Skill: Think about what's happening in the story to figure out what word makes sense.</li> </ul>	<p>Day 7: Session 7: <b>Readers Think about What Kind of Word Would Fit</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers listen carefully as they read to consider what word might come next, thinking, "What kind of word would fit here?"</li> <li>➤ Skill: Listen to solve an unknown word by stopping and thinking about the kind of word that would sound right.</li> </ul>	<p><b>Day 8: Session 8: Readers Slow Down to Break Up Long Words</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers will slow down to break up longer words part by part</li> <li>➤ Skill: Slow down, look at all the parts of a word, and read it part by part.</li> </ul>	<p><b>Day 9: Session 9: Readers Use Words They Know to Solve Words They Don't Know</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers will use analogy, solving a new word by recalling one that looks similar.</li> <li>➤ Skill: Use words they know to read words they don't know.</li> </ul>	<p>Day 10: Session 10: <b>Readers Try Sounds Many Ways to Figure Out Words</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers are flexible and know that letters and groups of letters can make different sounds.</li> <li>➤ Skill: Problem solve unknown words by trying a word in several different ways rereading to see what makes sense.</li> </ul>
<p><b>Day 11: Session 11: Readers Use Sight Words to Read Fluently</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers will read sight words in continuous text fluently.</li> <li>➤ Skill: Read most words in books in a snap, making their reading as smooth as can be.</li> </ul>	<p><b><u>Bend 3: Readers Use Tools to Understand Their Books</u></b></p> <p>Day 12: Session 12: <b>Readers Work to Understand, Rereading If They Don't Get It</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers will monitor for meaning not only when solving words, but also as they read across whole parts of longer, more challenging books.</li> <li>➤ Skill: Read to understand books..</li> </ul>	<p>Day 13: Session 13: <b>Readers Make Mind Movies to Picture What's Happening</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers envision the scene as they read, using the pictures and words to make a movie in their mind.</li> <li>➤ Skill: Readers pay attention to what's happening and imagine more than just what's in the pictures.,</li> </ul>	<p>Day 14: Session 14: <b>Readers Keep Track of Who's Talking as They Read</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers understand their books by paying close attention to the actions and dialogue.</li> <li>➤ Skill: Keep track of who's talking in the book.</li> </ul>	<p>Day 15: Session 15: <b>Readers Don't Just Read Words, They Understand Words</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers use clues in the illustrations and text to infer the meanings of unfamiliar vocabulary, extending what they learned to so with nonfiction books to all books they read.</li> <li>➤ Skill: Learn new words from all books they read.</li> </ul>

<p><b><u>Bend 4-Readers Use Everything They Know to Get the Job Done</u></b>  <b>Day 16: Session 16: Readers Use Everything They Know to Get the Job Done Quickly!</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers use everything they know, drawing from their full repertoire of word solving strategies, to tackle challenges with greater automaticity.</li> <li>➤ Skill: When getting stuck on a hard word, use all of the reading tools to get the job done fast.</li> </ul>	<p><b>Day 17: Session 17: Readers Investigate Ways to Make Their Reading Sound Great</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers will notice and name what makes an audiobook sound engaging for the listener and then apply the same strategies to improve their fluency.</li> <li>➤ Skill: Readers notice what makes their reading sound fluent.</li> </ul>	<p><b>Day 18: Session 18: Partners Work Together to Make Their Reading Sound Its Very Best</b></p> <ul style="list-style-type: none"> <li>➤ Learning Goal: Readers make their reading sound their best with a partner.</li> <li>➤ Skill: Partners provide tips to help reading sound smoother.</li> </ul>		

Resources

Welcome to Reading Street - Grade One

<http://scottsboro.org/~flewis/SF%20Reading%20Street/First%20Grade%20Materials/First%20Grade%20Reading%20Street%20Teacher%20Resources.htm>

Heinemann Website

<http://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E07694>

Assessments

<http://readingandwritingproject.org/resources/assessments/running-records>