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

#### Bend 1: Readers Have Important Jobs to Do

**Day 1: Session 1: You Be the Boss! Readers Say, “I Can Do This!”**
- **Learning Goal:** Readers take charge of their reading, stop at the first sign of trouble, and try something to solve the problem.
- **Skill:** Stop and apply strategies to unknown words.

#### Bend 2: Readers Add New Tools to Read Hard Words

**Day 6: Session 6: Readers Work to Understand Their Books, Rereading If They Don’t Get It**
- **Learning Goal:** Readers will read sight words in continuous text fluently.
- **Skill:** Read most words in books in a snap, making their reading as smooth as can be.

#### Bend 3: Readers Use Tools to Understand Their Books

**Day 12: Session 12: Readers Work to Understand, Rereading If They Don’t Get It**
- **Learning Goal:** Readers monitor for meaning not only when solving words, but also as they read across whole parts of longer, more challenging books.
- **Skill:** Read to understand books.

#### Bend 4: Readers Use Everything They Know to Solve a Word

**Day 2: Session 2: Readers Use Everything They Know to Solve a Word**
- **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.
- **Skill:** Try multiple strategies.

#### Bend 5: Readers “Check It!” to Self Monitor

**Day 3: Session 3: Readers “Check It!” to Self Monitor**
- **Learning Goal:** Readers will triple check solving an unknown word.
- **Skill:** Readers ask, “Does it make sense? Does it look right?, Does it sound right?”

#### Bend 6: Readers Use “Check It!” to Solve a Word

**Day 8: Session 8: Readers Slow Down to Break Up Long Words**
- **Learning Goal:** Readers will slow down to break up longer words by part by part.
- **Skill:** Slow down, look at all the parts of a word, and read it part by part.

#### Bend 7: Readers Think about What Kind of Word Would Fit

**Day 7: Session 7: Readers Think about What Kind of Word Would Fit**
- **Learning Goal:** Readers listen carefully as they read to consider what word might come next, thinking, “What kind of word would fit here?”
- **Skill:** Listen to solve an unknown word by stopping and thinking about the kind of word that would sound right.

#### Bend 8: Readers Think about the Story to Problem Solve Words

**Day 9: Session 9: Readers Use Words They Know to Solve Words They Don’t Know**
- **Learning Goal:** Readers will use analogy, solving a new word by recalling one that looks similar.
- **Skill:** Use words they know to read words they don’t know.

#### Bend 9: Readers “Check It!” to Solve an Unknown Word

**Day 10: Session 10: Readers Try Sounds Many Ways to Figure Out Words**
- **Learning Goal:** Readers are flexible and know that letters and groups of letters can make different sounds.
- **Skill:** Problem solve unknown words by trying a word in several different ways rereading to see what makes sense.

#### Bend 10: Readers “Check It!” to double check solving an unknown word

**Day 11: Session 11: Readers Use Sight Words to Read Fluently**
- **Learning Goal:** Readers envision the scene as they read, using the pictures and words to make a movie in their mind.
- **Skill:** Readers pay attention to what’s happening and imagine more than just what’s in the pictures.

#### Bend 11: Readers Make Mind Movies to Picture What’s Happening

**Day 13: Session 13: Readers Make Mind Movies to Picture What’s Happening**
- **Learning Goal:** Readers monitor for meaning not only when solving words, but also as they read across whole parts of longer, more challenging books.
- **Skill:** Read to understand books.

#### Bend 12: Readers Underline Words as They Read

**Day 14: Session 14: Readers Keep Track of Who’s Talking as They Read**
- **Learning Goal:** Readers understand their books by paying close attention to the actions and dialogue.
- **Skill:** Keep track of who’s talking in the book.

#### Bend 13: Readers Make a Plan When They Need It

**Day 15: Session 15: Readers Don’t Just Read Words, They Understand Words**
- **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.
- **Skill:** Learn new words from all books they read.
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<th><strong>Day 16:</strong> Session 16: Readers Use Everything They Know to Get the Job Done</th>
<th><strong>Day 17:</strong> Session 17: Readers Investigate Ways to Make Their Reading Sound Great</th>
<th><strong>Day 18:</strong> Session 18: Partners Work Together to Make Their Reading Sound Its Very Best</th>
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<tr>
<td>➢ Learning Goal: Readers use everything they know, drawing from their full repertoire of word solving strategies, to tackle challenges with greater automaticity.</td>
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<td>➢ Skill: When getting stuck on a hard word, use all of the reading tools to get the job done fast.</td>
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<td>➢ 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.</td>
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<td>➢ Skill: Readers notice what makes their reading sound fluent.</td>
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<td>➢ Learning Goal: Readers make their reading sound their best with a partner.</td>
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<td>➢ Skill: Partners provide tips to help reading sound smoother.</td>
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**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

Assessments
http://readingandwritingproject.org/resources/assessments/running-records