

HOW TO USE THIS BOOK

180 Days of Reading for First Grade offers teachers and parents a full page of daily reading comprehension and word-study practice activities for each day of the school year.

Easy to Use and Standards Based

These activities reinforce grade-level skills across a variety of reading concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each reading lesson, or as homework.

Every first-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	Common Core State Standards
Days 1–3	
1–2	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
3	Reading Foundational Skills Standard 3: <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>
4	Reading Anchor Standard 4: <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</i> or Reading Anchor Standard 6: <i>Assess how point of view or purpose shapes the content and style of a text.</i>
Day 4	
1–3	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
4	Reading Anchor Standard 2: <i>Determine central ideas or themes of a text and analyze their development summarize the key supporting details and ideas.</i>
Day 5	
	Writing Anchor Standard 4: <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>

NAME: _____ DATE: _____

DIRECTIONS

Read the text. Answer the questions.

Have you ever lost a pet? There are things you can do to search for a lost pet. You can look around where you live. You can put up signs about your missing pet. You can put out food it likes.

<p>1. What is this text mostly about?</p> <p>(A) food pets like</p> <p>(B) how to take care of a pet</p> <p>(C) finding a lost pet</p>	<p>3. Which word ends with the same sound as <i>search</i>?</p> <p>(A) brush</p> <p>(B) chimney</p> <p>(C) watch</p>
<p>2. What is not a way to search for a lost pet?</p> <p>(A) look around</p> <p>(B) look in a book</p> <p>(C) put up signs</p>	<p>4. What is the opposite of <i>missing</i>?</p> <p>(A) found</p> <p>(B) lost</p> <p>(C) skip</p>

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

___ / 4

Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text. Answer the questions.

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4

Total

Some people have been trained to look for lost pets. They are called *pet detectives*. They will ask lots of questions about your pet. They will want a picture of your pet.

1. Why would someone use a pet detective?

- (A) because they like detectives
- (B) because they want to learn about pets
- (C) because they need help finding their pet

3. Which word is spelled correctly?

- (A) traned
- (B) trained
- (C) chrained

2. What kind of questions would pet detectives ask?

- (A) questions about the weather
- (B) questions about your pet
- (C) questions about your favorite things

4. What sentence uses the word *train* in the same way as in this text?

- (A) The train traveled along the tracks.
- (B) The bride's train flowed behind her dress.
- (C) Kim trained to run in a race.

NAME: _____ DATE: _____

DIRECTIONS Read the text. Answer the questions.

Some pet detectives own a helpful dog. They have the dog sniff things the lost pet used. The dog follows a trail of those smells. This dog is called a *tracking dog*.

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4

Total

<p>1. Why do some pet detectives own dogs?</p> <p>(A) Dogs are fun to own.</p> <p>(B) Some dogs like to run and play.</p> <p>(C) The dogs help them do their job.</p>	<p>3. Which word rhymes with <i>smells</i>?</p> <p>(A) bowls</p> <p>(B) hills</p> <p>(C) bells</p>
<p>2. What work does the tracking dog do?</p> <p>(A) It sniffs at things.</p> <p>(B) It tracks lost pets.</p> <p>(C) It plays with pets.</p>	<p>4. What does <i>tracking</i> mean in this text?</p> <p>(A) the dog follows something</p> <p>(B) the dog leads other dogs</p> <p>(C) the dog likes to play with other dogs—</p>

NAME: _____ DATE: _____

Keeping Pets Safe

Some tracking dogs find a lost pet quickly. Sometimes they lose the trail. Someone may put a pet in a car. Sometimes a pet is taken inside a building. Then the trail is lost. Some pets get hit by a car. You can help keep your pet safe. You can have the vet put a tiny chip in a dog or cat. That chip tells who the animal belongs to. But the best thing to do is to keep the pet in the house or yard.



NAME: _____ DATE: _____

DIRECTIONS

Read "Keeping Pets Safe." Answer the questions.

<p>1. Why might a pet get hit by a car?</p> <p><input type="radio"/> (A) It is running in the street.</p> <p><input type="radio"/> (B) It is looking for food.</p> <p><input type="radio"/> (C) It finds a bone.</p>	<p>3. How can you keep your pet safe?</p> <p><input type="radio"/> (A) train it to stay out of cars</p> <p><input type="radio"/> (B) keep it in the house or yard</p> <p><input type="radio"/> (C) feed it chips</p>
<p>2. Where can you get a chip put in your pet?</p> <p><input type="radio"/> (A) at the pet store</p> <p><input type="radio"/> (B) at the vet's office</p> <p><input type="radio"/> (C) at home</p>	<p>4. What is the main idea?</p> <p><input type="radio"/> (A) It is important to keep your pet safe.</p> <p><input type="radio"/> (B) It is important to have a pet.</p> <p><input type="radio"/> (C) It is important to train your pet.</p>

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4

Total

NAME: _____ DATE: _____

SCORE

___ / 4



Reread "Keeping Pets Safe."



Think about things that can be done to keep a pet safe.



Write about how to keep a pet safe.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated multiple times for writing.

ANSWER KEY *(cont.)*

Week 27

Day 1

1. C
2. A
3. C
4. B

Day 2

1. C
2. A
3. C
4. C

Day 3

1. B
2. A
3. C
4. A

Day 4

1. B
2. A
3. A
4. C

Day 5

Responses will vary.

Week 28

Day 1

1. B
2. A
3. C
4. C

Day 2

1. C
2. A
3. A
4. B

Day 3

1. A
2. B
3. C
4. B

Day 4

1. B
2. B
3. C
4. A

Day 5

Responses will vary.

Week 29

Day 1

1. C
2. B
3. A
4. A

Day 2

1. A
2. C
3. A
4. A

Day 3

1. C
2. A
3. A
4. C

Day 4

1. A
2. A
3. C
4. B

Day 5

Responses will vary.

Week 30

Day 1

1. C
2. B
3. C
4. A

Day 2

1. C
2. B
3. B
4. C

Day 3

1. C
2. B
3. C
4. A

Day 4

1. A
2. B
3. B
4. A

Day 5

Responses will vary.

Week 31

Day 1

1. B
2. C
3. C
4. C

Day 2

1. C
2. A
3. B
4. B

Day 3

1. C
2. B
3. B
4. C

Day 4

1. B
2. B
3. A
4. A

Day 5

Responses will vary.