

# 180 Days of READING

## for First Grade



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS** Read "Taking a Ride." Answer the questions.

1. What was the surprise?

A Maddy and Pat got to play in the barn.  
 B Maddy and Pat got to ride their own ponies.  
 C Maddy and Pat got to work hard.

2. What is a saddle?

A a sad man who rides a horse  
 B a seat for someone to ride on a horse  
 C a type of spoon that feeds hay to horses

3. Why do the animals need dinner?

A The people and animals need dinner.  
 B The barn needs to be cleaned up.  
 C Grandmother called them in.

4. What is another good title for this text?

A The Surprise Ponies  
 B The Surprise Dinner  
 C Working Hard on the Farm

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# 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.

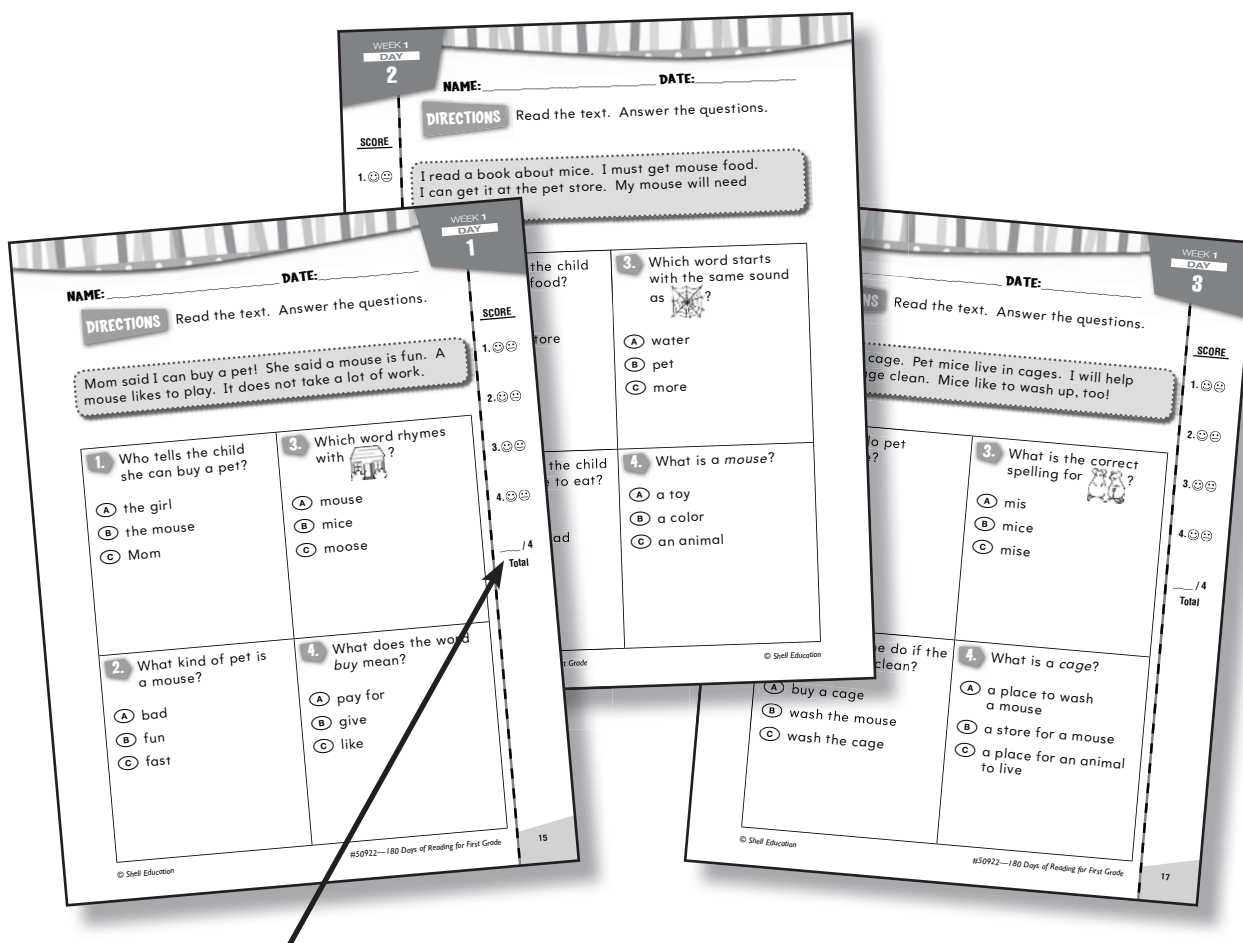
Every first-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	College and Career Readiness Standards
<b>Days 1–3</b>	
1–2	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
3	<b>Reading Foundational Skills Standard 3:</b> <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>
4	<b>Reading Anchor Standard 4:</b> <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> <b>or</b> <b>Reading Anchor Standard 6:</b> <i>Assess how point of view or purpose shapes the content and style of a text.</i>
<b>Day 4</b>	
1–3	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
4	<b>Reading Anchor Standard 2:</b> <i>Determine central ideas or themes of a text and analyze their development summarize the key supporting details and ideas.</i>
<b>Day 5</b>	
	<b>Writing Anchor Standard 4:</b> <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>

# HOW TO USE THIS BOOK *(cont.)*

## Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. The activities are organized into weekly themes, and teachers may wish to prepare packets of each week's practice pages for students. Days 1, 2, and 3 follow a consistent format, with a short piece of text and four corresponding items. As outlined on page 4, every item is aligned to a reading standard.

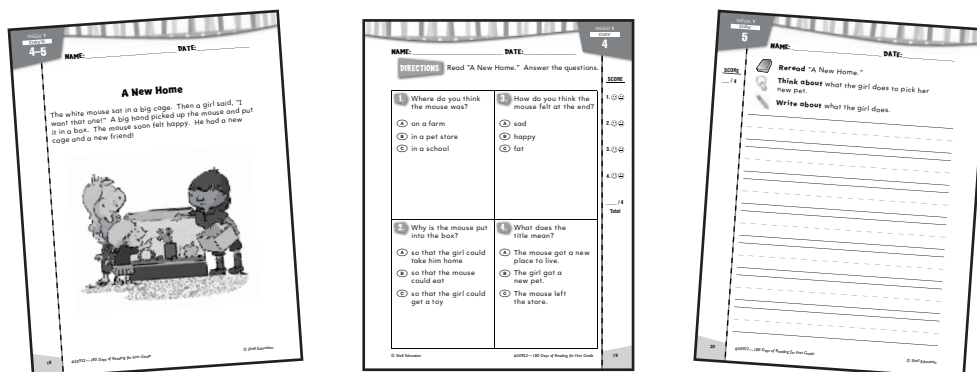


## Using the Scoring Guide

Use the scoring guide along the side of each practice page to check answers and see at a glance which skills may need more reinforcement.

Fill in the appropriate circle for each item to indicate correct (☺) or incorrect (☹) responses. You might wish to indicate only incorrect responses to focus on those skills. (For example, if students consistently miss questions 2 and 4, they may need additional help with those concepts as outlined in the table on page 4.) Use the answer key at the back of the book to score the items, or you may call out answers to have students self-score or peer-score their work.

# HOW TO USE THIS BOOK *(cont.)*



A longer text is used for Days 4 and 5. Students answer more in-depth comprehension questions on Day 4 and complete a written response to the text on Day 5. This longer text can also be used for fluency practice (see page 7).

## Writing Rubric

Score students' written response using the rubric below. Display the rubric for students to reference as they write (G1\_writing\_rubric.pdf).

Points	Criteria
4	<ul style="list-style-type: none"> <li>• Uses an appropriate organizational sequence to produce very clear and coherent writing</li> <li>• Uses descriptive language that develops or clarifies ideas</li> <li>• Engages the reader</li> <li>• Uses a style very appropriate to task, purpose, and audience</li> </ul>
3	<ul style="list-style-type: none"> <li>• Uses an organizational sequence to produce clear and coherent writing</li> <li>• Uses descriptive language that develops or clarifies ideas</li> <li>• Engages the reader</li> <li>• Uses a style appropriate to task, purpose, and audience</li> </ul>
2	<ul style="list-style-type: none"> <li>• Uses an organizational sequence to produce somewhat clear and coherent writing</li> <li>• Uses some descriptive language that develops or clarifies ideas</li> <li>• Engages the reader in some way</li> <li>• Uses a style somewhat appropriate to task, purpose, and audience</li> </ul>
1	<ul style="list-style-type: none"> <li>• Does not use an organized sequence; the writing is not clear or coherent</li> <li>• Uses little descriptive language to develop or clarify ideas</li> <li>• Does not engage the reader</li> <li>• Does not use a style appropriate to task, purpose, or audience</li> </ul>
0	Offers no writing or does not respond to the assignment presented

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## INTRODUCTION AND RESEARCH

### The Need for Practice

In order to be successful in today’s reading classroom, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced in order for students to be successful. According to Marzano, “practice has always been, and always will be, a necessary ingredient to learning procedural knowledge at a level at which students execute it independently” (2010, 83). Practice is especially important to help students apply reading comprehension strategies and word study skills.

### Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students’ comprehension and word-study skills. This is important so that teachers can adequately address students’ misconceptions, build on their current understanding, and challenge them appropriately. Assessment is a long-term process that often involves careful analysis of student responses from a lesson discussion, project, practice sheet, or test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students’ responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS** Read the text. Answer the questions.

Mom said I can buy a pet! She said a mouse is fun. A mouse likes to play. It does not take a lot of work.

1. Who tells the child she can buy a pet?

- (A) the girl
- (B) the mouse
- (C) Mom

3. Which word rhymes with  ?

- (A) mouse
- (B) mice
- (C) moose

2. What kind of pet is a mouse?

- (A) bad
- (B) fun
- (C) fast

4. What does the word *buy* mean?

- (A) pay for
- (B) give
- (C) like

**SCORE**

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

\_\_\_\_ / 4

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text. Answer the questions.

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐


\_\_\_\_ / 4

Total

I read a book about mice. I must get mouse food. I can get it at the pet store. My mouse will need water, too.

1. Where can the child get mouse food?

- (A) at home  
(B) at the pet store  
(C) at a farm

3. Which word starts with the same sound as  ?

- (A) water  
(B) pet  
(C) more

2. What should the child give a mouse to eat?

- (A) mouse food  
(B) meat and bread  
(C) eggs

4. What is a *mouse*?

- (A) a toy  
(B) a color  
(C) an animal

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS** Read the text. Answer the questions.

I will buy a cage. Pet mice live in cages. I will help keep the cage clean. Mice like to wash up, too!

**SCORE**

1. 😊 😐

2. 😊 😐

3. 😊 😐


4. 😊 😐

\_\_\_\_ / 4

**Total**

1. Where do pet mice live?

- (A) hole  
(B) cage  
(C) cave

3. What is the correct spelling for  ?

- (A) mis  
(B) mice  
(C) mise

2. What will she do if the cage is not clean?

- (A) buy a cage  
(B) wash the mouse  
(C) wash the cage

4. What is a *cage*?

- (A) a place to wash a mouse  
(B) a store for a mouse  
(C) a place for an animal to live



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## A New Home

The white mouse sat in a big cage. Then a girl said, "I want that one!" A big hand picked up the mouse and put it in a box. The mouse soon felt happy. He had a new cage and a new friend!



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS** Read "A New Home." Answer the questions.

<p><b>1.</b> Where do you think the mouse was?</p> <p>(A) on a farm</p> <p>(B) in a pet store</p> <p>(C) in a school</p>	<p><b>3.</b> How do you think the mouse felt at the end?</p> <p>(A) sad</p> <p>(B) happy</p> <p>(C) fat</p>
<p><b>2.</b> Why is the mouse put into the box?</p> <p>(A) so that the girl could take him home</p> <p>(B) so that the mouse could eat</p> <p>(C) so that the girl could get a toy</p>	<p><b>4.</b> What does the title mean?</p> <p>(A) The mouse got a new place to live.</p> <p>(B) The girl got a new pet.</p> <p>(C) The mouse left the store.</p>

**SCORE**

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

\_\_\_\_ / 4

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

SCORE

\_\_\_ / 4



**Reread** "A New Home."



**Think about** what the girl does to pick her new pet.



**Write about** what the girl does.

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