

# Daily Reading **1** Comprehension

**Read with Confidence!**

**Includes**

- Understanding Context
- Understanding Text Features
- Making Text Connections
- Critical Thinking
- Graphic Organizers

**"Where Does Trash Go?"—Think About It**

1. What is a *landfill*? How do you know?
2. Write one fact you know about landfills.
3. What does each picture show?
4. What can you do to make less trash? Put a ✓.

- Use both sides of paper.
- Give clothes that do not fit.
- Save leftover food for the dog.

5. Draw a picture of what you can do to make less trash.

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**Where Does Trash Go?**

People make a lot of trash.  
A truck picks the trash up.

Most trash goes to a  
landfill. Machines dig dirt  
to cover the trash.



This truck is picking up trash to take to the landfill.

The landfill can get full. When the landfill is full, where will the trash go? You can help by making less trash.



This machine is moving around trash in a landfill.

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for teachers  
with parents  
in mind.

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# How You Can Help Your Child at Home

## Tips for Reading Comprehension

- Have your child read the text aloud to you, or take turns reading alternate sentences or paragraphs together.
- Talk with your child about what they have read, and brainstorm ways the information in the text relates to their life.
- Discuss the meanings of unfamiliar words that they read and hear.
- Help your child monitor his or her understanding of what they have read. Encourage your child to consistently ask themselves whether they understand what the text is about.
- To ensure understanding of the text, have them retell what they have read.

## Tips for Completing Activities

- Review instructions with your child to ensure they understand the questions.
- Encourage your child to go back to the article to support his or her answers. Then have your child highlight the important information from the text passage to help them answer the question. Use a different highlight color for each question completed.
- Offer your child ample opportunities to share with you their answers and the thinking processes they used to arrive at those answers.
- Have your child name or label the text features encountered as activities are completed.

Daily Reading Comprehension Grade 1

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# Grade 1 Standards—Reading: Informational Text

<b>A. Key Ideas and Details</b>	
	1. Ask and answer questions about key details in a text.
	2. Identify the main topic and retell key details of a text.
	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>B. Craft and Structure</b>	
	1. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	2. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
	3. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>C. Integration of Knowledge and Ideas</b>	
	1. Use the illustrations and details in a text to describe its key ideas.
	2. Identify the reasons an author gives to support points in a text.
	3. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>D. Range of Reading and Level of Text Complexity</b>	
	1. With prompting and support, read informational texts appropriately complex for grade 1.

Visit [www.creativeteaching.com](http://www.creativeteaching.com) to find out how this book correlates to Common Core and/or State Standards.

# Reading Passages Specific Standards

Text	A. 1	A. 2	A. 3	B. 1	B. 2	B. 3	C. 1	C. 2	C. 3	D. 1
My Heart (p. 6)	✓	✓			✓		✓		N/A	✓
I Can Move My Body (p. 8)	✓			✓			✓		N/A	✓
We Need Water (p. 10)	✓	✓		✓		✓			N/A	✓
I Protect Myself from Cold (p. 12)	✓	✓				✓			N/A	✓
Cover Sneezes and Coughs (p. 14)	✓	✓			✓		✓	✓	N/A	✓
No Peanuts for Me! (p. 16)	✓	✓		✓	✓	✓	✓		N/A	✓
Apples Are Good to Eat (p. 18)	✓				✓			✓	N/A	✓
Safe in the Sun (p. 20)	✓	✓					✓		N/A	✓
Play Safely (p. 22)	✓	✓	✓				✓		N/A	✓
What Is a Smoke Detector? (p. 24)	✓			✓					N/A	✓
Who Keeps Me Safe? (p. 26)	✓		✓			✓			N/A	✓
Inky Dinky Spider (p. 28)	✓	✓	✓				✓		N/A	✓
One, Two, Buckle My Shoe (p. 30)	✓			✓	✓	✓			N/A	✓
Where Does Trash Go? (p. 32)	✓			✓		✓			N/A	✓
Farmers (p. 34)	✓					✓	✓		N/A	✓
At the Park (p. 36)	✓				✓			✓	N/A	✓
The Sun (p. 38)	✓	✓							N/A	✓
Space (p. 40)	✓			✓	✓		✓		N/A	✓
About Seeds (p. 42)	✓		✓	✓					N/A	✓
What Is a Cactus? (p. 44)	✓			✓					N/A	✓
Sara's Flower Garden (p. 46)	✓		✓					✓	N/A	✓
How People Use Plants (p. 48)	✓	✓							N/A	✓
Why Plant a Tree? (p. 50)	✓						✓		N/A	✓
How to Be a Good Friend (p. 52)	✓	✓				✓	✓		N/A	✓
Ways to Be Kind (p. 54)	✓	✓			✓	✓	✓		N/A	✓
Play Fair (p. 56)	✓	✓	✓	✓			✓		N/A	✓
Neil Armstrong (p. 58)	✓						✓		N/A	✓
Sally Ride (p. 60)		✓	✓	✓			✓		N/A	✓
Thomas Edison (p. 62)	✓		✓	✓			✓		N/A	✓
Alexander Graham Bell (p. 64)	✓			✓					N/A	✓
My Trip to a Farm (p. 66)	✓	✓				✓	✓		N/A	✓
What Animals Eat (p. 68)	✓	✓		✓					N/A	✓
Taking Care of a Pet (p. 70)	✓	✓					✓		N/A	✓
My Cat Boots (p. 72)	✓	✓	✓				✓		N/A	✓
My Dog Jake (p. 74)	✓						✓		N/A	✓
Ducks and Geese (p. 76)	✓	✓	✓						N/A	✓
Fish Facts (p. 78)	✓								N/A	✓
Mighty Moles (p. 80)	✓		✓		✓				N/A	✓
You Can Write an E-mail (p. 82)		✓					✓		N/A	✓
This Is January (p. 84)	✓					✓	✓		N/A	✓
Summer Days (p. 86)	✓						✓	✓	N/A	✓
One Fall Day (p. 88)	✓	✓					✓		N/A	✓
How Toy Ads Work (p. 90)	✓	✓				✓	✓		N/A	✓
I Have Money (p. 92)		✓				✓	✓		N/A	✓
Mixing Colors (p. 94)	✓						✓		N/A	✓
Clouds (p. 96)	✓	✓							N/A	✓
Make Some Noise! (p. 98)	✓	✓					✓		N/A	✓
Using Text Features—Table of Contents (p. 100)	✓		✓		✓				N/A	✓



# Introduction

Reading comprehension is the cornerstone of a child's academic success. By completing the activities in this book, children will develop and reinforce essential reading comprehension skills. Children will benefit from a wide variety of opportunities to practice engaging with text as active readers who can self-monitor their understanding of what they have read.

Children will focus on the following:

## Identifying the Purpose of the Text

- The reader understands, and can tell you, why they read the text.

## Understanding the Text

- What is the main idea of the text?
- What are the supporting details?
- Which parts are facts and which parts are opinions?

## Analyzing the Text

- How does the reader's background knowledge enhance the text clues to help the reader answer questions about the text or draw conclusions?
- What inferences can be made by using information from the text with what the reader already knows?
- How does the information from the text help the reader make predictions?
- What is the cause and effect between events?

## Making Connections

How does the topic or information they are reading remind the reader about what they already know?

- Text-to-self connections: How does this text relate to your own life?
- Text-to-text connections: Have I read something like this before? How is this text similar to something I have read before? How is this text different from something I have read before?
- Text-to-world connections: What does this text remind you of in the real world?

## Using Text Features

- How do different text features help the reader?

# Text Features

Text features help the reader to understand the text better. Here is a list of text features with a brief explanation on how they help the reader.

<b>Contents</b>	Here the reader will find the title of each section, what page each article starts on within sections, and where to find specific information.
<b>Chapter Title</b>	The chapter title gives the reader an idea of what the text will be about. The chapter title is often followed by subheadings within the text.
<b>Title and Subheading</b>	The title or topic is found at the top of the page. The subheading is right above a paragraph. There may be more than one subheading in a text.
<b>Map</b>	Maps help the reader understand where something is happening. It is a visual representation of a location.
<b>Diagram and Illustration</b>	Diagrams and illustrations give the reader additional visual information about the text.
<b>Label</b>	A label tells the reader the title of a map, diagram, or illustration. Labels also draw attention to specific elements within a visual.
<b>Caption</b>	Captions are words that are placed underneath the visuals. Captions give the reader more information about the map, diagram, or illustration.
<b>Fact Box</b>	A fact box tells the reader extra information about the topic.
<b>Table</b>	A table presents text information in columns and rows in a concise and often comparative way.
<b>Bold and Italic text</b>	<b>Bold</b> and <i>italic</i> text are used to emphasize a word or words, and signify that this is important vocabulary.

# My Heart

My heart sends blood around my body.

My heart works hard.

I help my heart stay strong and healthy.

The pictures show how.

✓ I exercise.



✓ I eat good food.

I eat fruits and vegetables every day.



✓ I drink lots of water.

I drink about five cups of water a day.



.....  
.....  
**“My Heart”—Think About It**

1. What does the heart do?

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2. What does the list in the text help you to know?

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3. List three ways to keep the heart strong and healthy.

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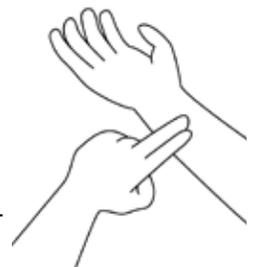
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4. Show how you keep your heart strong. Draw a picture.

5. You can feel your heart work. The picture shows how. Try it. What do you feel?

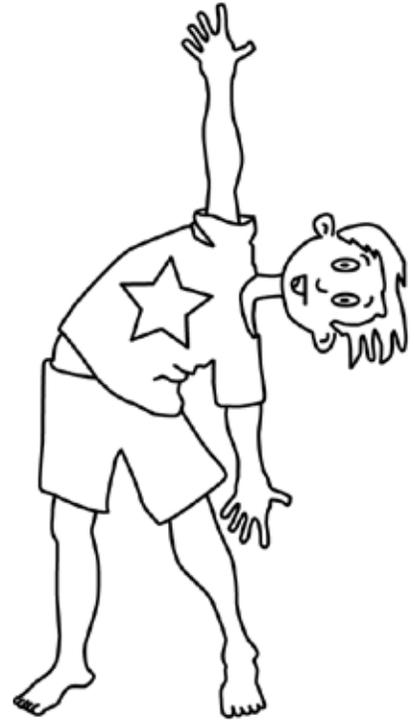
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# I Can Move My Body

I can move my body in many ways.  
I can bend. I can bend low.  
I can bend my arm.  
I can bend my leg.  
I can turn. I can turn right and left.  
I can stretch. I can stretch many parts.



Show how your body can move. Write the words that tell how your body moves.

---



## **“I Can Move My Body”—Think About It**

1. Who do you think is telling the story? Explain.

---

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2. What do the words *bend*, *turn*, and *stretch* describe?

---

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3. How does the boy move his body in the picture?

---

---

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4. From the text, you can guess that the boy likes to move.  
Circle the correct answer.

A. TRUE

B. FALSE

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