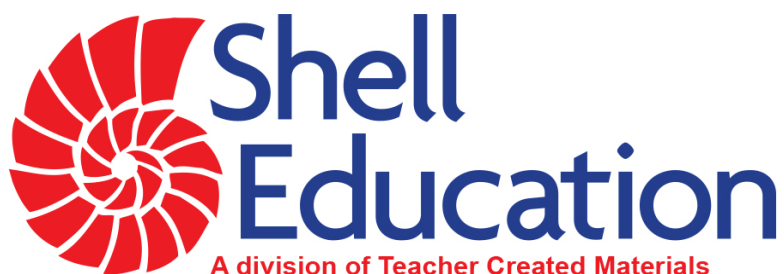


Sample Pages from



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180 Days of Reading for Fifth Grade

This sample includes the following:

Cover (1 page)

Table of Contents (1 page)

How to Use This Book (6 pages)

Practice Page Item Analysis (2 pages)

Student Item Analysis (2 pages)

Week 1 Practice Pages (6 pages)

Answer Key (1 page)

To **Create** a World ⁱⁿ which
Children Love to **Learn!**

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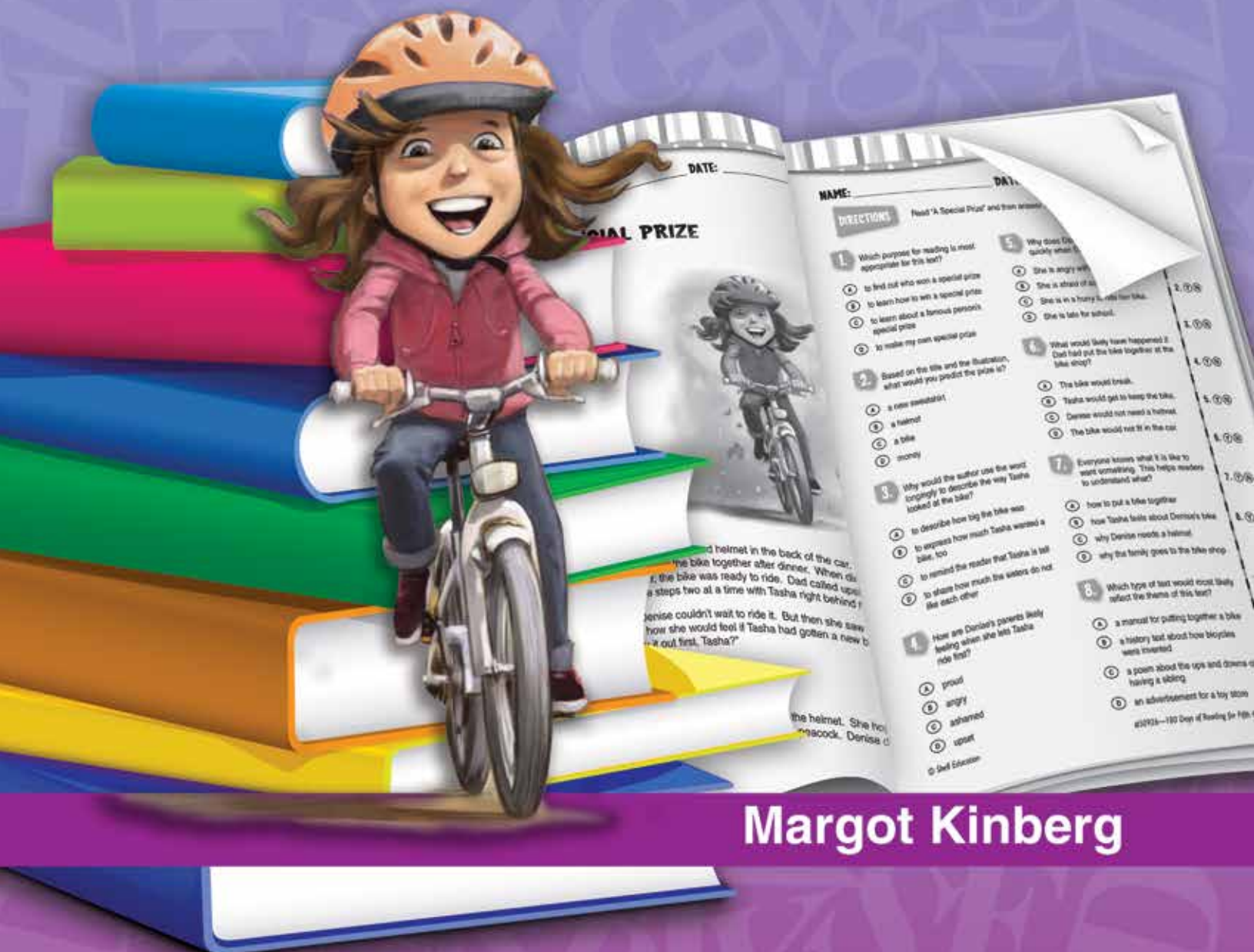
PRACTICE - ASSESS - DIAGNOSE

Digital
Resources
Included

Grade

5

180 Days of READING for Fifth Grade



Margot Kinberg

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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, a project, a practice sheet, or a 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*.

HOW TO USE THIS BOOK

180 Days of Reading for Fifth 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.

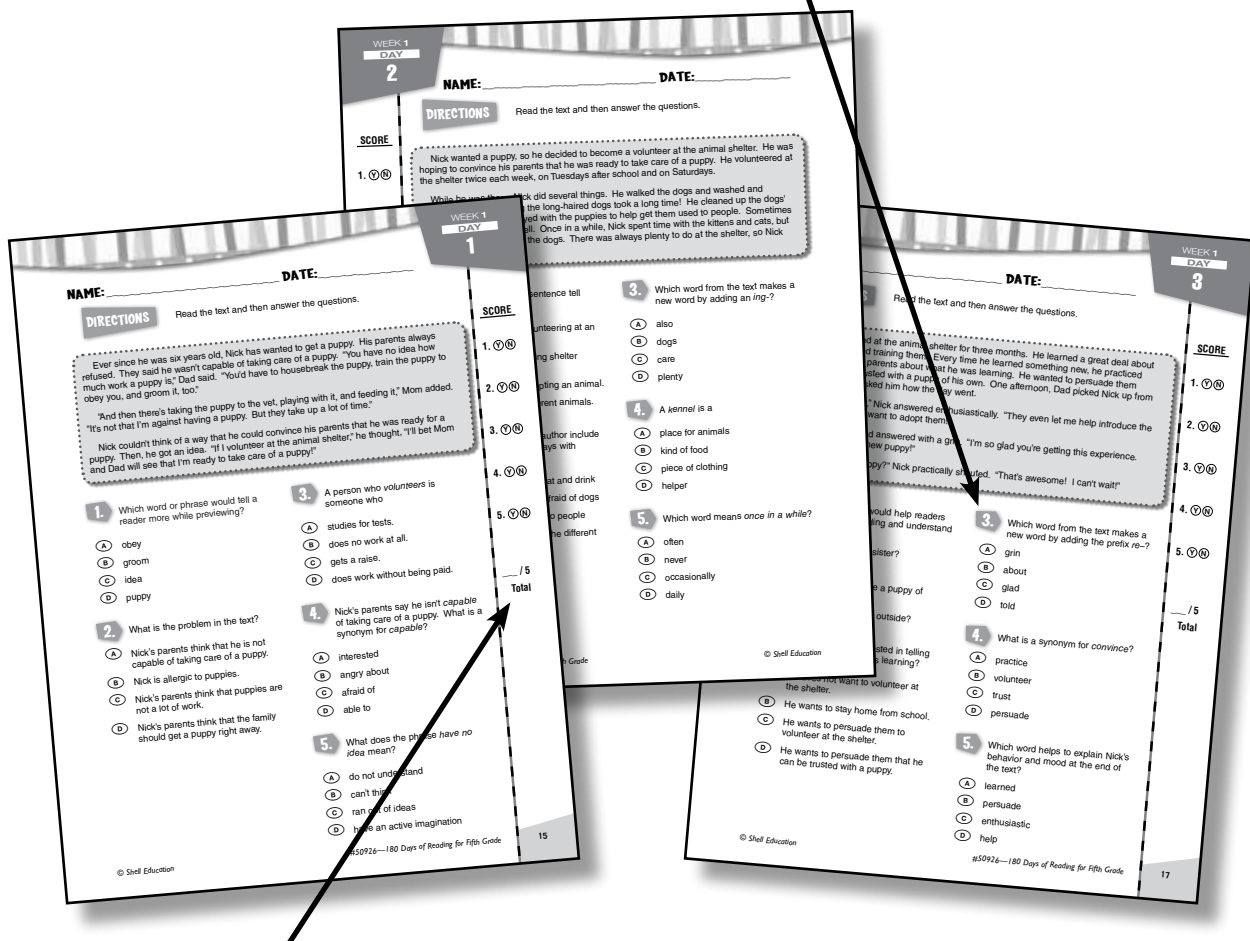
Every fifth-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	Common Core State Standard
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>
3–5	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 Foundational Skills Standard 3: <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>
Day 4	
1–2	Reading Anchor Standard 10: <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>
3	Reading Anchor Standard 6: <i>Assess how point of view or purpose shapes the content and style of a text.</i>
4–6	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
7–8	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>

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 five corresponding items. As outlined on page 4, every item is aligned to a reading standard.

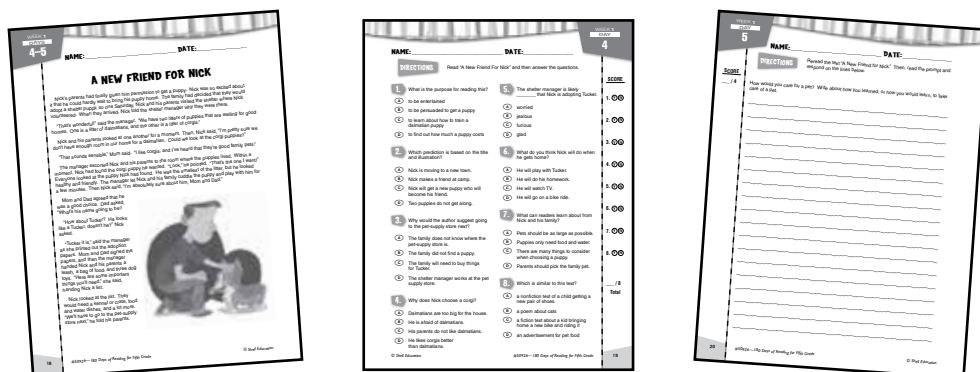


Using the Scoring Guide

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 problem to indicate correct (Y) or incorrect (N) responses. You might wish to indicate only incorrect responses to focus on those skills. (For example, if students consistently miss items 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 problems, or 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 this rubric for students to reference as they write.

Points	Criteria
4	• Uses an appropriate organizational sequence to produce very clear and coherent writing • Uses descriptive language that develops or clarifies ideas • Engages the reader • Uses a style very appropriate to task, purpose, and audience
3	• Uses an organizational sequence to produce clear and coherent writing • Uses descriptive language that develops or clarifies ideas • Engages the reader • Uses a style appropriate to task, purpose, and audience
2	• Uses an organizational sequence to produce somewhat clear and coherent writing • Uses some descriptive language that develops or clarifies ideas • Engages the reader in some way • Uses a style somewhat appropriate to task, purpose, and audience
1	• Does not use an organized sequence; the writing is not clear or coherent • Uses little descriptive language to develop or clarify ideas • Does not engage the reader • Does not use a style appropriate to task, purpose, or audience
0	Offers no writing or does not respond to the assignment presented

HOW TO USE THIS BOOK *(cont.)*

Developing Students' Fluency Skills

What Is Fluency?

According to the National Reading Panel Report, there are five critical factors that are vital to effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension (2000). Rasinski (2006) defines fluency as “the ability to accurately and effortlessly decode the written words and then to give meaning to those words through appropriate phrasing and oral expression of the words.” Wolf (2005) notes that the goal of developing fluency is comprehension rather than the ability to read rapidly. Becoming a fluent reader is a skill that develops gradually and requires practice. Reading text repeatedly with a different purpose each time supports the development of fluency in young children (Rasinski 2003).

Assessing Fluency

Fluent readers read accurately, with expression, and at a good pace. A Fluency Rubric along with detailed instructions for scoring and keeping oral reading records is included on the Digital Resource CD (fluency.pdf).

The table below lists fluency norms by grade level (Rasinski 2003):

Student Fluency Norms Based On Words Correct Per Minute (WCPM)			
Grade	Fall	Winter	Spring
1	—	—	60 wcpm
2	53	78	94
3	79	93	114
4	99	112	118
5	105	118	128
6	115	132	145

HOW TO USE THIS BOOK *(cont.)*

Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can see at a glance which reading concepts or skills students may need to target in order to develop proficiency.

After students complete a practice page, grade each page using the answer key (pages 231–237). Then, complete the Practice Page Item Analysis for the appropriate day (pages 10–11, or *pageitem1.pdf* and *pageitem2.pdf*) for the whole class, or the Student Item Analysis (pages 12–13, or *studentitem1.pdf* and *studentitem2.pdf*) for individual students. These charts are also provided as both Microsoft Word® files and as Microsoft Excel® files. Teachers can input data into the electronic files directly on the computer, or they can print the pages and analyze students' work using paper and pencil.

To complete the Practice Page Item Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of the form may be needed, or you may need to add rows.
- The item numbers are included across the top of the charts. Each item correlates with the matching question number from the practice page.
- For each student, record an *X* in the column if the student has the item incorrect. If the item is correct, leave the item blank.
- If you are using the Excel file, totals will be automatically generated. If you are using the Word file or if you have printed the PDF, you will need to compute the totals. Count the *X*s in each row and column and fill in the correct boxes.

To complete the Student Item Analyses:

- Write or type the student's name on the top row. This form tracks the ongoing progress of each student, so one copy per student is necessary.
- The item numbers are included across the top of the chart. Each item correlates with the matching question number from the practice page.
- For each day, record an *X* in the column if the student has the item incorrect. If the item is correct, leave the item blank.
- If you are using the Excel file, totals will be automatically generated. If you are using the Word file or if you have printed the PDF, you will need to compute the totals. Count the *X*s in each row and column and fill in the correct boxes.

HOW TO USE THIS BOOK *(cont.)*

Using the Results to Differentiate Instruction

Once results are gathered and analyzed, teachers can use the results to inform the way they differentiate instruction. The data can help determine which concepts are the most difficult for students and which need additional instructional support and continued practice. Depending on how often the practice pages are scored, results can be considered for instructional support on a daily or weekly basis.

Whole-Class Support

The results of the diagnostic analysis may show that the entire class is struggling with a particular concept or group of concepts. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. If these concepts have not been taught in the past, this data is a great preassessment and demonstrates that students do not have a working knowledge of the concepts. Thus, careful planning for the length of the unit(s) or lesson(s) must be considered, and extra frontloading may be required.

Small-Group or Individual Support

The results of the diagnostic analysis may show that an individual or small group of students is struggling with a particular concept or group of concepts. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. Consider pulling aside these students while others are working independently to instruct further on the concept(s). Teachers can also use the results to help identify individuals or groups of proficient students who are ready for enrichment or above-grade-level instruction. These students may benefit from independent-learning contracts or more challenging activities. Students may also benefit from extra practice using games or computer-based resources.

Digital Resource CD

The Digital Resource CD provides the following resources:

- Standards Correlations Chart
- Reproducible PDFs of each practice page
- Directions for completing the diagnostic Item Analysis forms
- Practice Page Item Analysis PDFs, Word documents, and Excel spreadsheets
- Student Item Analysis PDFs, Word documents, and Excel spreadsheets
- Fluency Assessment directions and rubric

PRACTICE PAGE ITEM ANALYSIS DAYS 1-3

Directions: Record an X in cells to indicate where students have missed questions. Add up the totals. You can view the following: (1) which items were missed per student; (2) the total correct score for each student; and (3) the total number of students who missed each item.

Week: ____ Day: ____	Item #	1	2	3	4	5	# correct
Student Name							
Sample Student			X			X	3/5
# of students missing each question							

PRACTICE PAGE ITEM ANALYSIS DAYS 4-5

Directions: Record an X in cells to indicate where students have missed questions. Add up the totals. You can view the following: (1) which items were missed per student; (2) the total correct score for each student; and (3) the total number of students who missed each item.

Week: ____ Day: ____	Item #	1	2	3	4	5	6	7	8	# correct	Written Response
Student Name											
Sample Student			X			X	X			5/8	3
# of students missing each question											
											Written Response Average

STUDENT ITEM ANALYSIS DAYS 1-3

Directions: Record an *X* in cells to indicate where the student has missed questions. Add up the totals. You can view the following: (1) which items the student missed; (2) the total correct score per day; and (3) the total number of times each item was missed.

Student Name: Sample Student							
Item		1	2	3	4	5	# correct
Week	Day						
1	1		X			X	3/5
Total							

STUDENT ITEM ANALYSIS DAYS 4-5

Directions: Record an *X* in cells to indicate where the student has missed questions. Add up the totals. You can view the following: (1) which items the student missed; (2) the total correct score per day; and (3) the total number of times each item was missed.

Student Name: Sample Student										
	Day 4									Day 5
Item	1	2	3	4	5	6	7	8	# correct	Written Response
Week										
1		X			X	X			5/8	3
Total										
										Written Response Average:

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Ever since he was six years old, Nick had wanted to get a puppy. His parents always refused. They said he wasn't capable of taking care of a puppy. "You have no idea how much work a puppy is," Dad said. "You would have to housebreak the puppy, train the puppy to obey you, and groom it, too."

"And then there's taking the puppy to the vet, playing with it, and feeding it," Mom added. "It's not that I'm against having a puppy. But a puppy takes up a lot of time."

Nick couldn't think of a way that he could convince his parents that he was ready for a puppy. Then, he got an idea. "If I volunteer at the animal shelter," he thought, "I'll bet Mom and Dad will see that I'm ready to take care of a puppy!"

1. Which word tells a reader most about the text while previewing it?

- (A) obey
- (B) groom
- (C) idea
- (D) puppy

2. What is the problem in the text?

- (A) Nick's parents think that he is not capable of taking care of a puppy.
- (B) Nick is allergic to puppies.
- (C) Nick's parents think that puppies are not a lot of work.
- (D) Nick's parents think that the family should get a puppy right away.

3. A person who *volunteers* is someone who

- (A) studies for tests.
- (B) does no work at all.
- (C) gets a raise.
- (D) does work without being paid.

4. Nick's parents say he isn't *capable* of taking care of a puppy. Which word or phrase means *capable*?

- (A) interested
- (B) angry about
- (C) afraid of
- (D) able to

5. What does the phrase *have no idea* mean?

- (A) do not understand
- (B) can't think
- (C) ran out of ideas
- (D) have an active imagination

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

Nick wanted a puppy, so he decided to become a volunteer at the animal shelter. He was hoping to convince his parents that he was ready to take care of a puppy. He volunteered at the shelter twice each week, on Tuesdays after school and on Saturdays.

While he was there, Nick did several things. He walked the dogs and washed and brushed them. Grooming the long-haired dogs took a long time! He cleaned up the dogs' kennels, too. He also played with the puppies to help get them used to people. Sometimes he gave them baths as well. Once in a while, Nick spent time with the kittens and cats, but he preferred working with the dogs. There was always plenty to do at the shelter, so Nick was never bored.

1. What does the first sentence tell about this text?

- (A) This text is about volunteering at an animal shelter.
- (B) This text is about taking shelter during a storm.
- (C) This text is about adopting an animal.
- (D) This text is about different animals.

2. What detail does the author include to explain why Nick plays with the puppies?

- (A) to help them learn to eat and drink
- (B) so he can stop being afraid of dogs
- (C) to help them get used to people
- (D) so he can learn about the different breeds of dog

3. To which word can the suffix *-ing* be added?

- (A) also
- (B) dogs
- (C) care
- (D) plenty

4. What is a *kennel*?

- (A) place for animals
- (B) kind of food
- (C) piece of clothing
- (D) helper

5. Which word means *once in a while*?

- (A) often
- (B) never
- (C) occasionally
- (D) daily

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Nick volunteered at the animal shelter for three months. He learned a great deal about raising puppies and training them. Every time he learned something new, he practiced it. He also told his parents about what he was learning. He wanted to persuade them that he could be trusted with a puppy of his own. One afternoon, Dad picked Nick up from volunteering and asked him how the day went.

"Oh, it went great," Nick answered enthusiastically. "They even let me help introduce the dogs to people who want to adopt them!"

"That's terrific!" Dad answered with a grin. "I'm so glad you're getting this experience. You'll need it for our new puppy!"

"We're getting a puppy?" Nick practically shouted. "That's awesome! I can't wait!"

1. Which question would help readers monitor their reading and understand the text?

- (A) Does Nick have a sister?
- (B) What do cats eat?
- (C) Will Nick get to have a puppy of his own?
- (D) What is the weather outside?

2. Why is Nick so interested in telling his parents what he is learning?

- (A) He does not want to volunteer at the shelter.
- (B) He wants to stay home from school.
- (C) He wants to persuade them to volunteer at the shelter.
- (D) He wants to persuade them that he can be trusted with a puppy.

3. Which word from the text makes a new word by adding the prefix *re-*?

- (A) grin
- (B) about
- (C) glad
- (D) told

4. Which is a synonym for *convince*?

- (A) practice
- (B) volunteer
- (C) trust
- (D) persuade

5. Which word helps to explain Nick's behavior and mood at the end of the text?

- (A) learned
- (B) persuade
- (C) enthusiastic
- (D) help

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

NAME: _____ DATE: _____

A NEW FRIEND FOR NICK

Nick's parents had finally given him permission to get a puppy. Nick was so excited about it that he could hardly wait to bring his puppy home. The family had decided that they would adopt a shelter puppy, so one Saturday, Nick and his parents visited the shelter where Nick volunteered. When they arrived, Nick told the shelter manager why they were there.

"That's wonderful!" said the manager. "We have two litters of puppies that are waiting for good homes. One is a litter of dalmatians, and the other is a litter of corgis."

Nick and his parents looked at one another for a moment. Then, Nick said, "I'm pretty sure we don't have enough room in our home for a dalmatian. Could we look at the corgi puppies?"

"That sounds sensible," Mom said. "I like corgis, and I've heard that they're good family pets."

The manager escorted Nick and his parents to the room where the puppies lived. Within a moment, Nick had found the corgi puppy he wanted. "Look," he pointed. "That's the one I want!" Everyone looked at the puppy Nick had found. He was the smallest of the litter, but he looked healthy and friendly. The manager let Nick and his family cuddle the puppy and play with him for a few minutes. Then Nick said, "I'm absolutely sure about him, Mom and Dad."

Mom and Dad agreed that he was a good choice. Dad asked, "What's his name going to be?"

"How about Tucker? He looks like a Tucker, doesn't he?" Nick asked.

"Tucker it is," said the manager as she printed out the adoption papers. Mom and Dad signed the papers, and then the manager handed Nick and his parents a leash, a bag of food, and three dog toys. "Here are some important things you'll need," she said, handing Nick a list.

Nick looked at the list. They would need a kennel or crate, food and water dishes, and a lot more. "We'll have to go to the pet-supply store next," he told his parents.



NAME: _____ DATE: _____

DIRECTIONS

Read "A New Friend for Nick" and then answer the questions.

1. Which prediction is based on the title and illustration?

- (A) Nick is moving to a new town.
 (B) Nick makes a friend at camp.
 (C) Nick will get a new puppy who will become his friend.
 (D) Two puppies do not get along.

2. Why does Nick choose a corgi?

- (A) Dalmatians are too big for the house.
 (B) He is afraid of dalmatians.
 (C) His parents do not like dalmatians.
 (D) He likes corgis better than dalmatians.

3. What is the purpose of this text?

- (A) to entertain
 (B) to persuade someone to get a puppy
 (C) to learn about training a puppy
 (D) to find out how much a puppy costs

4. Why would Nick suggest going to the pet-supply store next?

- (A) The family does not know where the pet-supply store is.
 (B) The family did not find a puppy.
 (C) The family will need to buy things for Tucker.
 (D) The shelter manager works at the pet-supply store.

5. How does the shelter manager probably feel about Nick adopting Tucker?

- (A) worried
 (B) jealous
 (C) furious
 (D) glad

6. What do you think Nick will do when he gets home?

- (A) He will play with Tucker.
 (B) He will do his homework.
 (C) He will watch TV.
 (D) He will go on a bike ride.

7. What can readers learn from Nick and his family?

- (A) Pets should be as large as possible.
 (B) Puppies only need food and water.
 (C) There are many things to consider when choosing a puppy.
 (D) Parents should pick the family pet.

8. Which text would have a similar theme?

- (A) a nonfiction review of a video game
 (B) a poem about cats
 (C) a fictional story about a child choosing a new bike at a toy store
 (D) an advertisement for pet food

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

___ / 8

Total

NAME: _____ **DATE:** _____

Reread the text “A New Friend for Nick.” Then, read the prompt and respond on the lines below.

____/4

How would you care for a pet? Write about how you learned, or how you would learn, to take care of a pet.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ANSWER KEY

Week 1

Day 1

1. D
2. A
3. D
4. D
5. A

Day 2

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

Day 3

1. C
2. D
3. D
4. D
5. C

Day 4

1. C
2. A
3. A
4. C
5. D
6. A
7. C
8. C

Day 5

Responses will vary.

Week 2

Day 1

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

Day 2

1. C
2. D
3. A
4. D
5. C

Day 3

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

Day 4

1. B
2. D
3. B
4. A
5. C
6. C
7. D
8. C

Day 5

Responses will vary.

Week 3

Day 1

1. B
2. B
3. B
4. A
5. D

Day 2

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

Day 3

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

Day 4

1. A
2. C
3. D
4. B
5. D
6. C
7. C
8. C

Day 5

Responses will vary.

Week 4

Day 1

1. B
2. A
3. D
4. D
5. D

Day 2

1. C
2. C
3. C
4. B
5. D

Day 3

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

Day 4

1. B
2. D
3. A
4. A
5. D
6. B
7. D
8. C

Day 5

Responses will vary.

Week 5

Day 1

1. D
2. A
3. B
4. B
5. D

Day 2

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

Day 3

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

Day 4

1. A
2. A
3. A
4. D
5. C
6. C
7. D
8. B

Day 5

Responses will vary.

Week 6

Day 1

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

Day 2

1. D
2. A
3. D
4. D
5. B