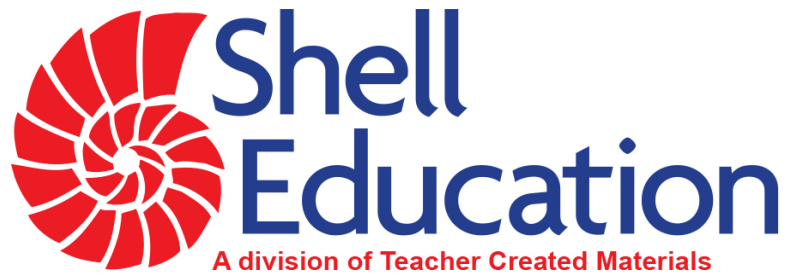


Sample Pages from



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180 Days of Reading for First Grade (Spanish)

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)

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180 Days of READING

for First Grade

Spanish



NOMBRE:

INSTRUCCIONES

Lee "Vamos a dar un paseo" y responde a las preguntas.

1. ¿Cuál era la sorpresa?

- A Maddy y Pat jugaron en el granero.
- B Maddy y Pat dieron un paseo en sus propios ponis.
- C Maddy y Pat trabajaron duro.

3. ¿Por qué?

- A Las personas y animales necesitan comer.
- B El granero necesita limpieza.
- C La abuela les dice que regresen.

2. ¿Qué es una montura?

- A una persona que monta un caballo
- B un asiento para que alguien monte un caballo
- C un tipo de cuchara que se usa para alimentar a los caballos con heno

4. ¿Cuál es otro buen título para este texto?

- A Los ponis sorpresa
- B La cena sorpresa
- C El trabajo en la granja



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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*.

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.

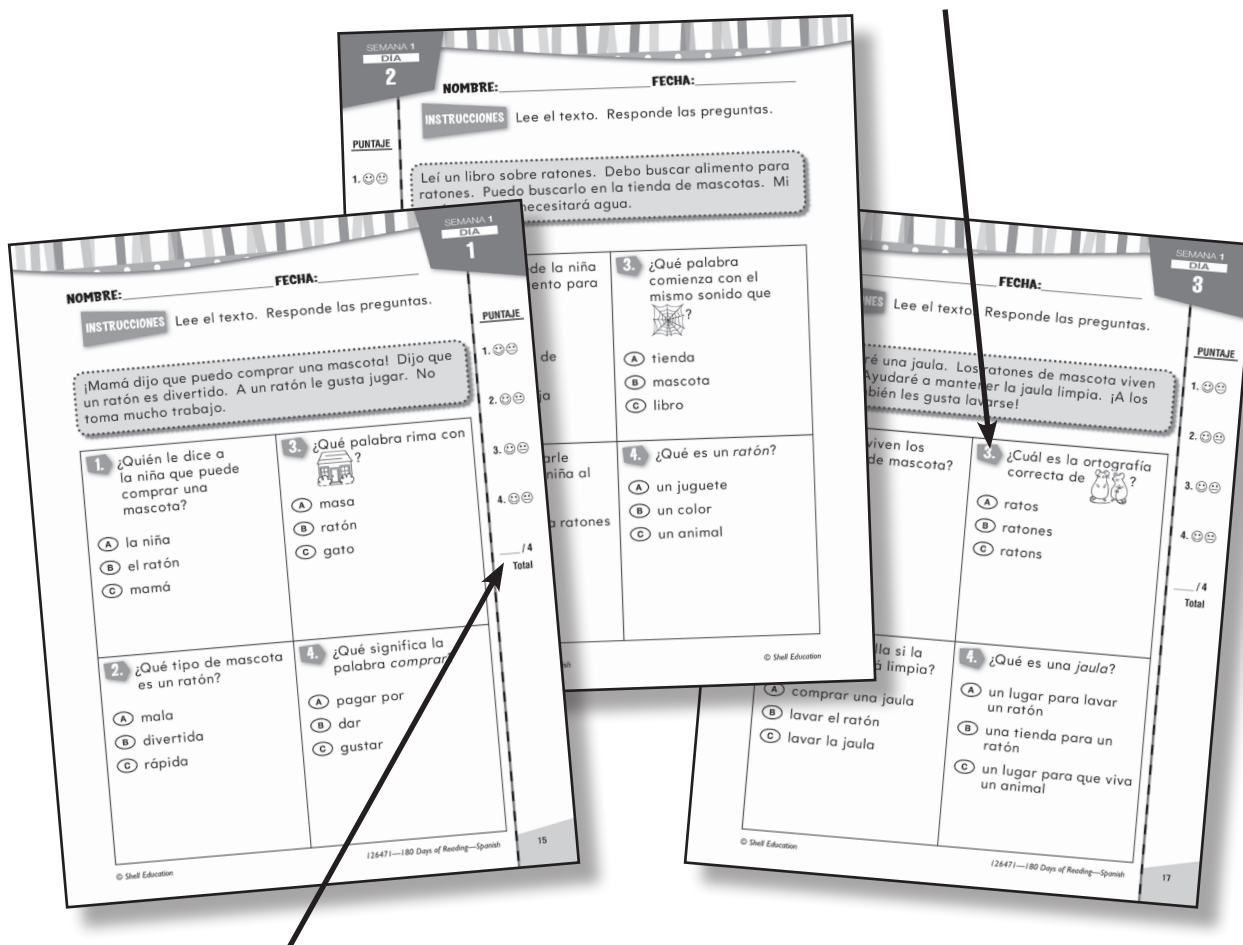
Every first-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	College and Career Readiness Standards
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>

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.

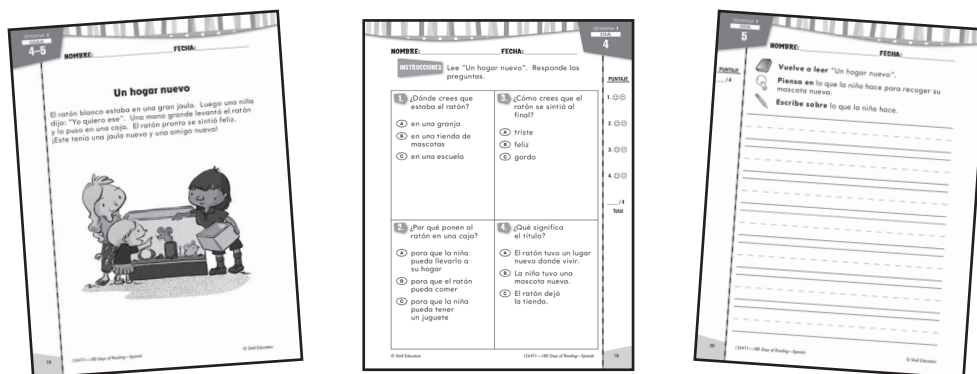


Using the Scoring Guide

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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 in the digital resources (G1_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) for the whole class, or the Student Item Analysis (pages 12–13) for individual students. These charts are also provided in the digital resources (filenames: G1_practicepage_analysis.pdf, G1_student_analysis.pdf). 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.
- Count the *Xs* 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.
- Count the *Xs* 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 additional 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 Resources

Reference page 239 for information about accessing the digital resources and an overview of the contents.

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	# correct	Written Response
Student Name							
Sample Student			X			3/4	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	# correct
Week	Day					
1	1		X			3/4
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	# correct	Written Response
Week						
1		X			3/4	3
Total						
						Written Response Average:

NOMBRE: _____ **FECHA:** _____

INSTRUCCIONES Lee el texto. Responde las preguntas.

¡Mamá dijo que puedo comprar una mascota! Dijo que un ratón es divertido. A un ratón le gusta jugar. No toma mucho trabajo.

<p>1. ¿Quién le dice a la niña que puede comprar una mascota?</p> <p>(A) la niña</p> <p>(B) el ratón</p> <p>(C) mamá</p>	<p>3. ¿Qué palabra rima con  ?</p> <p>(A) masa</p> <p>(B) ratón</p> <p>(C) gato</p>
<p>2. ¿Qué tipo de mascota es un ratón?</p> <p>(A) mala</p> <p>(B) divertida</p> <p>(C) rápida</p>	<p>4. ¿Qué significa la palabra <i>comprar</i>?</p> <p>(A) pagar por</p> <p>(B) dar</p> <p>(C) gustar</p>

PUNTAJE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

___ / 4

Total

NOMBRE: _____ FECHA: _____

INSTRUCCIONES Lee el texto. Responde las preguntas.

Leí un libro sobre ratones. Debo buscar alimento para ratones. Puedo buscarlo en la tienda de mascotas. Mi ratón también necesitará agua.

PUNTAJE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4

Total

1. ¿Dónde puede la niña buscar alimento para ratones?

- (A) en casa
- (B) en la tienda de mascotas
- (C) en una granja

3. ¿Qué palabra comienza con el mismo sonido que



- (A) tienda
- (B) mascota
- (C) libro

2. ¿Qué debe darle de comer la niña al ratón?

- (A) alimento para ratones
- (B) carne y pan
- (C) huevos


4. ¿Qué es un *ratón*?

- (A) un juguete
- (B) un color
- (C) un animal

NOMBRE: _____ **FECHA:** _____

INSTRUCCIONES Lee el texto. Responde las preguntas.

Yo compraré una jaula. Los ratones de mascota viven en jaulas. Ayudaré a mantener la jaula limpia. ¡A los ratones también les gusta lavarse!

<p>1. ¿Dónde viven los ratones de mascota?</p> <p>(A) agujero</p> <p>(B) jaula</p> <p>(C) cueva</p>	<p>3. ¿Cuál es la ortografía correcta de  ?</p> <p>(A) ratos</p> <p>(B) ratones</p> <p>(C) ratons</p>
<p>2. ¿Qué hará ella si la jaula no está limpia?</p> <p>(A) comprar una jaula</p> <p>(B) lavar el ratón</p> <p>(C) lavar la jaula</p>	<p>4. ¿Qué es una <i>jaula</i>?</p> <p>(A) un lugar para lavar un ratón</p> <p>(B) una tienda para un ratón</p> <p>(C) un lugar para que viva un animal</p>

PUNTAJE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

___ / 4

Total

NOMBRE: _____ FECHA: _____

Un hogar nuevo

El ratón blanco estaba en una gran jaula. Luego una niña dijo: "Yo quiero ese". Una mano grande levantó el ratón y lo puso en una caja. El ratón pronto se sintió feliz. ¡Este tenía una jaula nueva y una amiga nueva!



NOMBRE: _____ **FECHA:** _____

INSTRUCCIONES

Lee "Un hogar nuevo". Responde las preguntas.

<p>1. ¿Dónde crees que estaba el ratón?</p> <p>(A) en una granja</p> <p>(B) en una tienda de mascotas</p> <p>(C) en una escuela</p>	<p>3. ¿Cómo crees que el ratón se sintió al final?</p> <p>(A) triste</p> <p>(B) feliz</p> <p>(C) gordo</p>
<p>2. ¿Por qué ponen al ratón en una caja?</p> <p>(A) para que la niña pueda llevarlo a su hogar</p> <p>(B) para que el ratón pueda comer</p> <p>(C) para que la niña pueda tener un juguete</p>	<p>4. ¿Qué significa el título?</p> <p>(A) El ratón tuvo un lugar nuevo donde vivir.</p> <p>(B) La niña tuvo una mascota nueva.</p> <p>(C) El ratón dejó la tienda.</p>

PUNTAJE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4

Total

CLAVE DE RESPUESTAS

Semana 1

Día 1

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

Día 2

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

Día 3

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

Día 4

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

Día 5

Las respuestas pueden variar.

Week 2

Día 1

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

Día 2

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

Día 3

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

Día 4

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

Día 5

Las respuestas pueden variar.

Week 3

Día 1

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

Día 2

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

Día 3

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

Día 4

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

Día 5

Las respuestas pueden variar.

Semana 4

Día 1

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

Día 2

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

Día 3

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

Día 4

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

Día 5

Las respuestas pueden variar.

Semana 5

Día 1

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

Día 2

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

Día 3

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

Día 4

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

Día 5

Las respuestas pueden variar.

Semana 6

Día 1

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