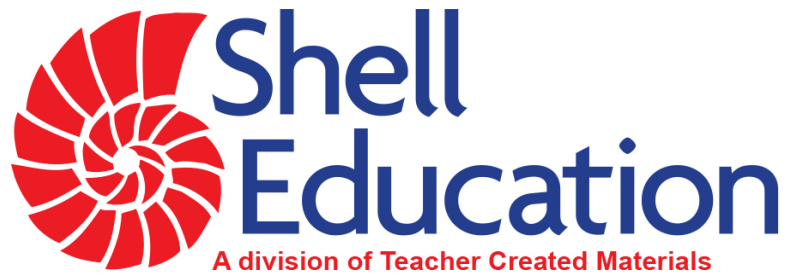


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180 Days of Reading for Fourth Grade

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)

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Digital
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Grade

4

180 Days of READING for Fourth Grade



BUS RIDE

new school in Seattle. He had made him happy. But he didn't like it. On his first day, Dylan sat by himself and sat alone. He was alone when he got on the bus. It was a terrible day.



"I don't want to go to school," said Brad. "We should go to the skate park near my house," said Dylan. Then, reluctantly, he said, "Maybe we could skate together."

"We should go to the skate park near my house," said Dylan. Then, reluctantly, he said, "Maybe we could skate together."

NAME: _____

DIRECTIONS

Read "The Not-So-Great Bus Ride" and answer the questions.

- A reader is most likely to read the text if he or she wants to
 - be persuaded to ride a bus.
 - be informed about public transportation.
 - be entertained by a fictional story.
 - learn how to drive a bus.
- What would reading only the first sentence tell a reader about the text?
 - Dylan thinks he will have a bad day at his new school.
 - Dylan thinks he will have a good day at his new school.
 - Dylan thinks he will have an enjoyable bus ride.
 - Dylan thinks he will have an unpleasant bus ride.
- From what point of view is the text written?
 - first person
 - second person
 - third person
 - his person
- At first, Dylan _____ his new school. He thinks he _____ it.
 - hates; likes
 - likes; hates
 - loves; hates
 - loves; loves
- Who would best connect with the text?
 - a bus driver
 - a new student
 - a parent
 - a teacher
- Which book title would you expect to share a theme similar to that of the text?
 - Buddy the Bus
 - Bus Drivers of the World
 - My First Bus Buddy
 - Lonely at School

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 Fourth 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. The weekly focus alternates between fiction and nonfiction standards.

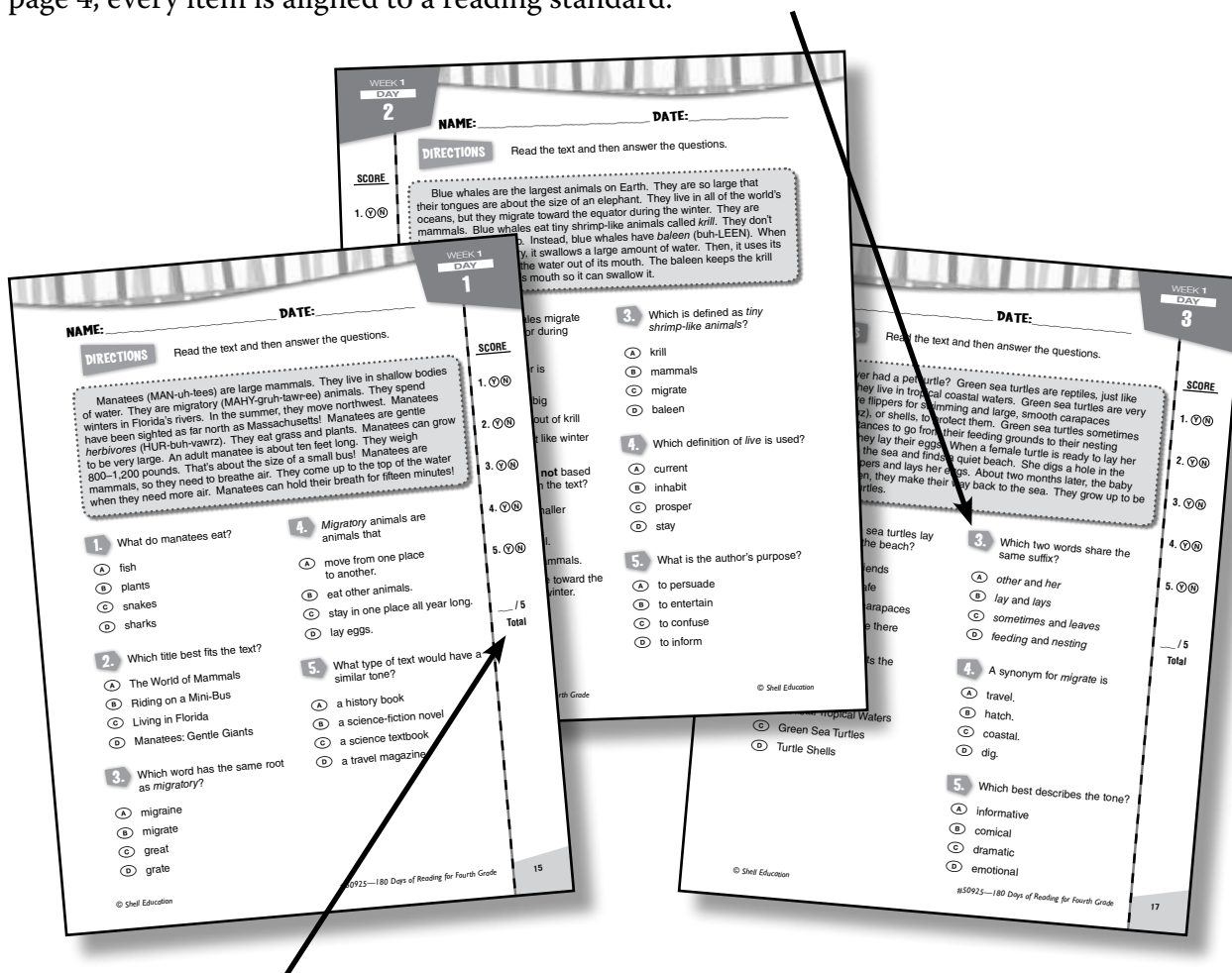
Every fourth-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

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

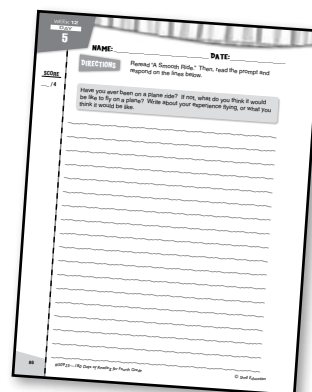
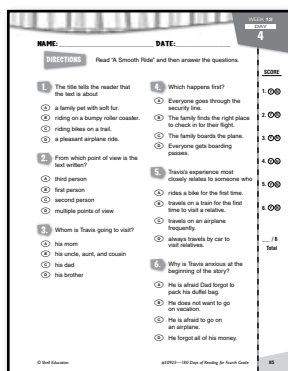
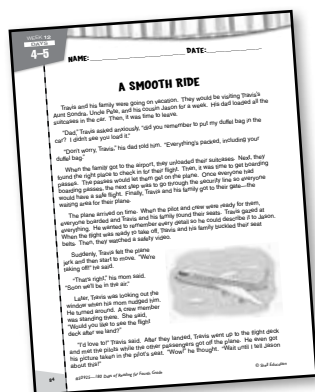


Using the Scoring Guide

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 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 ([writingrubric.doc](#); [writingrubric.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 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 manually 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 manually 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

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Manatees (MAN-uh-tees) are large mammals. They live in shallow bodies of water. They are migratory (MAHY-gruh-tawr-ee) animals. They spend winters in Florida's rivers. In the summer, they move northwest. Manatees have been sighted as far north as Massachusetts! Manatees are gentle *herbivores* (HUR-buh-vawrz). They eat grass and plants. Manatees can grow to be very large. Adult manatees are about ten feet long. They weigh 800–1,200 pounds. That's about the size of a small bus! Manatees are mammals, so they need to breathe air. They come up to the top of the water when they need more air. Manatees can hold their breath for fifteen minutes!

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

1. What do manatees eat?

- (A) fish
(B) plants
(C) snakes
(D) sharks

2. Which title best fits the text?

- (A) The World of Mammals
(B) Riding on a Mini-Bus
(C) Living in Florida
(D) Manatees: Gentle Giants

3. Which word has the same root as *migratory*?

- (A) migraine
(B) migrate
(C) great
(D) grate

4. *Migratory* animals are animals that

- (A) move from one place to another.
(B) eat other animals.
(C) stay in one place all year long.
(D) lay eggs.

5. What type of text would have a similar tone?

- (A) a history book
(B) a science-fiction novel
(C) a science textbook
(D) a travel magazine

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Blue whales are the largest animals on Earth. They are so large that their tongues are about the size of an elephant. They live in all of the world's oceans, but they migrate toward the equator during the winter. They are mammals. Blue whales eat tiny shrimp-like animals called *krill*. They don't have teeth like you do. Instead, blue whales have *baleen* (buh-LEEN). When a blue whale is hungry, it swallows a large amount of water. Then, it uses its huge tongue to force the water out of its mouth. The baleen keeps the krill inside the blue whale's mouth so it can swallow it.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5
Total

1. Why do blue whales migrate toward the equator during the winter?

- (A) because the water is warmer there
- (B) because they are big
- (C) because they run out of krill
- (D) because they don't like winter

2. Which sentence is **not** based on information from the text?

- (A) Blue whales are smaller than elephants.
- (B) Blue whales eat krill.
- (C) Blue whales are mammals.
- (D) Blue whales migrate toward the equator during the winter.

3. What does the suffix *-est* in the word *largest* mean?

- (A) the most
- (B) the least
- (C) already happened
- (D) belonging to

4. Which definition of *live* is used?

- (A) current
- (B) inhabit
- (C) prosper
- (D) stay

5. What is the author's purpose?

- (A) to persuade
- (B) to entertain
- (C) to confuse
- (D) to inform

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Have you ever had a pet turtle? Green sea turtles are reptiles, just like other turtles. They live in tropical coastal waters. Green sea turtles are very large. They have flippers for swimming and large, smooth carapaces (KAR-uh-peys-uz), or shells, to protect them. Green sea turtles sometimes migrate long distances to go from their feeding grounds to their nesting grounds where they lay their eggs. When a female turtle is ready to lay her eggs, she leaves the sea and finds a quiet beach. She digs a hole in the sand with her flippers and lays her eggs. About two months later, the baby turtles hatch. Then, they make their way back to the sea. They grow up to be adult green sea turtles.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

1. Why do green sea turtles lay their eggs on the beach?

- (A) so they have friends
- (B) to keep them safe
- (C) to protect their carapaces
- (D) because they live there

2. Which title best fits the main idea?

- (A) Turtle Eggs
- (B) Coastal Tropical Waters
- (C) Green Sea Turtles
- (D) Turtle Shells

3. Which two words share the same suffix?

- (A) *other* and *her*
- (B) *lay* and *lays*
- (C) *sometimes* and *leaves*
- (D) *feeding* and *nesting*

4. A synonym for *migrate* is

- (A) travel.
- (B) hatch.
- (C) coastal.
- (D) dig.

5. Which best describes the tone?

- (A) informative
- (B) comical
- (C) dramatic
- (D) emotional

NAME: _____ DATE: _____

A WORLD UNDER THE WATER

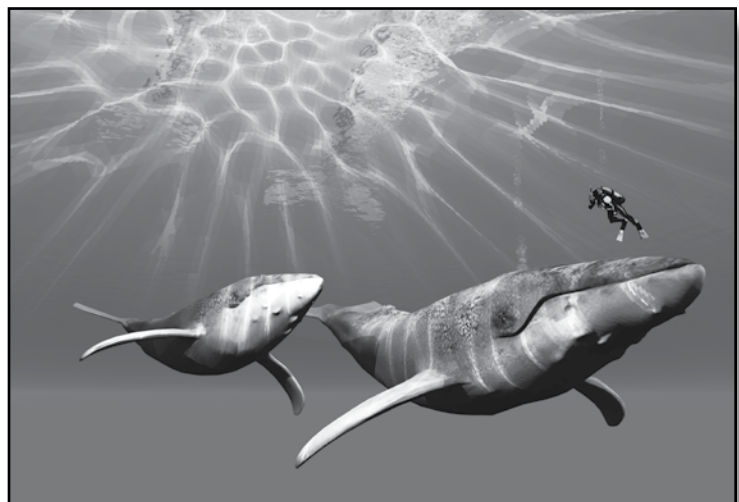
Do you know how to swim? Some animals know how to swim from the time they are born. They live underwater.

Manatees live underwater. Manatees are gentle animals, but they are big. They can grow up to thirteen feet long. That's a lot of animal! Manatees are mammals and are related to elephants, but they do not have trunks. Manatees have flippers. They also have flat tails. Their flippers and tails help them move in the water. Manatees are in danger of being hurt or killed by boats.

Blue whales live under the water, too. Blue whales are the largest animals on Earth. An adult blue whale is about the size of a Boeing 737 airplane! They are mammals. Blue whales eat a kind of shrimp called *krill*. When a blue whale is ready to eat, it swallows a lot of water. Then, it pushes that water out of its mouth with its huge tongue. The krill stay in the whale's mouth. Then, the whale can swallow the krill. Blue whales were hunted for a long time and almost became extinct. People used whale oil for cooking, for lamps, and for other things. They used whalebone because it was light but strong. Finally, laws were made to protect blue whales. Now, most countries do not allow blue whale hunting.

Green sea turtles live underwater, too. But they are not mammals. Green sea turtles are reptiles. They live in warm coastal waters. Green sea turtles eat plants that grow underwater. Some green sea turtles come out of the water to warm up on dry land. Female green sea turtles also come out of the water to lay their eggs. When the babies are born, they make their way back to the sea. Later, those turtles will have babies of their own. Green sea turtles are killed for their meat and their eggs. Green sea turtles can also be hurt by boats and fishing nets.

Manatees, blue whales, and green sea turtles are all wonderful sea animals. We need to keep them safe.



blue whales

NAME: _____ DATE: _____

DIRECTIONS

Read "A World Under the Water" and then answer the questions.

1. Which is biggest?

- (A) a manatee
- (B) a blue whale
- (C) a green sea turtle
- (D) krill

2. The author most likely wrote the text to

- (A) tell about animals that live underwater.
- (B) get you to go swimming.
- (C) tell how to catch a manatee.
- (D) tell about ocean plant life.

3. Which keywords are most important to the text?

- (A) *gentle, flippers, and boats*
- (B) *water, airplane, and coastal*
- (C) *manatees, whales, and turtles*
- (D) *elephants, oil, and mammals*

4. How are manatees and blue whales alike?

- (A) They both eat krill.
- (B) They are both the size of a Boeing 737.
- (C) They are both mammals.
- (D) They are both related to elephants.

5. People who like _____ would probably like this text.

- (A) mathematics
- (B) art
- (C) science
- (D) music

6. Which best summarizes the text?

- (A) Manatees, blue whales, and green sea turtles are all sea animals. They are endangered.
- (B) Many animals live underwater.
- (C) Green sea turtles live in warm coastal areas. They lay eggs on the beach.
- (D) There are animals called the manatee, the blue whale, and the green sea turtle.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

___ / 6

Total

ANSWER KEY

Week 1

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 2

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 3

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 4

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 5

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 6

Day 1

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

Day 2

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

Day 3

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