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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 Third 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.

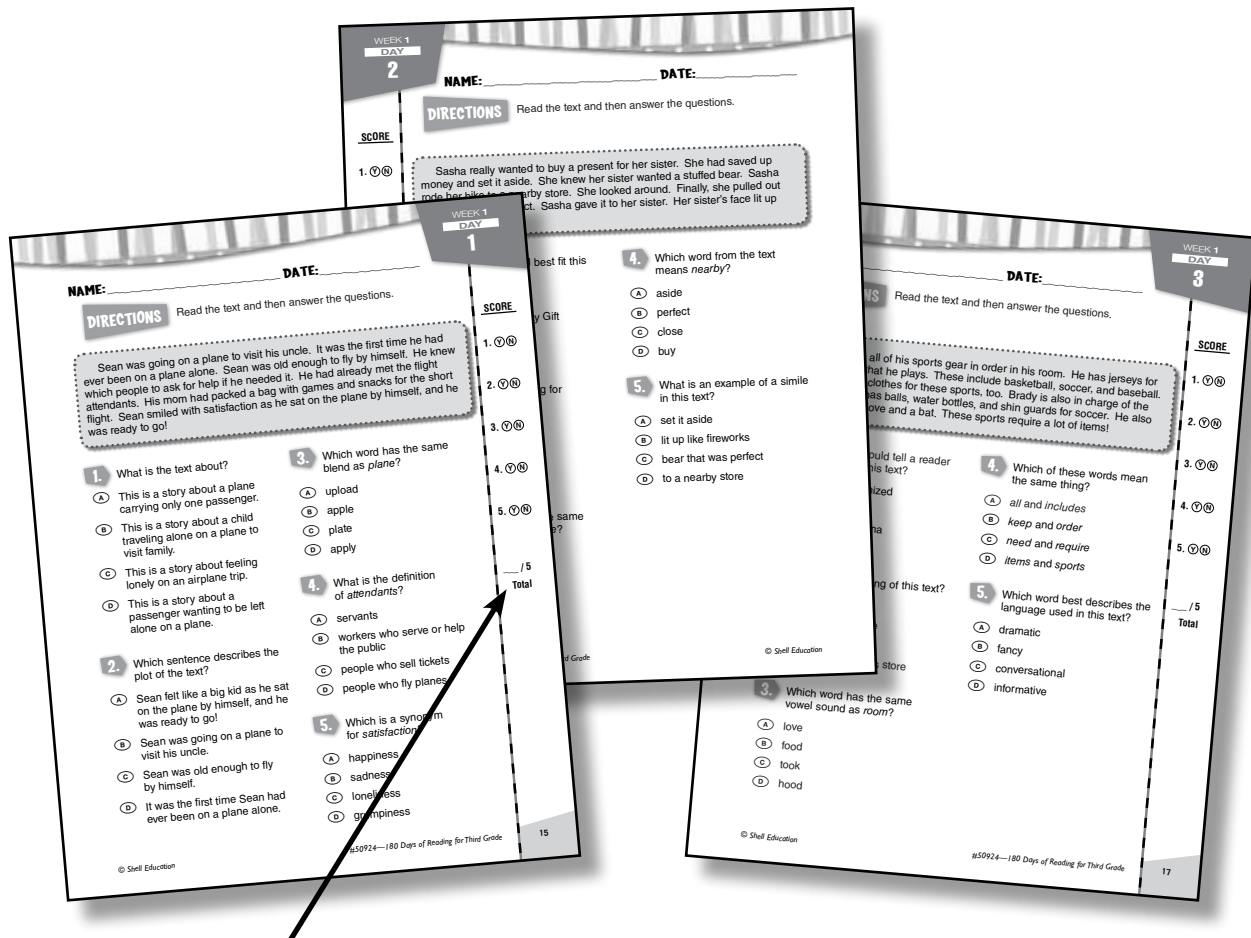
Every third-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

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	
1–2	Reading Anchor Standard 10: <i>Read and comprehend complex literary and informational texts independently and proficiently</i> or Reading Anchor Standard 6: <i>Assess how point of view or purpose shapes the content and style of a text.</i>
3	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
4–6	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.

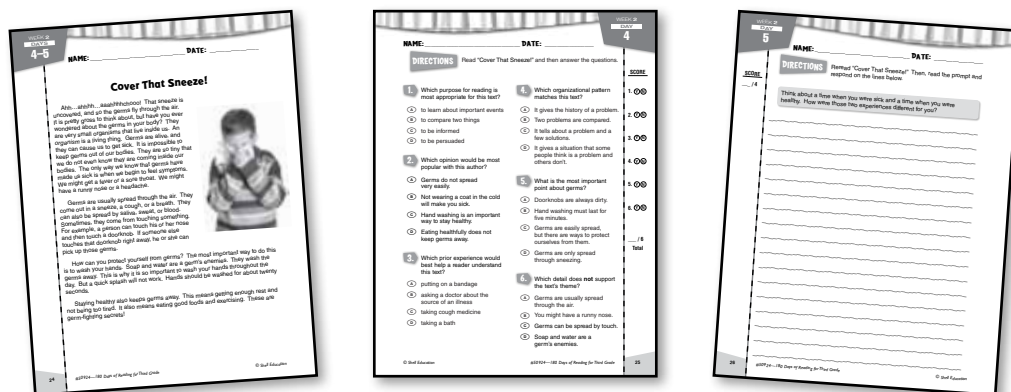


Using the Scoring Guide

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

NAME: _____ DATE: _____

A New Kind of Smile

It was a day that Claire had been expecting for a while now. She knew she had to get braces put on her teeth. Her dentist had broken the news at her last appointment. Several of her teeth were not growing in straight, which might cause problems with her other teeth as she grew older. The best solution was to have braces. They would be on her teeth for about two years.

At the time, Claire had been very sad to think about having braces for two years. She thought of all the food she would not be able to eat. She thought of how she would have a new and different smile. She was not happy about this change. She did not want to have something that made her stand out in the crowd.

Claire was also worried that braces would hurt. Her dentist said they would feel just fine. They might take a bit to get used to, but they would not hurt. That had made Claire feel better, but she was still nervous.



The big day finally came, and Claire made her way to the orthodontist's office. Claire sat still through the entire procedure. She watched a show on the television above her head. She tried to think of something else so that she did not get scared. It seemed to take forever for the orthodontist to finish, but finally, he told her to sit up and take a look at the mirror.

Claire was surprised at first. Her smile was new, and there was all this metal to look at now! She did not know how she would be able to wait two years for these things to come off, but there was no other option. Claire's mom took her to get ice cream to cheer her up. She just had to get used to the change. It would all be worth it because she would have a beautiful smile to enjoy for years to come!

NAME: _____ DATE: _____

DIRECTIONS

Read "A New Kind of Smile" and then answer the questions.

SCORE

1. Which prediction based on the title and image is the most accurate?

- (A) It is about a child who has no teeth.
- (B) It is about a person who does not know how to smile.
- (C) It is about a child who needs braces.
- (D) It is about a person who has never lost a tooth.

2. The author would most likely agree that

- (A) braces make you popular.
- (B) braces are temporary and are worth wearing.
- (C) orthodontists are better than dentists.
- (D) braces are not worth wearing.

3. Which statement shows a personal connection to the text?

- (A) My dad tells jokes, too.
- (B) I got braces and it took me a while to get used to them, too.
- (C) I don't like ice cream.
- (D) My haircut appointment is tomorrow.

4. How did Claire change?

- (A) She was angry at her mom but then forgave her.
- (B) She was afraid of the dentist but then she was brave.
- (C) She refused to brush her teeth but then changed her mind.
- (D) She was dreading having braces but later realized they would help her get a beautiful smile.

5. What message does this text share about making a change?

- (A) Parents can't make you not worry.
- (B) Everyone should reward themselves with ice cream.
- (C) Going to the dentist for something new is scary.
- (D) It may take time to get used to something new, but it will end up being okay.

6. Which title indicates a similar text?

- (A) My New Eyeglasses
- (B) Going to School
- (C) A Bad Sleepover
- (D) A Fun Time

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

___ / 6

Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

The airplane is an amazing invention. Two brothers flew an airplane first. Orville and Wilbur Wright were the inventors. The Wright brothers studied flight for many years. They began their work with kites. They learned a lot about how kites fly. They flew an airplane for the first time in 1903.

1. Which summary of the text is most accurate?

- (A) This text is about different kinds of inventions.
- (B) This text is about different methods of transportation.
- (C) This text is about space.
- (D) This text is about how the airplane was invented.

2. Which index entry would direct a reader to this text?

- (A) Wright, Orville and Wilbur
- (B) different kinds of airplanes
- (C) airports
- (D) the physics of flights

3. Which suffix could replace *-ed* in *learned* to make a new word?

- (A) *-er*
- (B) *-ly*
- (C) *-tion*
- (D) *-ment*

4. What does *inventor* mean in this text?

- (A) an airplane
- (B) a creator of new things
- (C) amazing
- (D) a person who studies

5. What is an example of an *amazing invention* in today's world?

- (A) pencil
- (B) bread
- (C) cell phone
- (D) clothing

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

CONTENTS OF THE DIGITAL RESOURCE CD

Teacher Resources

Page	Document Title	Filename
4	Standards Correlations Chart	standards.pdf
6	Writing Rubric	writingrubric.pdf writingrubric.doc
7	Fluency Assessment	fluency.pdf
8	Diagnostic Assessment Directions	directions.pdf
10	Practice Page Item Analysis Days 1–3	pageitem1.pdf pageitem1.doc pageitem1.xls
11	Practice Page Item Analysis Days 4–5	pageitem2.pdf pageitem2.doc pageitem2.xls
12	Student Item Analysis Days 1–3	studentitem1.pdf studentitem1.doc studentitem1.xls
13	Student Item Analysis Days 4–5	studentitem2.pdf studentitem2.doc studentitem2.xls

CONTENTS OF THE DIGITAL RESOURCE CD *(cont.)*

Practice Pages

The six practice pages for each week are contained in each PDF. In order to print specific days, open the desired PDF and select the pages to print.

Pages	Week	Filename
15–20	Week 1	week1.pdf
21–26	Week 2	week2.pdf
27–32	Week 3	week3.pdf
33–38	Week 4	week4.pdf
39–44	Week 5	week5.pdf
45–50	Week 6	week6.pdf
51–56	Week 7	week7.pdf
57–62	Week 8	week8.pdf
63–68	Week 9	week9.pdf
69–74	Week 10	week10.pdf
75–80	Week 11	week11.pdf
81–86	Week 12	week12.pdf
87–92	Week 13	week13.pdf
93–98	Week 14	week14.pdf
99–104	Week 15	week15.pdf
105–110	Week 16	week16.pdf
111–116	Week 17	week17.pdf
117–122	Week 18	week18.pdf
123–128	Week 19	week19.pdf
129–134	Week 20	week20.pdf
135–140	Week 21	week21.pdf
141–146	Week 22	week22.pdf
147–152	Week 23	week23.pdf
153–158	Week 24	week24.pdf
159–164	Week 25	week25.pdf
165–170	Week 26	week26.pdf
171–176	Week 27	week27.pdf
177–182	Week 28	week28.pdf
183–188	Week 29	week29.pdf
189–194	Week 30	week30.pdf
195–200	Week 31	week31.pdf
201–206	Week 32	week32.pdf
207–212	Week 33	week33.pdf
213–218	Week 34	week34.pdf
219–224	Week 35	week35.pdf
225–230	Week 36	week36.pdf