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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 Sixth 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.

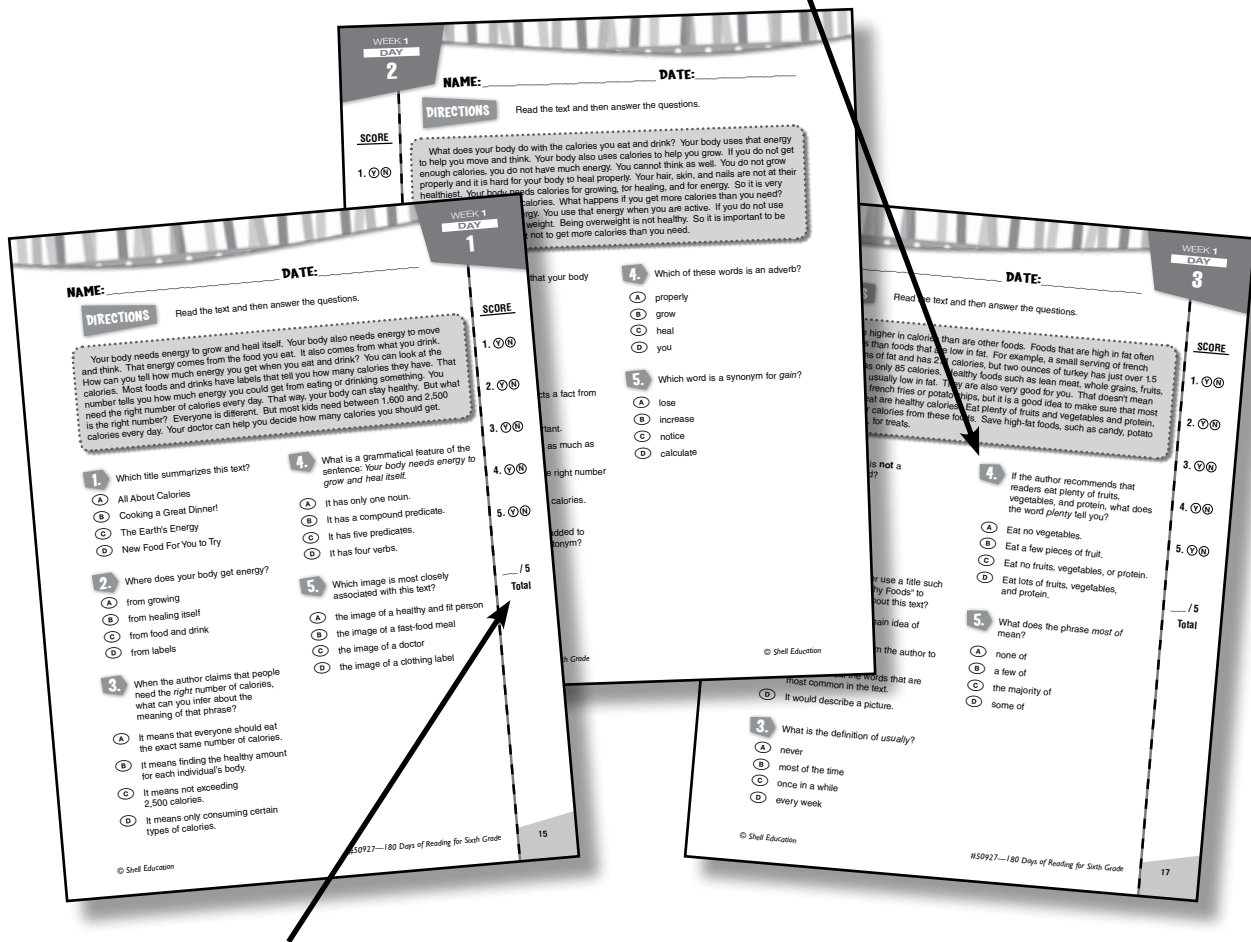
Every sixth-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	Common Core State Standards
<b>Days 1–3</b>	
1–2	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
3–5	<b>Reading Anchor Standard 4:</b> <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>
<b>Day 4</b>	
1–2	<b>Reading Anchor Standard 10:</b> <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>
3–6	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it</i> <b>Reading Anchor Standard 6:</b> <i>Assess how point of view or purpose shapes the content and style of a text.</i>
7–8	<b>Reading Anchor Standard 2:</b> <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
<b>Day 5</b>	
	<b>Writing Anchor Standard 4:</b> <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.

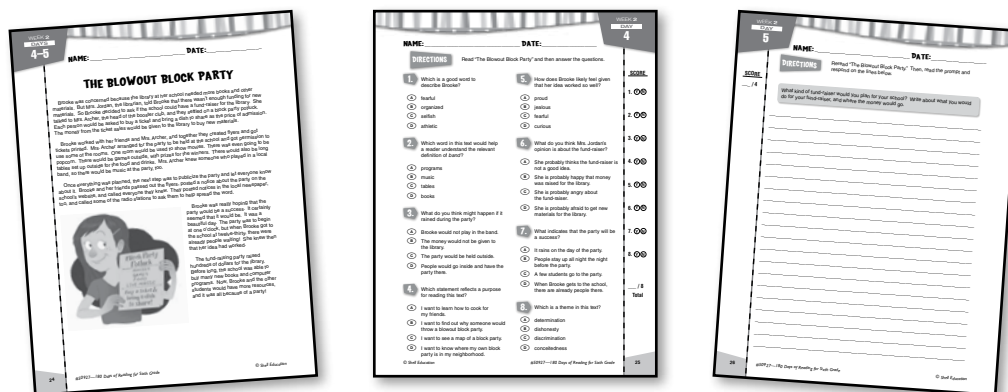


## Using the Scoring Guide

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"> <li>• Uses an appropriate organizational sequence to produce very clear and coherent writing</li> <li>• Uses descriptive language that develops or clarifies ideas</li> <li>• Engages the reader</li> <li>• Uses a style very appropriate to task, purpose, and audience</li> </ul>
3	<ul style="list-style-type: none"> <li>• Uses an organizational sequence to produce clear and coherent writing</li> <li>• Uses descriptive language that develops or clarifies ideas</li> <li>• Engages the reader</li> <li>• Uses a style appropriate to task, purpose, and audience</li> </ul>
2	<ul style="list-style-type: none"> <li>• Uses an organizational sequence to produce somewhat clear and coherent writing</li> <li>• Uses some descriptive language that develops or clarifies ideas</li> <li>• Engages the reader in some way</li> <li>• Uses a style somewhat appropriate to task, purpose, and audience</li> </ul>
1	<ul style="list-style-type: none"> <li>• Does not use an organized sequence; the writing is not clear or coherent</li> <li>• Uses little descriptive language to develop or clarify ideas</li> <li>• Does not engage the reader</li> <li>• Does not use a style appropriate to task, purpose, or audience</li> </ul>
0	Offers no writing or does not respond to the assignment presented

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## DON'T BELIEVE THE RUMORS

Vanessa and Niki had just begun a friendship. Niki was new at school, and Vanessa had thought she was a snob. That was mostly because Niki barely said anything, and besides, that was the rumor about her. But then, Niki had forgotten her notebook in the classroom by accident, and Vanessa had returned it to her. Then the two girls started to talk, and they got to know each other. Now Vanessa knew that Niki wasn't a snob, but she still didn't understand why Niki wouldn't talk to anyone.

One day, Niki explained herself. "I don't really know anyone here except you, and I'm kind of shy. I know everybody thinks I'm a snob, but I'm not. I just don't know what to say to people."

Vanessa understood that, and it made her feel guilty for thinking Niki was a snob. She shouldn't have believed the rumors about Niki.

Vanessa had an idea for helping Niki. "If my other friends get to know you," she told Niki, "they'll like you, too, just like I do. So why don't you sit with my friends and me at lunch tomorrow? Then everybody will see what you're like." Niki was very doubtful, but she was tired of everyone thinking she was a snob. So she reluctantly agreed to have lunch with Vanessa and her friends.

The next day, Vanessa and Niki waited in the cafeteria for Vanessa's other friends. Niki was nervous, but Vanessa said, "Don't worry. Just be yourself. You'll be fine." Finally, everyone else arrived.

One of Vanessa's friends took one look at Niki and asked, "Why are you sitting with the snob, Vanessa? Come on and eat with us." Niki's eyes filled with tears.

Vanessa took a breath and then said, "I'm sitting with Niki because she's my friend and she's nice. How about finding out for yourself instead of believing every rumor you hear?" For a moment, everyone stared at each other. Then, very slowly, the other girls sat down at the table. At first, nobody said much, but soon, they started talking. By the time lunch was over, Niki realized that Vanessa was right—all she had to do was be herself. And all everyone else needed to do was stop believing rumors.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Don't Believe the Rumors" and then answer the questions.

**1.** Whom is the conflict between?

- (A) Vanessa and her math teacher
- (B) Vanessa and her mom
- (C) Vanessa and Niki
- (D) Vanessa and her friends

**2.** Why doesn't Niki say very much?

- (A) She doesn't speak the same language.
- (B) She is a snob.
- (C) She is shy and doesn't know what to say.
- (D) She doesn't like Vanessa.

**3.** What might happen the following day?

- (A) Vanessa will eat lunch alone.
- (B) Vanessa will be very angry with Niki.
- (C) Niki will stop speaking to Vanessa.
- (D) Niki will have lunch with Vanessa and her friends again.

**4.** How do Vanessa's friends likely feel when they first see that she is sitting with Niki?

- (A) excited
- (B) surprised
- (C) frightened
- (D) joyful

**5.** Which statement reflects a purpose for reading this text?

- (A) I want to learn how to make friends.
- (B) I want to read about how some kids checked out the truth behind rumors.
- (C) I want to know how to spread rumors.
- (D) I want to know about the family backgrounds of the characters.

**6.** Which conclusion makes the most sense?

- (A) Vanessa has several friends.
- (B) Niki has more friends than Vanessa does.
- (C) Vanessa is not a good student.
- (D) Niki wants to be a swimmer.

**7.** What lesson does Vanessa learn?

- (A) She learns that Niki is a snob.
- (B) She learns not to believe rumors.
- (C) She learns that her other friends are snobs.
- (D) She learns not to sit with her friends at lunch.

**8.** How does Vanessa feel about no longer believing the rumors?

- (A) She feels angry.
- (B) She feels guilty.
- (C) She feels proud.
- (D) She feels afraid.

**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: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Today, we take airplane travel for granted, but that wasn't always the case. For thousands of years, people wanted to fly and were interested in flight. The ancient Greeks, for instance, had several myths about people who could fly. In real life, though, their experiments with flight failed. In the late 1400s, Leonardo da Vinci designed a machine that could help people fly. The machine was never created, but da Vinci's design was the inspiration for today's helicopter. Da Vinci was fascinated by flight, though. He drew over 100 pictures of his theories about flying. In 1783, the first hot air balloon took flight in France. Its first passengers were a sheep, a rooster, and a duck!

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total****1.** What is this text mostly about?

- (A) the history of flight  
 (B) Leonardo da Vinci  
 (C) the ancient Greeks  
 (D) hot air balloons

**2.** Which feature would help readers best understand this topic?

- (A) a picture of da Vinci's design next to a hot air balloon  
 (B) a time line showing how airplanes have changed in the 1900s  
 (C) a photograph of a sheep, a rooster, and a duck  
 (D) a graph showing how much today's planes cost

**3.** Which word is a synonym for *myths*?

- (A) theories  
 (B) inventors  
 (C) history  
 (D) legends

**4.** Which word from the text is used as a verb?

- (A) drew  
 (B) hot  
 (C) thousands  
 (D) late

**5.** What does the phrase *take airplane travel for granted* mean?

- (A) to be afraid to travel by airplane  
 (B) to go somewhere by airplane  
 (C) to be fascinated by airplanes  
 (D) not think airplane travel is special

# 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