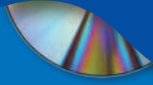




SHELL  
EDUCATION

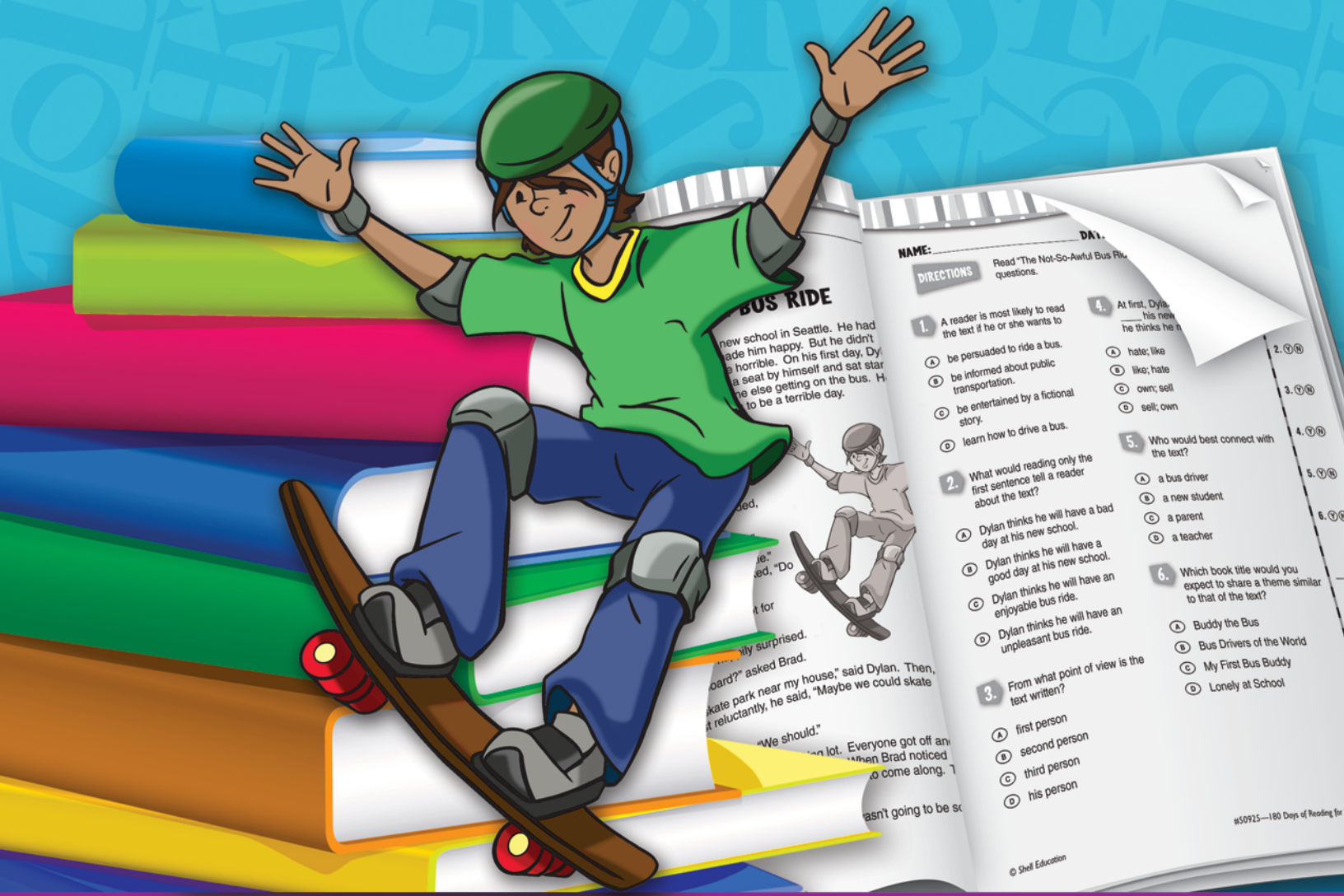
PRACTICE - ASSESS - DIAGNOSE

Digital  
Resources  
Included



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 the bus. On his first day, Dylan sat by himself and sat starved for a seat by himself and sat starved for else getting on the bus. He thought it would be a terrible day.



NAME: \_\_\_\_\_  
DIRECTIONS

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

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

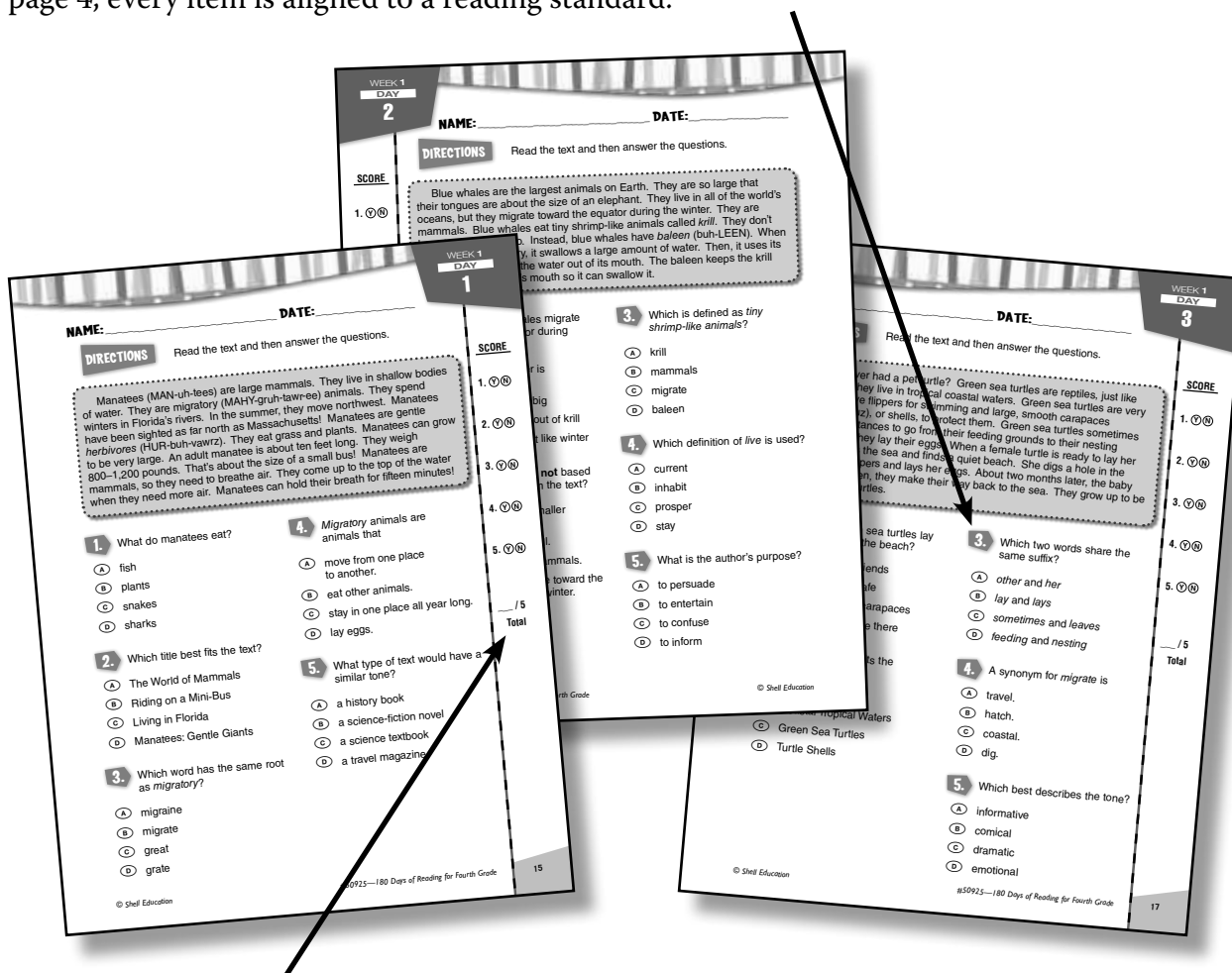
Every fourth-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

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



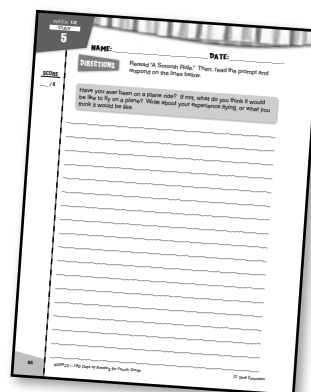
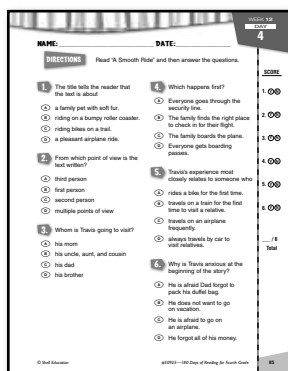
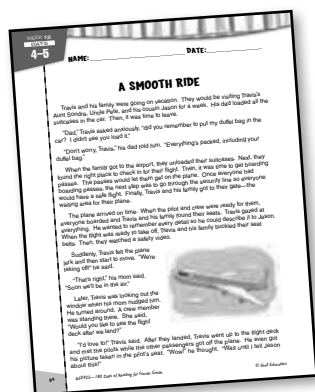
## Using the Scoring Guide

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: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

If you're looking for a family dog, the Labrador retriever might be the dog for you. Labradors (also called *Labs*) are originally from Newfoundland. They are now popular all over the world. In fact, Labs are the most popular breed of dog in the United States! They were first bred to work with fishermen. Soon, they became skilled hunting dogs. Now, Labs are also gentle family pets. They like to be active. They also enjoy being with their families. They are smart and learn fast. Labs come in three different colors: black, chocolate, and yellow. Whichever color of Lab you choose, your Lab will be a friendly, loving pet.

1. What image would tell a reader about the text?

- (A) an image of England
- (B) an image of the United States
- (C) an image of a science lab
- (D) an image of a Labrador retriever

2. Which contains the main idea?

- (A) the second sentence
- (B) the third sentence
- (C) the fourth sentence
- (D) the last sentence

3. What is the suffix in *hunting*?

- (A) *-ing*
- (B) *hunt*
- (C) *suf-*
- (D) *hunting*

4. What color is a chocolate Lab?

- (A) black
- (B) white
- (C) spotted
- (D) brown

5. What is the author's purpose?

- (A) to entertain
- (B) to persuade
- (C) to instruct
- (D) to explain

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

Total

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

## SMILE FOR THE CAMERA!

Morgan was helping out at her mother's photography studio. She had been working there and learning for a few weeks. Her mom said that Morgan did a great job. The other photographers agreed. One day, Morgan asked her mom if she could help take a picture.

"I know I'm not ready to use the equipment by myself," she said, "but could I at least help?"

"I suppose so," her mom said. "I have a family coming in at noon today. You can help with that photo session."

Morgan was excited to meet the family and get started. When they got there, her mom introduced herself. She also introduced Morgan. Then, they started to plan the pictures. The first thing to think about was how many people would be in the pictures. There were five people in this family. They also had to think about the ages of the children. There were three kids, and one was a baby. So Morgan guessed they would use toys to make the baby smile.

Now it was time to choose the background. Morgan and her mom talked to the family about which color they wanted. The family wanted a light color; her mom thought that was a good idea. So Morgan suggested pale blue. Everyone said that was the right choice. Next, her mom got the camera. When the camera was set up, her mom had the family sit in several different poses. She took pictures of each pose. While her mom took the pictures, Morgan used some toys to make the baby laugh and smile. When her mom was done, she asked the family to wait for a few minutes. Then, she put the film disc in the computer and made a file with all the poses. Morgan told the family when her mom was ready for them. Then, the family chose the pictures they wanted. Morgan wrote down their order on an order form. The family thanked Morgan and her mom and left. Her mom said, "You did a super job, Morgan! Maybe you'll be a photographer yourself when you're older."



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

**DIRECTIONS**

Read "Smile for the Camera!" and then answer the questions.

- 1.** What does Morgan **not** do to help with the photo shoot?
- (A) helps choose a background  
(B) gets lunch for everyone  
(C) makes the baby laugh  
(D) writes down the family's order
- 2.** What is the author's purpose?
- (A) to inform  
(B) to entertain  
(C) to persuade  
(D) to instruct
- 3.** How might this story be different if there were no babies in the family?
- (A) Morgan would not use toys.  
(B) Her mom would not get the camera.  
(C) The family would not want a light background.  
(D) Morgan would not write the family's order on an order form.
- 4.** How does Morgan probably feel when her mom says she did a super job?
- (A) proud  
(B) curious  
(C) angry  
(D) jealous
- 5.** People who like \_\_\_\_\_ might want to be photographers.
- (A) history  
(B) mathematics  
(C) art  
(D) cooking
- 6.** Which summarizes the theme of this text?
- (A) It is good to do something that is difficult.  
(B) You can be rewarded for not doing a very good job.  
(C) You can earn trust after putting in hard work.  
(D) It is helpful to ignore the things you really want.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

\_\_\_ / 6

**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