

180 Days of READING for Third Grade

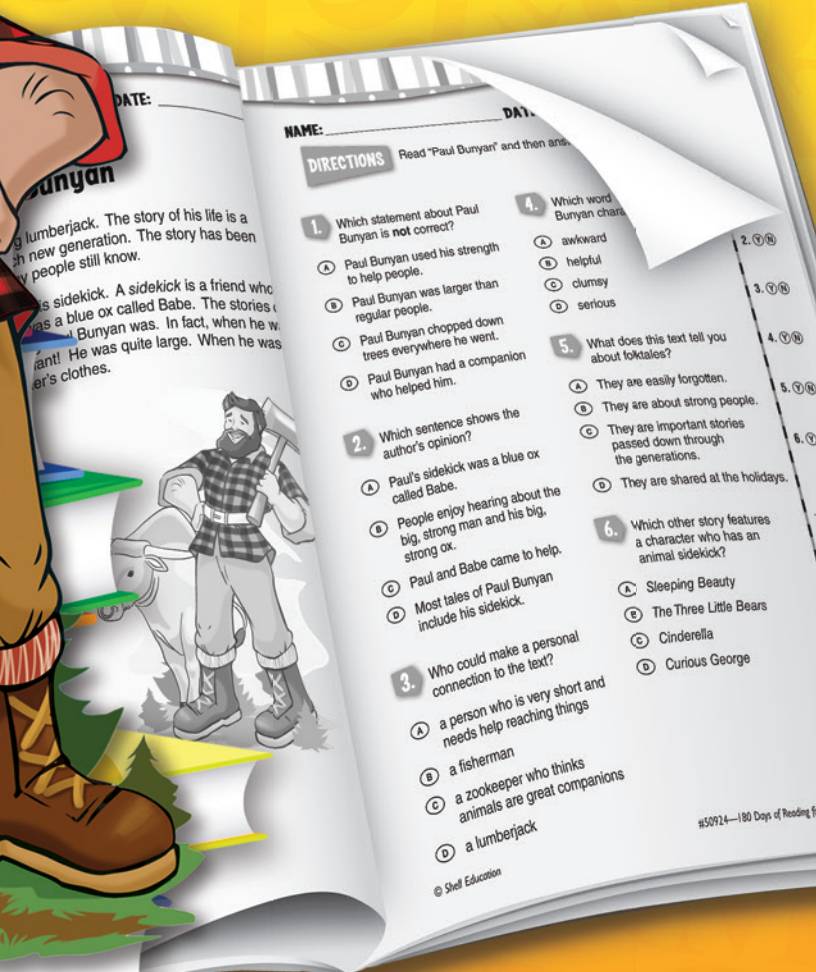


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INTRODUCTION AND RESEARCH

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.

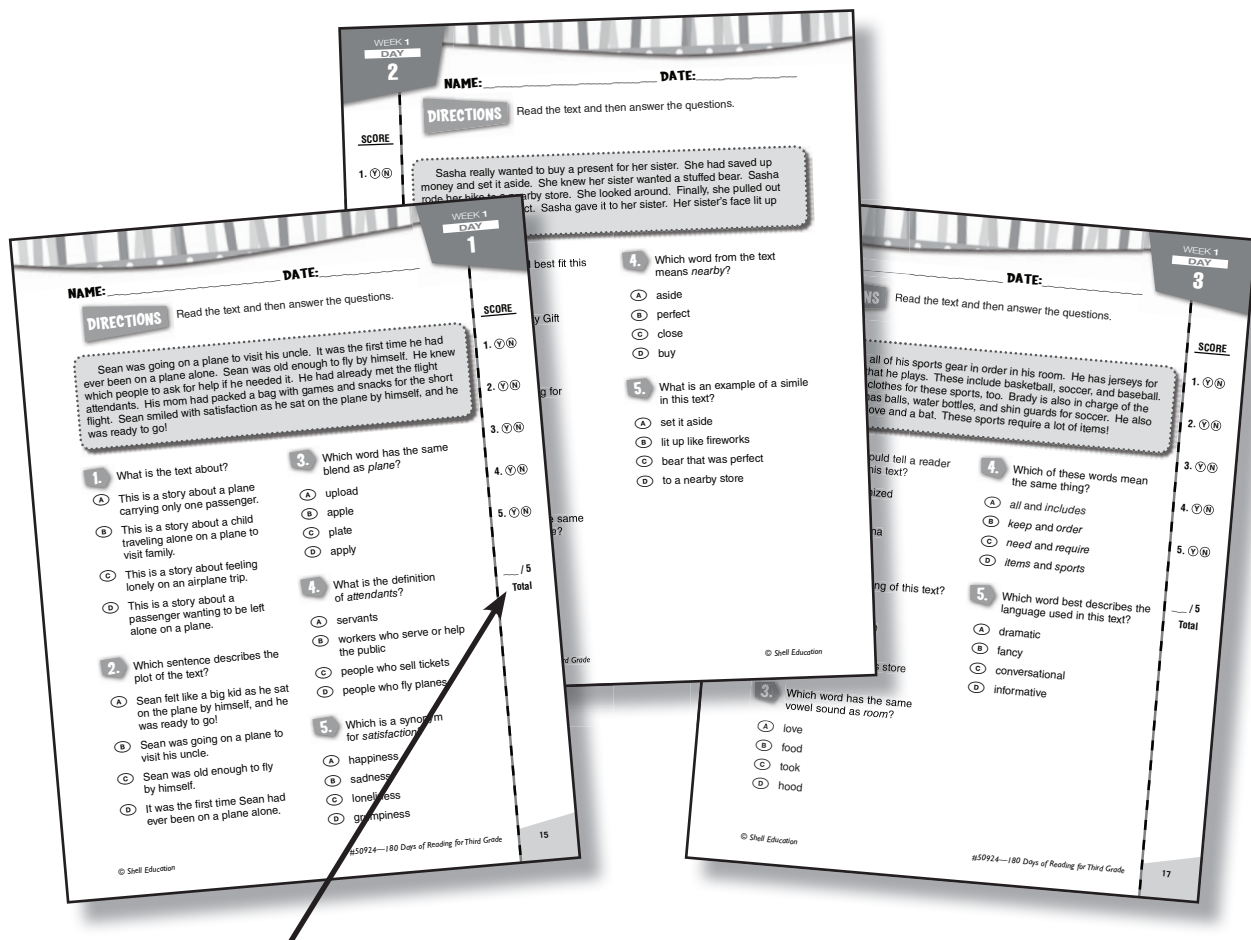
Every third-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	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: <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.

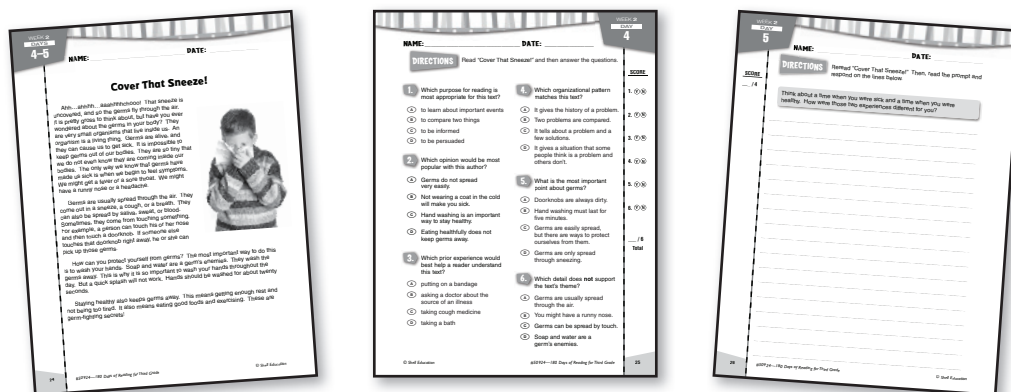


Using the Scoring Guide

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 (G3_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

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Sean was going on a plane to visit his uncle. It was the first time he had ever been on a plane alone. Sean was old enough to fly by himself. He knew which people to ask for help if he needed it. He had already met the flight attendants. His mom had packed a bag with games and snacks for the short flight. Sean smiled with satisfaction as he sat on the plane by himself, and he was ready to go!

1. What is the text about?

- (A) This is a story about a plane carrying only one passenger.
- (B) This is a story about a child traveling alone on a plane to visit family.
- (C) This is a story about feeling lonely on an airplane trip.
- (D) This is a story about a passenger wanting to be left alone on a plane.

2. What is the setting?

- (A) Sean's house
- (B) a park
- (C) a grocery store
- (D) an airport

3. Which word has the same blend as *plane*?

- (A) upload
- (B) apple
- (C) plate
- (D) apply

4. What is the definition of *attendants*?

- (A) servants
- (B) workers who serve or help the public
- (C) people who sell tickets
- (D) people who fly planes

5. Which is a synonym for *satisfaction*?

- (A) happiness
- (B) sadness
- (C) loneliness
- (D) grumpiness

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5
Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

____ / 5
Total

Sasha really wanted to buy a present for her sister. She had saved up money and set it aside. She knew her sister wanted a stuffed bear. Sasha rode her bike to a nearby store. She looked around. Finally, she pulled out a bear that was perfect. Sasha gave it to her sister. Her sister's face lit up like fireworks.

1. Which title would best fit this text?

- (A) Saving Money
- (B) A Special Birthday Gift
- (C) Happy Sisters
- (D) Riding My Bike

2. What is one setting for this text?

- (A) a playground
- (B) a store
- (C) a restaurant
- (D) a birthday party

3. Which word has the same vowel sound as *bike*?

- (A) bit
- (B) type
- (C) tick
- (D) bring

4. Which word from the text means *nearby*?

- (A) aside
- (B) perfect
- (C) close
- (D) buy

5. What is an example of a simile in this text?

- (A) set it aside
- (B) lit up like fireworks
- (C) bear that was perfect
- (D) to a nearby store

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Brady keeps all of his sports gear in order in his room. He has jerseys for all three sports that he plays. These include basketball, soccer, and baseball. He has practice clothes for these sports, too. Brady is also in charge of the equipment. He has a ball, water bottles, and shin guards for soccer. He also has a baseball glove and a bat. These sports require a lot of items!

1. Which title would tell a reader more about this text?

- (A) Staying Organized
- (B) Sports Gear
- (C) Brady's Dilemma
- (D) Jerseys

2. What is the setting of this text?

- (A) a baseball field
- (B) at soccer practice
- (C) Brady's room
- (D) the sporting goods store

3. Which word has the same vowel sound as *room*?

- (A) love
- (B) food
- (C) took
- (D) hood

4. Which of these words mean the same thing?

- (A) *all* and *includes*
- (B) *keep* and *order*
- (C) *need* and *require*
- (D) *items* and *sports*

5. Which word best describes the language used in this text?

- (A) dramatic
- (B) fancy
- (C) conversational
- (D) informative

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5
Total

NAME: _____ DATE: _____

Sending Thanks

March 10, 2012

Dear Grandma,

I wanted to write you a note to say thank you for my present. It came in the mail yesterday, the day before my birthday. I love the books! How did you know that I was reading the series on ancient Egypt? Did my dad tell you that I am interested in that topic?

I also loved the soccer clothes. My spring season starts in a few weeks, and I can wear these clothes for my weekly soccer practice. I really hope I score a few goals this season. I'm going to work really hard to try to make that happen.

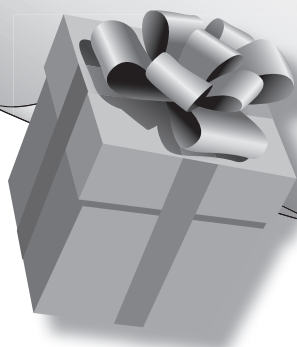
When will you be able to visit me here? I miss you so much and hope we can see each other soon. I know the plane ride can be a long one, but I really hope that I see you.

Did my mom tell you that I am almost done with third grade? I have only six more weeks until summer vacation, and I can't wait for the break. We are going camping at the river. I am so excited to jump into the water with the rope swing. That is the best!

I love you, Grandma. Thanks again for my birthday presents.

Sincerely,

Greta



NAME: _____ DATE: _____

DIRECTIONS

Read "Sending Thanks" and then answer the questions.

SCORE

1. Think about the title. Which prediction is the most accurate for the letter?

- (A) A character has to say thank you but does not want to.
- (B) This is a thank-you letter to a family member.
- (C) A character sends thank-you flowers instead of a card.
- (D) A character tells another person thank you in person.

2. What message is the author sending to readers?

- (A) Summer vacation always includes camping.
- (B) Grandmothers live far away.
- (C) Thank-you notes are important.
- (D) Soccer is a brutal competition.

3. Who might make a connection to Greta's experience?

- (A) a person who loves summer
- (B) a child who does not like camping
- (C) a child who has to write thank-you notes after Christmas
- (D) a person who plays soccer

4. Which statement is true about Greta?

- (A) She loves her grandma.
- (B) She likes ancient Egypt.
- (C) She has good manners.
- (D) all of the above

5. What lesson could a reader learn from this letter?

- (A) Sending a thank-you note to a grandparent is a kind thing to do.
- (B) Birthdays involve lots of presents.
- (C) Grandchildren are spoiled.
- (D) Summer vacation is a time to relax.

6. What other type of text would be most like this text?

- (A) a biography about the president
- (B) a nonfiction text about ancient Egypt
- (C) a newspaper article about rope swings
- (D) a fictional story about a young girl who makes cards for her friends

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

___ / 6

Total

NAME: _____ **DATE:** _____

Reread the text “Sending Thanks.” Then, read the prompt and respond on the lines below.

____/4

Think about a gift that someone has given you. Write a short thank-you note to that person. Make sure to include why you liked the gift.

[illegible]