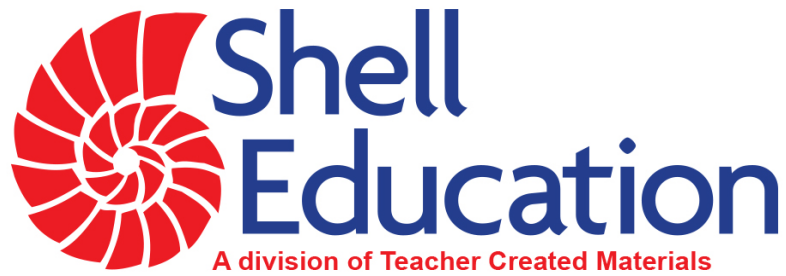


Sample Pages from



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180 Days of Reading for Third Grade (Spanish)

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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180 Days of READING for Third Grade

Spanish



...n
erte. La historia de su vida es un
ones. También se ha exagerado.
onocen.
...uyen a su camarada. Un
... camarada de Paul era
... Paul y Babe describen la fuerza



NOMBRE: _____

INSTRUCCIONES

Lee "Paul Bunyan" y luego...

- ¿Qué enunciado sobre Paul Bunyan no es correcto?
 - A Paul Bunyan usaba su fuerza para ayudar a las personas.
 - B Paul Bunyan era más grande que las personas normales.
 - C Paul Bunyan cortaba árboles dondequiera que fuera.
 - D Paul Bunyan tenía un acompañante que lo ayudaba.
- ¿Qué oración muestra la opinión del autor?
 - A El camarada de Paul era un buey azul llamado Babe.
 - B Las personas disfrutaban escuchar sobre el enorme y fuerte hombre y su enorme y fuerte buey.
 - C Paul y Babe fueron a ayudar.
 - D La mayoría de los cuentos de Paul Bunyan incluyen a su camarada.
- ¿Quién podría tener una conexión personal con el texto?
 - A una persona que es muy baja y necesita ayuda para alcanzar las cosas
 - B un pescador
 - C una persona que tiene un perro grande de mascota
 - D un leñador
- ¿Qué palabra describe al personaje de Paul Bunyan?
 - A raro
 - B colaborador
 - C torpe
 - D serio
- ¿Qué indica este texto sobre los cuentos populares?
 - A Se olvidan fácilmente.
 - B Se tratan sobre personas fuertes.
 - C Son historias importantes que se transmiten de generación en generación.
 - D Se comparten en los días festivos.
- ¿Qué otra historia presenta un personaje que tiene un camarada animal?
 - A La Bella Durmiente
 - B Los tres ositos
 - C Cenicienta
 - D Jorge, el curioso

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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.

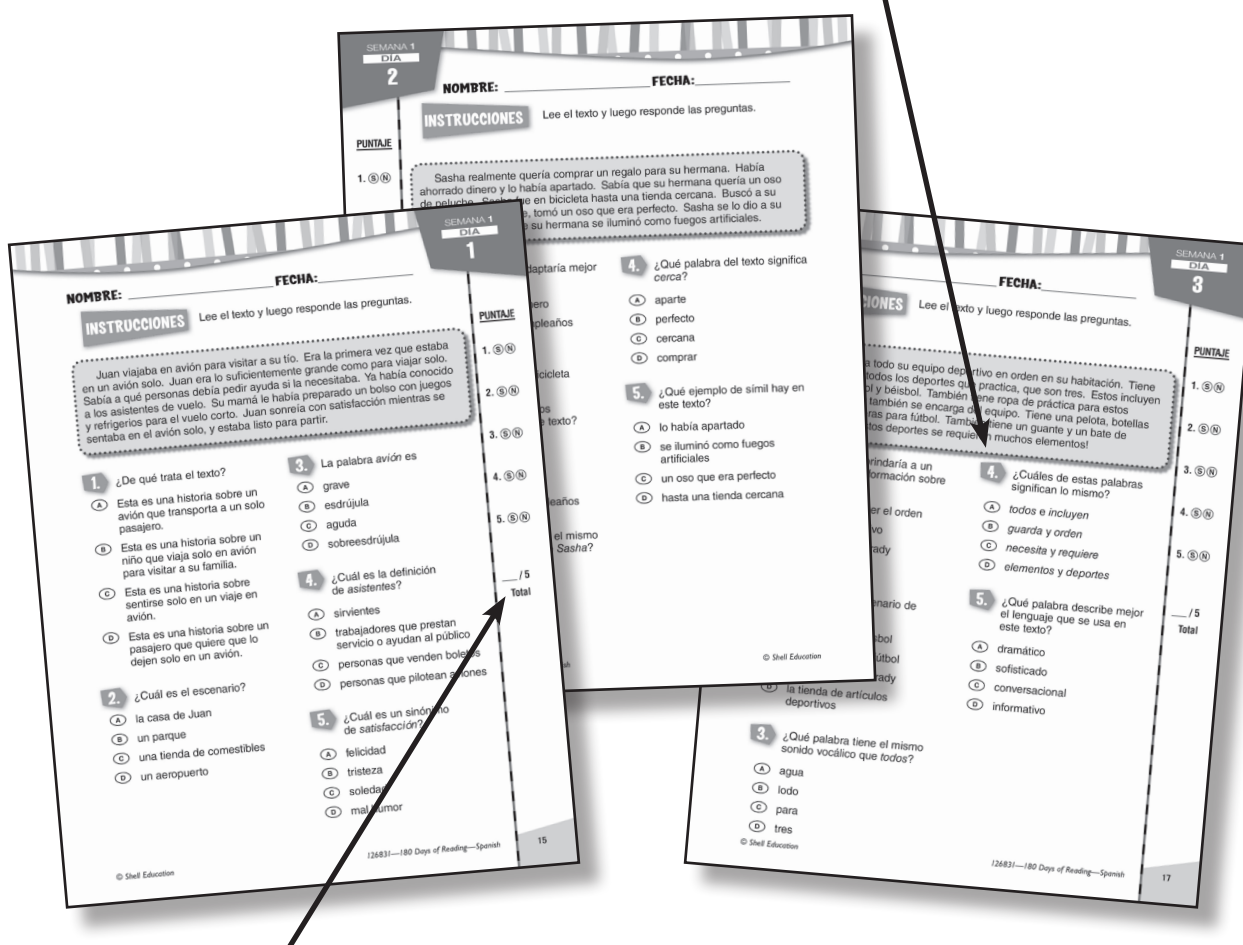
Every third-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

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.

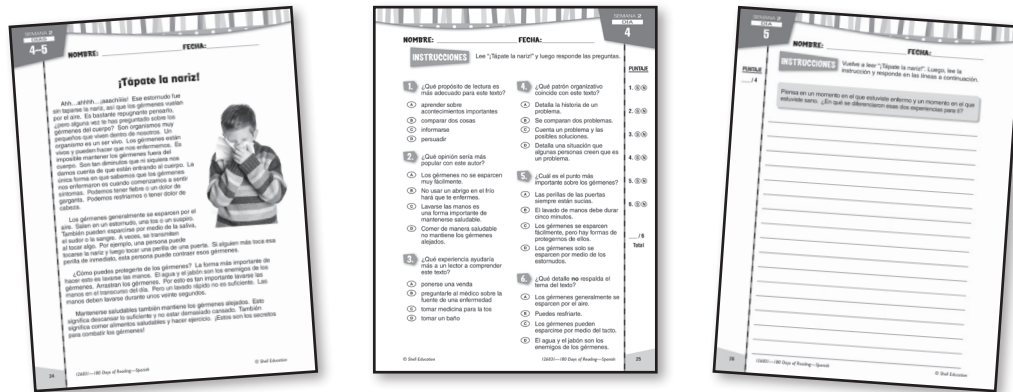


Using the Scoring Guide

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

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 in the digital resources (*G3_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) for the whole class, or the Student Item Analysis (pages 12–13) for individual students. These charts are also provided in the digital resources (filenames: G3_practicepage_analysis.pdf, G3_student_analysis.pdf). 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.
- Count the *Xs* 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.
- Count the *Xs* 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 additional 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 Resources

Reference page 239 for information about accessing the digital resources and an overview of the contents.

PRACTICE PAGE ITEM ANALYSIS DAYS 1-3

Directions: Record an *X* in cells to indicate where students have missed questions. Add up the totals. You can view the following: (1) which items were missed per student; (2) the total correct score for each student; and (3) the total number of students who missed each item.

Week: _____ Day: _____	Item #	1	2	3	4	5	# correct
Student Name							
Sample Student			X			X	3/5
	# of students missing each question						

PRACTICE PAGE ITEM ANALYSIS DAYS 4-5

Directions: Record an X in cells to indicate where students have missed questions. Add up the totals. You can view the following: (1) which items were missed per student; (2) the total correct score for each student; and (3) the total number of students who missed each item.

Week: ___ Day: ___	Item #	1	2	3	4	5	6	# correct	Written Response
Student Name									
Sample Student			X			X	X	3/6	3
# of students missing each question									
Written Response Average:									

STUDENT ITEM ANALYSIS DAYS 1-3

Directions: Record an *X* in cells to indicate where the student has missed questions. Add up the totals. You can view the following: (1) which items the student missed; (2) the total correct score per day; and (3) the total number of times each item was missed.

Student Name: Sample Student							
Item		1	2	3	4	5	# correct
Week	Day						
1	1		X			X	3/5
Total							

STUDENT ITEM ANALYSIS DAYS 4-5

Directions: Record an *X* in cells to indicate where the student has missed questions. Add up the totals. You can view the following: (1) which items the student missed; (2) the total correct score per day; and (3) the total number of times each item was missed.

Student Name: Sample Student								
	Day 4						Day 5	
Item	1	2	3	4	5	6	# correct	Written Response
Week								
1		X			X	X	3/6	3
Total								
								Written Response Average:

NOMBRE: _____ **FECHA:** _____

INSTRUCCIONES

Lee el texto y luego responde las preguntas.

Juan viajaba en avión para visitar a su tío. Era la primera vez que estaba en un avión solo. Juan era lo suficientemente grande como para viajar solo. Sabía a qué personas debía pedir ayuda si la necesitaba. Ya había conocido a los asistentes de vuelo. Su mamá le había preparado un bolso con juegos y refrigerios para el vuelo corto. Juan sonreía con satisfacción mientras se sentaba en el avión solo, y estaba listo para partir.

1. ¿De qué trata el texto?

- (A) Esta es una historia sobre un avión que transporta a un solo pasajero.
- (B) Esta es una historia sobre un niño que viaja solo en avión para visitar a su familia.
- (C) Esta es una historia sobre sentirse solo en un viaje en avión.
- (D) Esta es una historia sobre un pasajero que quiere que lo dejen solo en un avión.

2. ¿Cuál es el escenario?

- (A) la casa de Juan
- (B) un parque
- (C) una tienda de comestibles
- (D) un aeropuerto

3. La palabra *avión* es

- (A) grave
- (B) esdrújula
- (C) aguda
- (D) sobreesdrújula

4. ¿Cuál es la definición de *asistentes*?

- (A) sirvientes
- (B) trabajadores que prestan servicio o ayudan al público
- (C) personas que venden boletos
- (D) personas que pilotan aviones

5. ¿Cuál es un sinónimo de *satisfacción*?

- (A) felicidad
- (B) tristeza
- (C) soledad
- (D) mal humor

PUNTAJE

1. (S) (N)

2. (S) (N)

3. (S) (N)

4. (S) (N)

5. (S) (N)

___ / 5

Total

NOMBRE: _____ **FECHA:** _____

INSTRUCCIONES

Lee el texto y luego responde las preguntas.

PUNTAJE

1. (S) (N)

2. (S) (N)

3. (S) (N)

4. (S) (N)

5. (S) (N)

___ / 5
Total

Sasha realmente quería comprar un regalo para su hermana. Había ahorrado dinero y lo había apartado. Sabía que su hermana quería un oso de peluche. Sasha fue en bicicleta hasta una tienda cercana. Buscó a su alrededor. Finalmente, tomó un oso que era perfecto. Sasha se lo dio a su hermana. El rostro de su hermana se iluminó como fuegos artificiales.

1. ¿Qué título se adaptaría mejor a este texto?

- (A) Cómo ahorrar dinero
- (B) Un regalo de cumpleaños especial
- (C) Hermanas felices
- (D) Un paseo en mi bicicleta

2. ¿Cuál es uno de los escenarios de este texto?

- (A) un patio de juegos
- (B) una tienda
- (C) un restaurante
- (D) una fiesta de cumpleaños

3. ¿Qué palabra tiene el mismo sonido vocálico que *Sasha*?

- (A) juego
- (B) paga
- (C) rostro
- (D) tomó

4. ¿Qué palabra del texto significa *cerca*?

- (A) aparte
- (B) perfecto
- (C) cercana
- (D) comprar

5. ¿Qué ejemplo de símil hay en este texto?

- (A) lo había apartado
- (B) se iluminó como fuegos artificiales
- (C) un oso que era perfecto
- (D) hasta una tienda cercana

NOMBRE: _____ **FECHA:** _____

INSTRUCCIONES

Lee el texto y luego responde las preguntas.

Brady guarda todo su equipo deportivo en orden en su habitación. Tiene camisetas para todos los deportes que practica, que son tres. Estos incluyen baloncesto, fútbol y béisbol. También tiene ropa de práctica para estos deportes. Brady también se encarga del equipo. Tiene una pelota, botellas de agua y canilleras para fútbol. También tiene un guante y un bate de béisbol. ¡Para estos deportes se requieren muchos elementos!

1. ¿Qué título brindaría a un lector más información sobre este texto?

- (A) Cómo mantener el orden
- (B) Equipo deportivo
- (C) El dilema de Brady
- (D) Camisetas

2. ¿Cuál es el escenario de este texto?

- (A) un campo de béisbol
- (B) en la práctica de fútbol
- (C) la habitación de Brady
- (D) la tienda de artículos deportivos

3. ¿Qué palabra tiene el mismo sonido vocálico que *todos*?

- (A) agua
- (B) lodo
- (C) para
- (D) tres

4. ¿Cuáles de estas palabras significan lo mismo?

- (A) *todos e incluyen*
- (B) *guarda y orden*
- (C) *necesita y requiere*
- (D) *elementos y deportes*

5. ¿Qué palabra describe mejor el lenguaje que se usa en este texto?

- (A) dramático
- (B) sofisticado
- (C) conversacional
- (D) informativo

PUNTAJE

1. (S) (N)

2. (S) (N)

3. (S) (N)

4. (S) (N)

5. (S) (N)

___ / 5

Total

NOMBRE: _____ FECHA: _____

Te envío las gracias

10 de marzo de 2012

Querida abuela:

Quería escribirte una nota para agradecerte por mi regalo. Llegó por correo ayer, el día anterior a mi cumpleaños. ¡Me encantan los libros! ¿Cómo sabías que estaba leyendo la serie sobre el antiguo Egipto? ¿Te dijo mi papá que me interesa ese tema?

También me encanta la ropa de fútbol. Mi temporada de primavera comienza en unas semanas y puedo usar esta ropa para la práctica de fútbol semanal. Realmente, espero anotar algunos goles esta temporada. Trabajaré muy duro para tratar de que así sea.

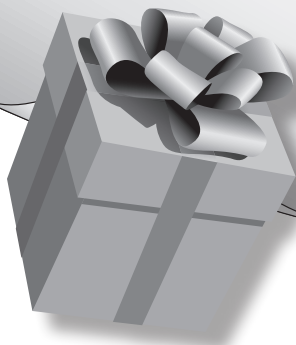
¿Cuándo podrás venir a visitarme? Te extraño mucho y espero que podamos vernos pronto. Sé que el viaje en avión es largo, pero realmente espero verte.

¿Te contó mi mamá que ya casi termino tercer grado? Solo me quedan seis semanas hasta las vacaciones de verano y no veo la hora de que llegue el receso. Iremos de campamento al río. Estoy muy entusiasmada por tirarme al agua con el columpio de cuerda. ¡Es lo mejor!

Te amo, abuela. Gracias nuevamente por mis regalos de cumpleaños.

Atentamente,

Greta



NOMBRE: _____ **FECHA:** _____

INSTRUCCIONES

Lee "Te envío las gracias" y luego responde las preguntas.

- 1.** Piensa en el título. ¿Qué predicción es la más precisa para la carta?
- (A) Un personaje tiene que agradecerte, pero no quiere.
 - (B) Es una carta de agradecimiento para un familiar.
 - (C) Un personaje envía flores de agradecimiento en lugar de una carta.
 - (D) Un personaje agradece personalmente a otra persona.

- 2.** ¿Cuál es el mensaje que la autora les envía a los lectores?
- (A) Las vacaciones de verano siempre implican ir de campamento.
 - (B) Las abuelas viven lejos.
 - (C) Las notas de agradecimiento son importantes.
 - (D) El fútbol es una competencia salvaje.

- 3.** ¿Quién podría establecer una relación con la experiencia de Greta?
- (A) una persona a quien le encanta el verano
 - (B) un niño al que no le gusta ir de campamento
 - (C) un niño que quiere escribir notas de agradecimiento después de Navidad
 - (D) una persona que juega al fútbol

- 4.** ¿Qué enunciado es verdadero sobre Greta?
- (A) Ama a su abuela.
 - (B) Le gusta el antiguo Egipto.
 - (C) Tiene buenos modales.
 - (D) todas las opciones anteriores

- 5.** ¿Qué lección podría aprender un lector a partir de esta carta?
- (A) Enviar una nota de agradecimiento a un abuelo es una actitud atenta.
 - (B) Los cumpleaños implican recibir muchos regalos.
 - (C) Los nietos son consentidos.
 - (D) Las vacaciones de verano son para relajarse.

- 6.** ¿Qué otro tipo de texto se parecería más a este texto?
- (A) una biografía sobre el presidente
 - (B) un texto de no ficción sobre el antiguo Egipto
 - (C) un artículo periodístico sobre los columpios de cuerda
 - (D) una historia de ficción sobre una niña pequeña que prepara tarjetas para sus amigas

PUNTAJE

1. (S) (N)

2. (S) (N)

3. (S) (N)

4. (S) (N)

5. (S) (N)

6. (S) (N)

___ / 6

Total

ANSWER KEY

Week 1

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 2

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 3

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 4

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 5

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 6

Day 1

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

Day 2

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

Day 3

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