Sample Pages from
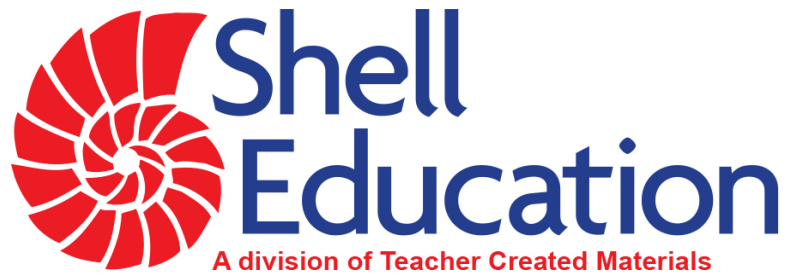
Shell Education
A division of Teacher Created Materials

Thanks for checking us out. Please call us at 800-858-7339 with questions or feedback or to order this product. You can also order this product online at **www.tcmpub.com/shell-education**.

For correlations to state standards, please visit **www.tcmpub.com/teachers/correlations**

180 Days of Reading for First Grade

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)

To **Create** a **World** in which **Children** love to **Learn!**
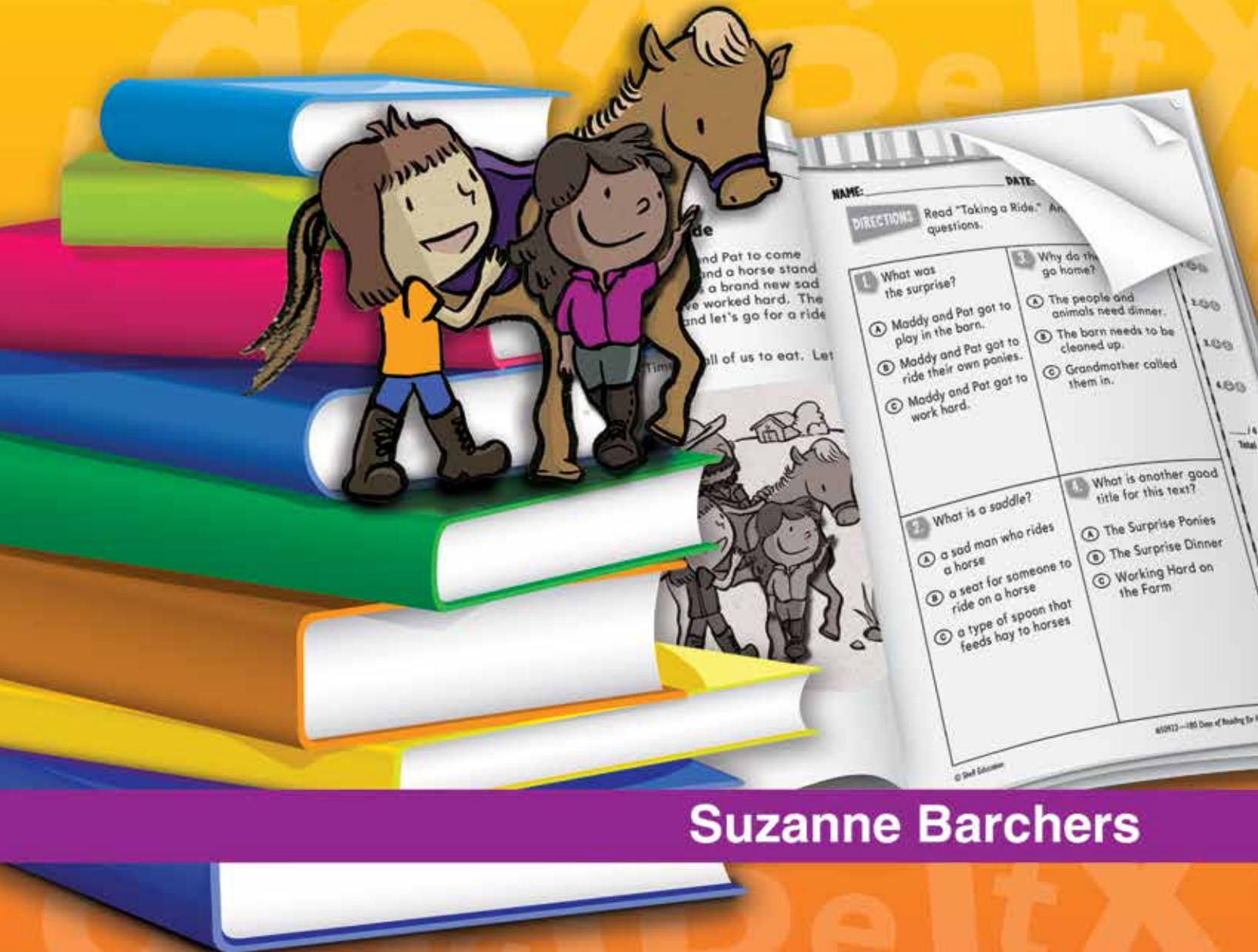
TABLE OF CONTENTS

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, project, practice sheet, or 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 First 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 first-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:** *Read closely to determine what the text says explicitly and to make logical inferences from it.*
3	**Reading Foundational Skills Standard 3:** *Know and apply grade-level phonics and word analysis skills in decoding words.*
4	**Reading Anchor Standard 4:** *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* **or** **Reading Anchor Standard 6:** *Assess how point of view or purpose shapes the content and style of a text.*
Day 4	
1–3	**Reading Anchor Standard 1:** *Read closely to determine what the text says explicitly and to make logical inferences from it.*
4	**Reading Anchor Standard 2:** *Determine central ideas or themes of a text and analyze their development summarize the key supporting details and ideas.*
Day 5	
	Writing Anchor Standard 4: *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

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 four corresponding items. As outlined on page 4, every item is aligned to a reading standard.
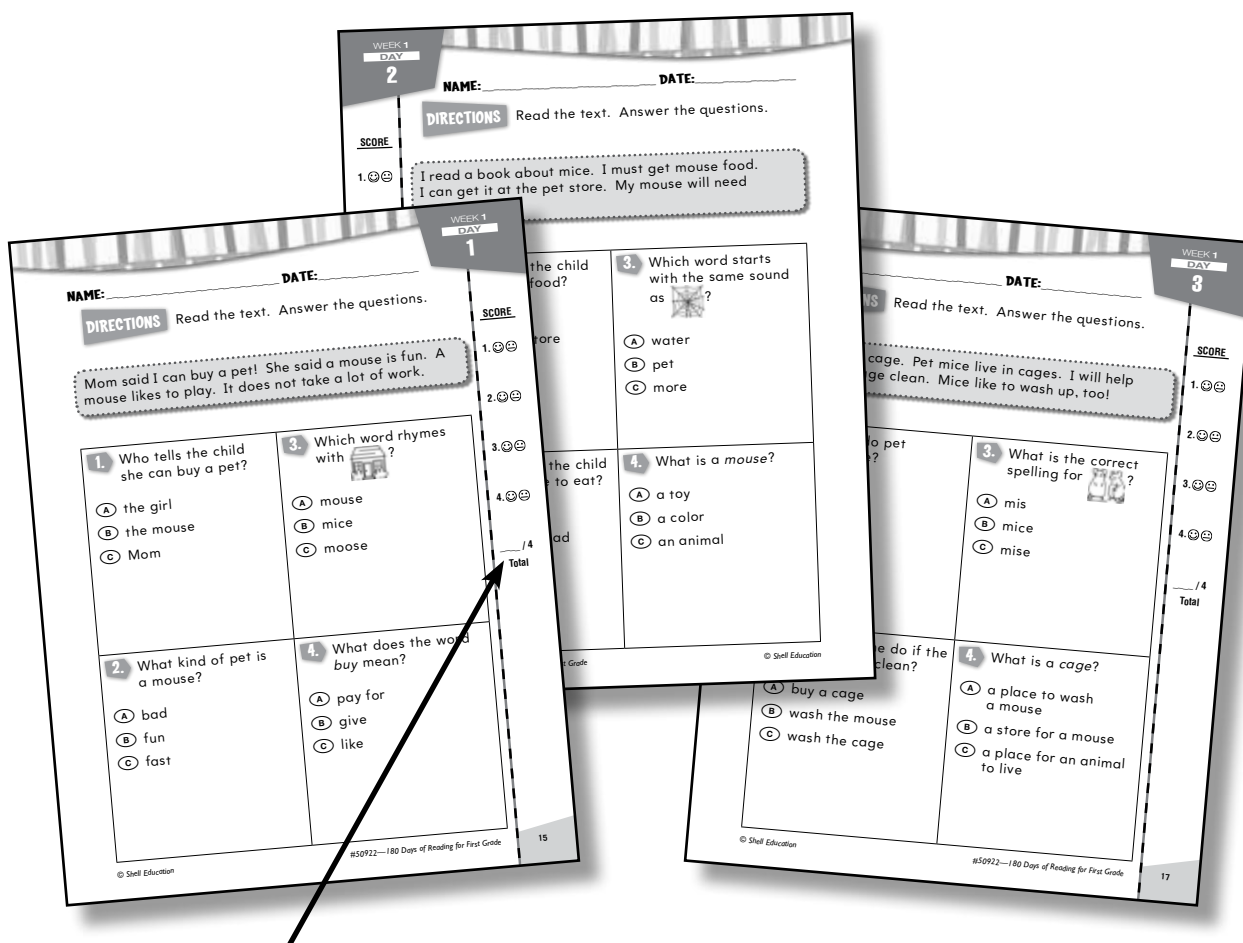
Using the Scoring Guide

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 item to indicate correct (☺) or incorrect (☹) responses. You might wish to indicate only incorrect responses to focus on those skills. (For example, if students consistently miss questions 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 items, or you may call out answers to have students self-score or peer-score their work.

HOW TO USE THIS BOOK *(cont.)*
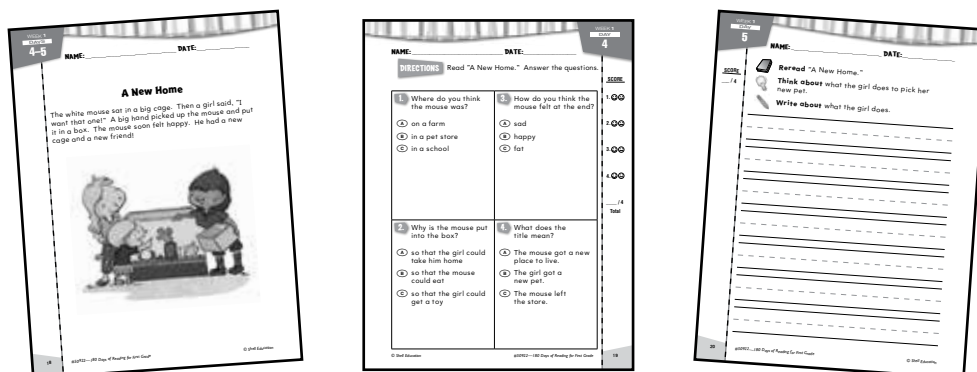
A longer text is used for Days 4 and 5. Students answer more in-depth comprehension questions on Day 4 and complete a written response to the text on Day 5. This longer text can also be used for fluency practice (see page 7).

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	• 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	• 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	• 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	• 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 on the Digital Resource CD (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, or pageitem1.pdf and pageitem2.pdf) for the whole class, or the Student Item Analysis (pages 12–13, or studentitem1.pdf and studentitem2.pdf) for individual students. These charts are also provided as both Microsoft Word® files and as Microsoft Excel® files. 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.

- If you are using the Excel file, totals will be automatically generated. If you are using the Word file or if you have printed the PDF, you will need to compute the totals. Count the *X*s 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.

- If you are using the Excel file, totals will be automatically generated. If you are using the Word file or if you have printed the PDF, you will need to compute the totals. Count the *X*s 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 Resource CD

The Digital Resource CD provides the following resources:

- Standards Correlations Chart

- Reproducible PDFs of each practice page

- Directions for completing the diagnostic Item Analysis forms

- Practice Page Item Analysis PDFs, Word documents, and Excel spreadsheets

- Student Item Analysis PDFs, Word documents, and Excel spreadsheets

- Fluency Assessment directions and rubric

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: _____

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

NAME:_____ **DATE:**_____

DIRECTIONS Read the text. Answer the questions.

Mom said I can buy a pet! She said a mouse is fun. A mouse likes to play. It does not take a lot of work.

1. Who tells the child she can buy a pet?

Ⓐ the girl

Ⓑ the mouse

Ⓒ Mom

3. Which word rhymes with 🏠?

Ⓐ mouse

Ⓑ mice

Ⓒ moose

2. What kind of pet is a mouse?

Ⓐ bad

Ⓑ fun

Ⓒ fast

4. What does the word *buy* mean?

Ⓐ pay for

Ⓑ give

Ⓒ like

NAME:_____ DATE:_____

DIRECTIONS Read the text. Answer the questions.

SCORE

1. ☺ ☹

2. ☺ ☹

3. ☺ ☹

4. ☺ ☹

____ / 4
Total

I read a book about mice. I must get mouse food. I can get it at the pet store. My mouse will need water, too.

1. Where can the child get mouse food?

A at home

B at the pet store

C at a farm

2. What should the child give a mouse to eat?

A mouse food

B meat and bread

C eggs

3. Which word starts with the same sound as ?

A water

B pet

C more

4. What is a *mouse*?

A a toy

B a color

C an animal

NAME:_____ DATE:_____

DIRECTIONS Read the text. Answer the questions.

I will buy a cage. Pet mice live in cages. I will help keep the cage clean. Mice like to wash up, too!

1. ☺ ☹

2. ☺ ☹

3. ☺ ☹

1. Where do pet mice live?

Ⓐ hole

Ⓑ cage

Ⓒ cave

3. What is the correct spelling for 🐭🐭 ?

Ⓐ mis

Ⓑ mice

Ⓒ mise

4. ☺ ☹

____ / 4

Total

2. What will she do if the cage is not clean?

Ⓐ buy a cage

Ⓑ wash the mouse

Ⓒ wash the cage

4. What is a *cage*?

Ⓐ a place to wash a mouse

Ⓑ a store for a mouse

Ⓒ a place for an animal to live

NAME:_____ DATE:_____

A New Home

The white mouse sat in a big cage. Then a girl said, "I want that one!" A big hand picked up the mouse and put it in a box. The mouse soon felt happy. He had a new cage and a new friend!

#50922—180 Days of Reading for First Grade © Shell Education

NAME:_____ **DATE:**_____

DIRECTIONS Read "A New Home." Answer the questions.

1. Where do you think the mouse was?

Ⓐ on a farm

Ⓑ in a pet store

Ⓒ in a school

3. How do you think the mouse felt at the end?

Ⓐ sad

Ⓑ happy

Ⓒ fat

2. Why is the mouse put into the box?

Ⓐ so that the girl could take him home

Ⓑ so that the mouse could eat

Ⓒ so that the girl could get a toy

4. What does the title mean?

Ⓐ The mouse got a new place to live.

Ⓑ The girl got a new pet.

Ⓒ The mouse left the store.

1.☺☹

2.☺☹

3.☺☹

4.☺☹

____ / 4
Total

SCORE

___ / **4**

NAME:_____ **DATE:**_____

Reread "A New Home."

Think about what the girl does to pick her new pet.

Write about what the girl does.

_____

- -

_____

_____

- -

_____

_____

- -

_____

_____

- -

_____

_____

- -

_____

_____

- -

_____

ANSWER KEY

Week 1

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

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

Day 3
1. B
2. C
3. B
4. C

Day 4
1. B
2. A
3. B
4. A

Day 5
Responses will vary.

Week 2

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

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

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

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

Day 5
Responses will vary.

Week 3

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

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

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

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

Day 5
Responses will vary.

Week 4

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

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

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

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

Day 5
Responses will vary.

Week 5

Day 1
1. B
2. A
3. A
4. B

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

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

Day 4
1. B
2. A
3. A
4. B

Day 5
Responses will vary.

Week 6

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