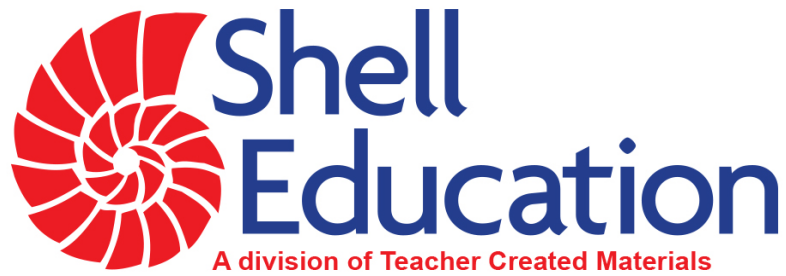


Sample Pages from



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](http://www.tcmpub.com/shell-education).

For correlations to state standards, please visit  
[www.tcmpub.com/teachers/correlations](http://www.tcmpub.com/teachers/correlations)

## **180 Days of Reading for Sixth 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 <sup>in</sup> which  
**Children** Love to Learn!

800-858-7339 • [www.tcmpub.com/shell-education](http://www.tcmpub.com/shell-education)



SHELL  
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Digital  
Resources  
Included

Grade

6

# 180 Days of READING for Sixth Grade



DATE:

NAME:

**DIRECTIONS**

1. What does a quick glance of the text explain to readers?
- (A) The text is very descriptive.
  - (B) The text is too challenging.
  - (C) The text is long.
  - (D) The text is a letter.
2. What does Sara's use of exclamation marks tell readers?
- (A) She is happy and writing with excitement.
  - (B) She is confused.
  - (C) She does not know how to feel.
  - (D) She is still nervous.
3. What do you predict Sara will do when she gets home?
- (A) She will tell her friends what a good time she had.
  - (B) She will warn her friends not to go to Space Academy.
  - (C) She will be angry with Mom and Dad.
  - (D) She will go to Space Academy for the first time.
4. What makes Sara feel less anxious about Space Academy?
- (A) She is having a good time.
  - (B) She is lonely.
  - (C) Mom and Dad visit her.
  - (D) She is sick.
5. Who is Sara?
- (A) Mom
  - (B) Dad
  - (C) Sara's teacher
  - (D) Sara
6. What inference can be made about how Sara feels about Space Academy?
- (A) She is afraid of it.
  - (B) She loves it.
  - (C) She dislikes it.
  - (D) She has never been to it.
7. When did Sara most likely write this letter?
- (A) on her first day of Space Academy
  - (B) before she tests her two-stage rocket
  - (C) on Graduation Day
  - (D) after she gets home from Space Academy
8. How does Sara initially feel about camp?
- (A) jealous
  - (B) angry
  - (C) nervous
  - (D) bored

Margot Kinberg

# TABLE OF CONTENTS

Introduction and Research . . . . .	3
How to Use This Book . . . . .	4
Standards Correlations . . . . .	14
Daily Practice Pages . . . . .	15
Answer Key . . . . .	231
References Cited . . . . .	238
Contents of the Digital Resource CD . . . . .	239

---

## 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.

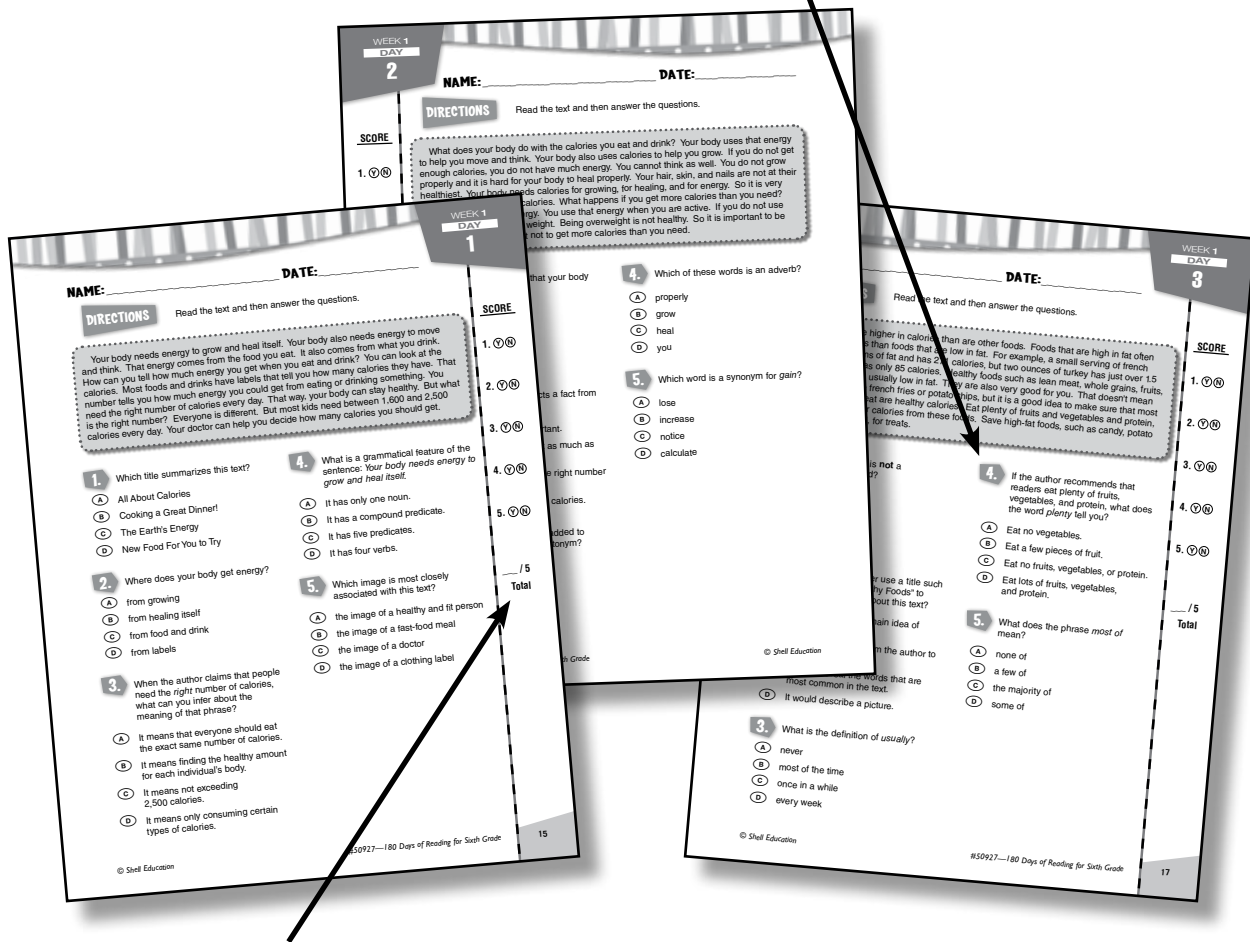
Question	Common Core State Standards
<b>Days 1–3</b>	
1–2	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
3–5	<b>Reading Anchor Standard 4:</b> <i>Interpret words and phrases as they are used in a text, including 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.

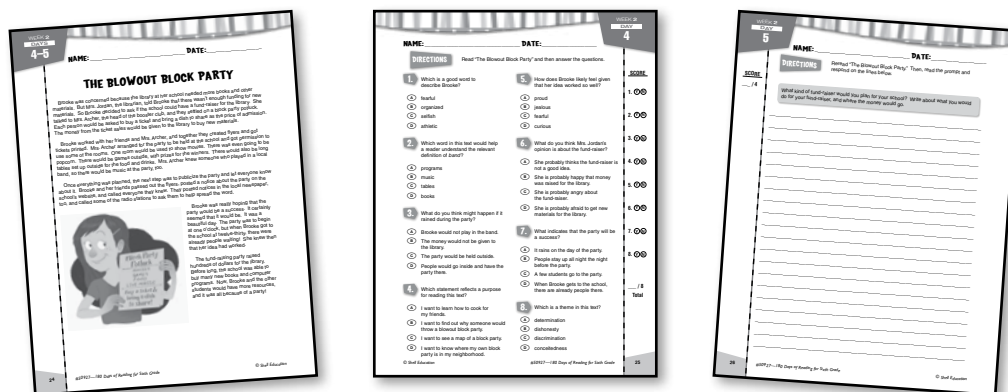


## Using the Scoring Guide

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

# 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 extra 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





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

# 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: <b>Sample Student</b>										
	Day 4								Day 5	
Item	1	2	3	4	5	6	7	8	# correct	Written Response
Week										
1		X			X	X			5/8	3
<b>Total</b>										
										<b>Written Response Average:</b>



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

**DIRECTIONS**

Read the text and then answer the questions.

Your body needs energy to grow and heal itself. Your body also needs energy to move and think. That energy comes from the food you eat. It also comes from what you drink. How can you tell how much energy you get when you eat and drink? You can look at the calories. Most foods and drinks have labels that tell you how many calories they have. That number tells you how much energy you could get from eating or drinking something. You need the right number of calories every day. That way, your body can stay healthy. But what is the right number? Everyone is different. Most kids need between 1,600 and 2,500 calories every day. Your doctor can help you decide how many calories you should get.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

1. Which title summarizes this text?

- (A) All About Calories  
 (B) Cooking a Great Dinner!  
 (C) The Earth's Energy  
 (D) New Food For You to Try

2. Where does your body get energy?

- (A) from growing  
 (B) from healing itself  
 (C) from food and drinks  
 (D) from labels

3. When the author claims that people need the *right* number of calories, what can you infer about the meaning of that phrase?

- (A) It means that everyone should eat the exact same number of calories.  
 (B) It means finding the healthy amount for each individual's body.  
 (C) It means not exceeding 2,500 calories.  
 (D) It means only consuming certain types of calories.

4. What is a grammatical feature of this sentence: *Your body needs energy to grow and heal itself.*

- (A) It has only one noun.  
 (B) It has a compound predicate.  
 (C) It has five predicates.  
 (D) It has four verbs.

5. Which is the tone of this text?

- (A) informative  
 (B) humorous  
 (C) fearful  
 (D) sorrowful

\_\_\_ / 5

**Total**

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

**DIRECTIONS**

Read the text and then answer the questions.

What does your body do with the calories you eat and drink? Your body uses that energy to help you move and think. Your body also uses calories to help you grow. If you do not get enough calories, you do not have much energy. You cannot think as well. You do not grow properly and it is hard for your body to heal properly. Your hair, skin, and nails are not at their healthiest. Your body needs calories for growing, for healing, and for energy. So it is very important to get enough calories. What happens if you get more calories than you need? Your body stores that energy. You use that energy when you are active. If you do not use that energy, you can gain weight. Being overweight is not healthy. So it is important to be active. It is also important not to get more calories than you need.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. Which is **not** a way that your body uses calories?

- (A) thinking
- (B) growing
- (C) healing
- (D) getting rid of energy

2. Which sentence reflects a fact from this text?

- (A) Calories are not important.
- (B) It is a good idea to eat as much as you can.
- (C) It is important to get the right number of calories.
- (D) You should not get any calories.

3. Which prefix could be added to *properly* to make its antonym?

- (A) *pre-*
- (B) *im-*
- (C) *ab-*
- (D) *pro-*

4. Which of these words is an adverb?

- (A) properly
- (B) grow
- (C) heal
- (D) you

5. Which word is a synonym for *gain*?

- (A) lose
- (B) increase
- (C) notice
- (D) calculate

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

**DIRECTIONS**

Read the text and then answer the questions.

Some foods are higher in calories than other foods. Foods that are high in fat often have more calories than foods that are low in fat. For example, a small serving of french fries has 14.5 grams of fat and 271 calories, but two ounces of turkey has just over 1.5 grams of fat and only 85 calories. Healthy foods such as lean meat, whole grains, fruits, and vegetables are usually low in fat. They are also very good for you. That doesn't mean you can never have french fries or potato chips, but it is a good idea to make sure that most of the calories you eat are healthy calories. Eat plenty of fruits and vegetables and protein, and get most of your calories from these foods. Save high-fat foods, such as candy, potato chips, and fried food, for treats.

1. Which of these is **not** a high-calorie food?

- (A) lean meat
- (B) cookies
- (C) french fries
- (D) fried chicken

2. How would a reader use a title such as "Choosing Healthy Foods" to understand more about this text?

- (A) The title would hint at the main idea of the text.
- (B) The title would be a joke from the author to the reader.
- (C) The title would reveal the words that are most common in the text.
- (D) The title would describe a picture.

3. What is the definition of *usually*?

- (A) never
- (B) most of the time
- (C) once in a while
- (D) every week

4. If the author recommends that readers eat plenty of fruits, vegetables, and protein, what does the word *plenty* tell you?

- (A) Eat no vegetables.
- (B) Eat a few pieces of fruit.
- (C) Eat no fruits, vegetables, or protein.
- (D) Eat lots of fruits, vegetables, and protein.

5. What does the phrase *most of* mean?

- (A) none of
- (B) a few of
- (C) the majority of
- (D) some of

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

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

## SUPERSIZED

Have you eaten at a fast-food restaurant lately? Many restaurants serve much bigger portions of food than they used to serve. A *portion* is the amount of food that you get when you order. For example, in the 1950s, a portion of french fries was about 2.4 ounces. Today's portion can be as high as 7 ounces or more. In the 1950s, a regular soda was 8 ounces. Today, that size soda is more likely to be 24 ounces.

Why does it matter if portion sizes are bigger now? Isn't that a good thing for customers? Not if you want to eat a healthy diet. Bigger portions have more food in them, and the more food you eat, the more calories your body gets. If you eat a lot of fast food, you are probably getting many more calories than you need, and those calories may not be healthy calories. Here is just one example: A meal with a large burger, fries, and a soda at one major fast-food restaurant has 1,200 calories. That is one-half to three-quarters of the number of calories most kids should eat in one day. That meal has a lot of fat and salt without a lot of the vitamins and minerals that your body needs. So, that meal gives you a lot of calories but not much nutrition.

You can enjoy fast food sometimes without overeating. Most restaurant menus tell you the number of calories in each item. Look for a food choice with a lower number of calories. Chances are you will find something you like. When you do order fried foods or other high-fat foods, order a small portion. You will still enjoy the taste! Don't eat too quickly—it takes your brain up to twenty minutes to realize that your stomach is full. So eat your food more slowly to give your brain time to catch up. Then, you will feel satisfied with less food. And remember that fast food is best if you have it as a treat once in a while—not every day.



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

**DIRECTIONS**

Read "Supersized" and then answer the questions.

1. Which fact is true about restaurants in the 1950s?

- (A) They served bigger portions.
- (B) They did not serve soda.
- (C) They did not serve french fries.
- (D) They served smaller portions.

2. Which is a likely purpose for reading this text?

- (A) I want to know how to supersize my own meals at home.
- (B) I want to understand why restaurants are getting bigger.
- (C) I want to read about the history of farms that grow our food.
- (D) I want to learn about healthy portion sizes.

3. What is the author hoping readers will do?

- (A) eat a lot of fast food
- (B) eat fast food wisely
- (C) never eat fast food again
- (D) eat as quickly as you can

4. Why are bigger portions a problem?

- (A) They have too many calories.
- (B) They are too expensive.
- (C) They do not taste good.
- (D) They do not fit on plates.

5. Since it takes the brain up to twenty minutes to know the stomach is full, which conclusion makes sense?

- (A) Meals should not be longer than twenty minutes.
- (B) Meals should take only twenty minutes.
- (C) Eating slowly prevents you from getting too full.
- (D) Brains work slowly.

6. Which is likely the author's opinion?

- (A) A healthy diet is important.
- (B) Fast food is very good for you.
- (C) A healthy diet doesn't matter.
- (D) Kids should eat more fast food.

7. It takes Celia thirty minutes to eat lunch, but it takes Lisa fifteen minutes. What can you infer?

- (A) Celia will not feel satisfied.
- (B) Lisa and Celia are not friends.
- (C) Celia will feel satisfied with less food than Lisa will.
- (D) Lisa will be very hungry.

8. Which conclusion about people in the 1950s is the most realistic?

- (A) They ate more fast food than we do.
- (B) They ate less fast food than we do.
- (C) They ate the same amount of fast food as we do.
- (D) They ate no fast food at all.

**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**





# ANSWER KEY

## Week 1

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

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

### Day 5

Responses will vary.

## Week 2

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

1. B
2. B
3. D
4. B
5. A
6. B
7. D
8. A

### Day 5

Responses will vary.

## Week 3

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

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

### Day 5

Responses will vary.

## Week 4

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

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

### Day 5

Responses will vary.

## Week 5

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

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

### Day 5

Responses will vary.

## Week 6

### Day 1

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

### Day 2

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

### Day 3

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