


# 180 Days of READING for Fifth Grade



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

### SPECIAL PRIZE



Denise couldn't wait to ride it. But then she saw how she would feel if Tasha had gotten a new bike first, Tasha?"

the helmet. She had a peacock. Denise d

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

**DIRECTIONS** Read "A Special Prize" and then answer.

- Which purpose for reading is most appropriate for this text?
  - A to find out who won a special prize
  - B to learn how to win a special prize
  - C to learn about a famous person's special prize
  - D to make my own special prize
- Based on the title and the illustration, what would you predict the prize is?
  - A a new sweatshirt
  - B a helmet
  - C a bike
  - D money
- Why would the author use the word *longingly* to describe the way Tasha looked at the bike?
  - A to describe how big the bike was
  - B to express how much Tasha wanted a bike, too
  - C to remind the reader that Tasha is tall
  - D to share how much the sisters do not like each other
- How are Denise's parents likely feeling when she lets Tasha ride first?
  - A proud
  - B angry
  - C ashamed
  - D upset
- Why does Denise get angry quickly when Denise's dad puts the bike together at the bike shop?
  - A She is angry with her dad.
  - B She is afraid of her dad.
  - C She is in a hurry to ride her bike.
  - D She is late for school.
- What would likely have happened if Dad had put the bike together at the bike shop?
  - A The bike would break.
  - B Tasha would get to keep the bike.
  - C Denise would not need a helmet.
  - D The bike would not fit in the car.
- Everyone knows what it is like to want something. This helps readers to understand what?
  - A how to put a bike together
  - B how Tasha feels about Denise's bike
  - C why Denise needs a helmet
  - D why the family goes to the bike shop
- Which type of text would most likely reflect the theme of this text?
  - A a manual for putting together a bike
  - B a history text about how bicycles were invented
  - C a poem about the ups and downs of having a sibling
  - D an advertisement for a toy store

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# HOW TO USE THIS BOOK

*180 Days of Reading for Fifth 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.

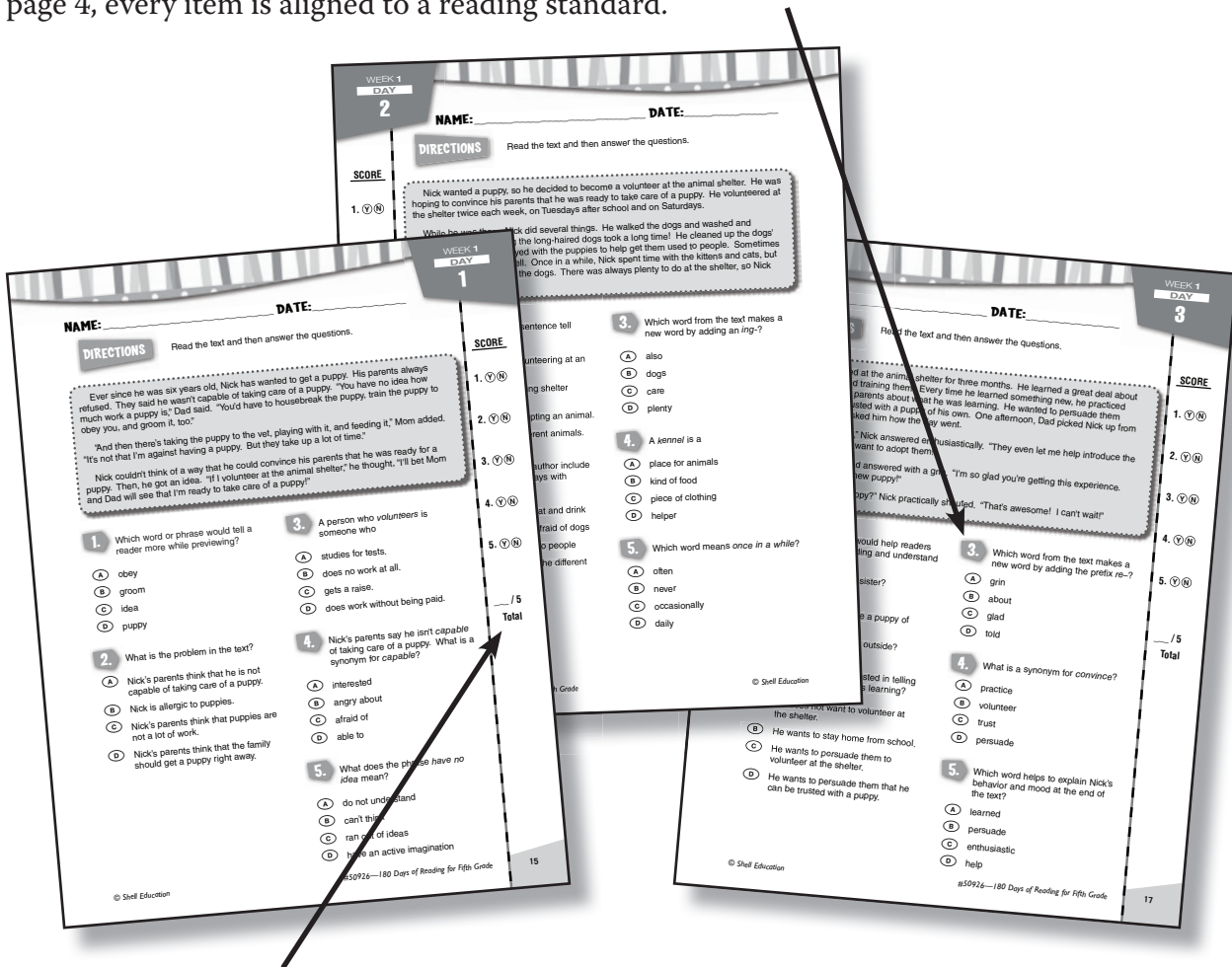
Every fifth-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	College and Career Readiness Standards
<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>or</b> <b>Reading Foundational Skills Standard 3:</b> <i>Know and apply grade-level phonics and word analysis skills in decoding words.</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	<b>Reading Anchor Standard 6:</b> <i>Assess how point of view or purpose shapes the content and style of a text.</i>
4–6	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
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.

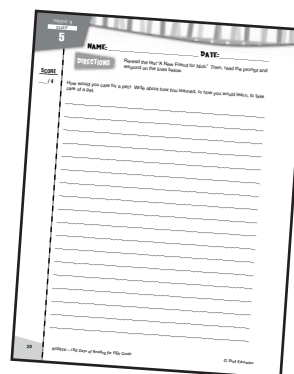
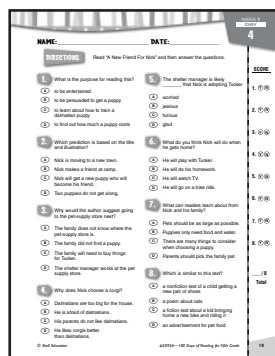


## Using the Scoring Guide

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 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 this rubric for students to reference as they write (G5\_writing\_rubric.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

# TABLE OF CONTENTS

Introduction and Research . . . . .	3
How to Use This Book . . . . .	4
Standard Correlations. . . . .	14
Daily Practice Pages . . . . .	15
Answer Key. . . . .	231
References Cited . . . . .	238
Digital Resources. . . . .	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*.

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

**DIRECTIONS**

Read the text and then answer the questions.

Ever since he was six years old, Nick had wanted to get a puppy. His parents always refused. They said he wasn't capable of taking care of a puppy. "You have no idea how much work a puppy is," Dad said. "You would have to housebreak the puppy, train the puppy to obey you, and groom it, too."

"And then there's taking the puppy to the vet, playing with it, and feeding it," Mom added. "It's not that I'm against having a puppy. But a puppy takes up a lot of time."

Nick couldn't think of a way that he could convince his parents that he was ready for a puppy. Then, he got an idea. "If I volunteer at the animal shelter," he thought, "I'll bet Mom and Dad will see that I'm ready to take care of a puppy!"

**1.** Which word tells a reader most about the text while previewing it?

- (A) obey
- (B) groom
- (C) idea
- (D) puppy

**2.** What is the problem in the text?

- (A) Nick's parents think that he is not capable of taking care of a puppy.
- (B) Nick is allergic to puppies.
- (C) Nick's parents think that puppies are not a lot of work.
- (D) Nick's parents think that the family should get a puppy right away.

**3.** A person who *volunteers* is someone who

- (A) studies for tests.
- (B) does no work at all.
- (C) gets a raise.
- (D) does work without being paid.

**4.** Nick's parents say he isn't *capable* of taking care of a puppy. Which word or phrase means *capable*?

- (A) interested
- (B) angry about
- (C) afraid of
- (D) able to

**5.** What does the phrase *have no idea* mean?

- (A) do not understand
- (B) can't think
- (C) ran out of ideas
- (D) have an active imagination

**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

Nick wanted a puppy, so he decided to become a volunteer at the animal shelter. He was hoping to convince his parents that he was ready to take care of a puppy. He volunteered at the shelter twice each week, on Tuesdays after school and on Saturdays.

While he was there, Nick did several things. He walked the dogs and washed and brushed them. Grooming the long-haired dogs took a long time! He cleaned up the dogs' kennels, too. He also played with the puppies to help get them used to people. Sometimes he gave them baths as well. Once in a while, Nick spent time with the kittens and cats, but he preferred working with the dogs. There was always plenty to do at the shelter, so Nick was never bored.

1. What does the first sentence tell about this text?

- (A) This text is about volunteering at an animal shelter.
- (B) This text is about taking shelter during a storm.
- (C) This text is about adopting an animal.
- (D) This text is about different animals.

2. What detail does the author include to explain why Nick plays with the puppies?

- (A) to help them learn to eat and drink
- (B) so he can stop being afraid of dogs
- (C) to help them get used to people
- (D) so he can learn about the different breeds of dog

3. To which word can the suffix *-ing* be added?

- (A) also
- (B) dogs
- (C) care
- (D) plenty

4. What is a *kennel*?

- (A) place for animals
- (B) kind of food
- (C) piece of clothing
- (D) helper

5. Which word means *once in a while*?

- (A) often
- (B) never
- (C) occasionally
- (D) daily

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

**DIRECTIONS**

Read the text and then answer the questions.

Nick volunteered at the animal shelter for three months. He learned a great deal about raising puppies and training them. Every time he learned something new, he practiced it. He also told his parents about what he was learning. He wanted to persuade them that he could be trusted with a puppy of his own. One afternoon, Dad picked Nick up from volunteering and asked him how the day went.

“Oh, it went great,” Nick answered enthusiastically. “They even let me help introduce the dogs to people who want to adopt them!”

“That’s terrific!” Dad answered with a grin. “I’m so glad you’re getting this experience. You’ll need it for our new puppy!”

“We’re getting a puppy?” Nick practically shouted. “That’s awesome! I can’t wait!”

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

1. Which question would help readers monitor their reading and understand the text?

- (A) Does Nick have a sister?
- (B) What do cats eat?
- (C) Will Nick get to have a puppy of his own?
- (D) What is the weather outside?

2. Why is Nick so interested in telling his parents what he is learning?

- (A) He does not want to volunteer at the shelter.
- (B) He wants to stay home from school.
- (C) He wants to persuade them to volunteer at the shelter.
- (D) He wants to persuade them that he can be trusted with a puppy.

3. Which word from the text makes a new word by adding the prefix *re-*?

- (A) grin
- (B) about
- (C) glad
- (D) told

4. Which is a synonym for *convince*?

- (A) practice
- (B) volunteer
- (C) trust
- (D) persuade

5. Which word helps to explain Nick’s behavior and mood at the end of the text?

- (A) learned
- (B) persuade
- (C) enthusiastic
- (D) help



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

## A NEW FRIEND FOR NICK

Nick's parents had finally given him permission to get a puppy. Nick was so excited about it that he could hardly wait to bring his puppy home. The family had decided that they would adopt a shelter puppy, so one Saturday, Nick and his parents visited the shelter where Nick volunteered. When they arrived, Nick told the shelter manager why they were there.

"That's wonderful!" said the manager. "We have two litters of puppies that are waiting for good homes. One is a litter of dalmatians, and the other is a litter of corgis."

Nick and his parents looked at one another for a moment. Then, Nick said, "I'm pretty sure we don't have enough room in our home for a dalmatian. Could we look at the corgi puppies?"

"That sounds sensible," Mom said. "I like corgis, and I've heard that they're good family pets."

The manager escorted Nick and his parents to the room where the puppies lived. Within a moment, Nick had found the corgi puppy he wanted. "Look," he pointed. "That's the one I want!" Everyone looked at the puppy Nick had found. He was the smallest of the litter, but he looked healthy and friendly. The manager let Nick and his family cuddle the puppy and play with him for a few minutes. Then Nick said, "I'm absolutely sure about him, Mom and Dad."

Mom and Dad agreed that he was a good choice. Dad asked, "What's his name going to be?"

"How about Tucker? He looks like a Tucker, doesn't he?" Nick asked.

"Tucker it is," said the manager as she printed out the adoption papers. Mom and Dad signed the papers, and then the manager handed Nick and his parents a leash, a bag of food, and three dog toys. "Here are some important things you'll need," she said, handing Nick a list.

Nick looked at the list. They would need a kennel or crate, food and water dishes, and a lot more. "We'll have to go to the pet-supply store next," he told his parents.



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

**DIRECTIONS**

Read "A New Friend for Nick" and then answer the questions.

1. Which prediction is based on the title and illustration?

- (A) Nick is moving to a new town.
- (B) Nick makes a friend at camp.
- (C) Nick will get a new puppy who will become his friend.
- (D) Two puppies do not get along.

2. Why does Nick choose a corgi?

- (A) Dalmatians are too big for the house.
- (B) He is afraid of dalmatians.
- (C) His parents do not like dalmatians.
- (D) He likes corgis better than dalmatians.

3. What is the purpose of this text?

- (A) to entertain
- (B) to persuade someone to get a puppy
- (C) to learn about training a puppy
- (D) to find out how much a puppy costs

4. Why would Nick suggest going to the pet-supply store next?

- (A) The family does not know where the pet-supply store is.
- (B) The family did not find a puppy.
- (C) The family will need to buy things for Tucker.
- (D) The shelter manager works at the pet-supply store.

5. How does the shelter manager probably feel about Nick adopting Tucker?

- (A) worried
- (B) jealous
- (C) furious
- (D) glad

6. What do you think Nick will do when he gets home?

- (A) He will play with Tucker.
- (B) He will do his homework.
- (C) He will watch TV.
- (D) He will go on a bike ride.

7. What can readers learn from Nick and his family?

- (A) Pets should be as large as possible.
- (B) Puppies only need food and water.
- (C) There are many things to consider when choosing a puppy.
- (D) Parents should pick the family pet.

8. Which text would have a similar theme?

- (A) a nonfiction review of a video game
- (B) a poem about cats
- (C) a fictional story about a child choosing a new bike at a toy store
- (D) an advertisement for pet food

**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**

