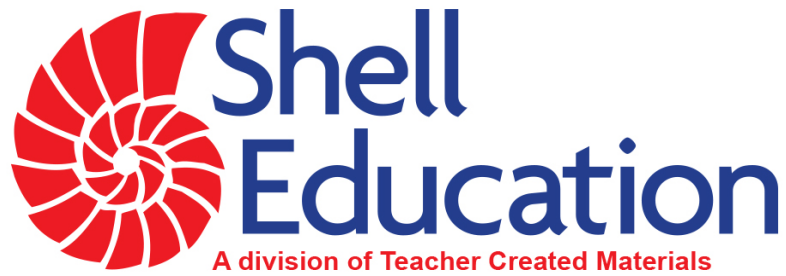


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180 DAYSTM of Reading for Seventh Grade

7

Name: _____ Date: _____

 Unit 4
WEEK 3
DAY
4-5

As You Read

Underline information that is new or interesting.
Put a star next to information you already knew.

The Ties That Bind Dogs and Wolves

Even if you don't have a pet dog, you probably know that they often love to roll around in foul-smelling stuff. This could be mud, a dead animal, poop, garbage, or even places where these things used to be but aren't anymore. This "upside-down dance" includes dogs rubbing their necks, faces, sides, and backs, for a while...unless they're interrupted by their owners. But what meaning or purpose fuels this unusual behavior?

Researchers believe this behavior is a reminder that dogs came from wild wolves. Wolves roll in stinky stuff to communicate to their pack back at home that they have found a potential food source. Imagine that a lone wolf finds a deer carcass, and she rolls around in it, bathing herself in its scent. Then, she goes back to her pack, who instantly recognize the scent. They then know to follow the stinky wolf to their next meal. This behavior is just one example of dog behavior being similar to wolves.

Another similarity between dogs and wolves is how they communicate vocally through barking, growling, whining, yelping, whimpering, and howling. Dogs make these noises for lots of reasons, and some dogs make them more than others. A dog will bark when it is hungry, tired, happy, angry, uncomfortable, excited, and more. Overall, dogs bark a lot more than wolves. Wolves reserve barking for special circumstances, such as to express fear or alarm. For example, a mother wolf who sees a pup near a dangerous riverbank might bark to warn the pup.

Many of a dog's behaviors have their roots in wolf behaviors. Does your dog start their squeaky toys? Think about what a wolf might do when it catches a mouse. Does your dog love to jump up and down onto you? Consider that when a wolf is in the corner of adult wolves' mouths, triggering the adults to regurgitate food for them to eat. Does your dog love to chase cars, mail carriers, squirrels, or other animals? This is a response to their ancient need to hunt, even if they don't plan on eating the animal or anyone. When you consider these deeply rooted behaviors, it's not surprising that a dog is indeed a wild wolf!



A dog (top) and a wolf (bottom) roll on their backs.



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180 Days of Practice

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Introduction

The Need for Practice

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 for students to be successful. According to Robert 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. *180 Days of Reading* offers teachers and parents a full page of reading comprehension and word recognition practice activities for each day of the school year.

How to Use This Resource

Unit Structure Overview

This resource is organized into twelve units. Each three-week unit follows a consistent format for ease of use.

Week 1: Nonfiction

| | |
|-------|--|
| Day 1 | Students read nonfiction and answer multiple-choice questions. |
| Day 2 | Students read nonfiction and answer multiple-choice questions. |
| Day 3 | Students read nonfiction and answer multiple-choice, short-answer, and open-response questions. |
| Day 4 | Students read a longer nonfictional text, answer multiple-choice questions, and complete graphic organizers. |
| Day 5 | Students reread the text from Day 4 and answer reading-response questions.. |

Week 2: Fiction

| | |
|-------|---|
| Day 1 | Students read fiction and answer multiple-choice questions. |
| Day 2 | Students read fiction and answer multiple-choice questions. |
| Day 3 | Students read fiction and answer multiple-choice, short-answer, and open-response questions. |
| Day 4 | Students read a longer fictional text, answer multiple-choice questions, and complete graphic organizers. |
| Day 5 | Students reread the text from Day 4 and answer reading-response questions. |

Week 3: Nontraditional Text

| | |
|-------|---|
| Day 1 | Students read nontraditional text and answer multiple-choice and open-response questions. |
| Day 2 | Students complete close-reading activities with paired texts from the unit. |
| Day 3 | Students complete close-reading activities with paired texts from the unit. |
| Day 4 | Students create their own nontraditional texts. |
| Day 5 | Students write their own versions of the nontraditional text from Day 1. |

How to Use This Resource *(cont.)*

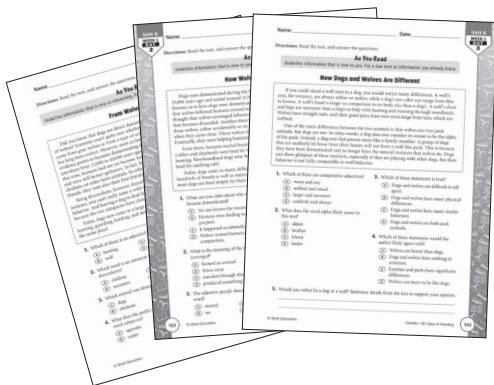
Unit Structure Overview *(cont.)*

Paired Texts

State standards have brought into focus the importance of preparing students for college and career success by expanding their critical-thinking and analytical skills. It is no longer enough for students to read and comprehend a single text on a topic. Rather, the integration of ideas across texts is crucial for a more comprehensive understanding of themes presented by authors.

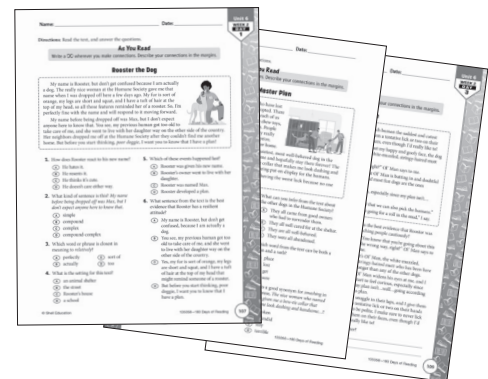
Literacy specialist Jennifer Soalt has written that paired texts are “uniquely suited to scaffolding and extending students’ comprehension” (2005, 680). She identifies three ways in which paired fiction and nonfiction are particularly effective in increasing comprehension: the building of background knowledge, the development of vocabulary, and the increase in student motivation (Soalt 2005).

Each three-week unit in *180 Days of Reading* is connected by a common theme or topic. Packets of each week’s or each unit’s practice pages can be prepared for students.

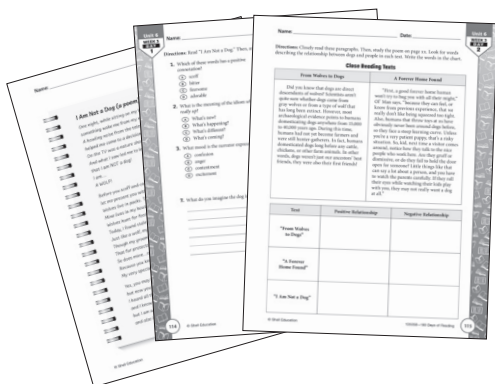


During Week 1, students read nonfictional texts and answer questions.

During Week 2, students read fictional texts and answer questions.



During Week 3, students read nontraditional texts (advertisements, poems, letters, etc.), answer questions, and complete close-reading and writing activities.



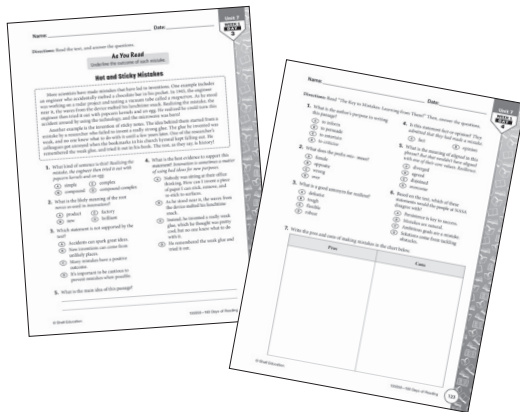
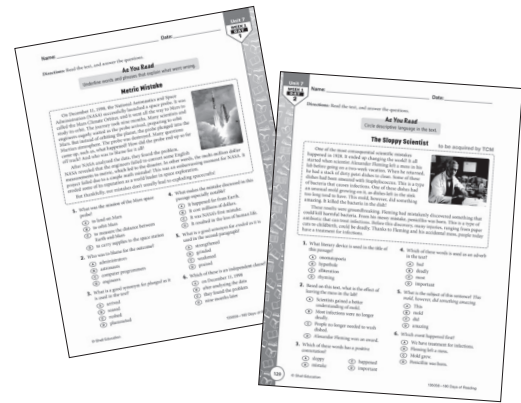
How to Use This Resource (cont.)

Student Practice Pages

Practice pages reinforce grade-level skills across a variety of reading concepts for each day of the school year. Each day's reading activity is provided as a full practice page, making them easy to prepare and implement as part of a morning routine, at the beginning of each reading lesson, or as homework.

Practice Pages for Weeks 1 and 2

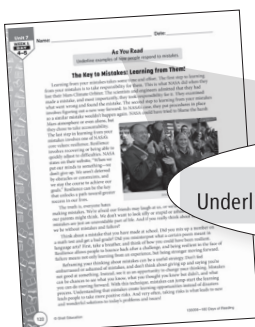
Days 1 and 2 of each week follow a consistent format, with a short text passage and multiple-choice questions.



Days 3 and 4 have a combination of multiple-choice, short-answer, and open-response questions.



On day 5, students complete text-based writing prompts.



As You Read
Underline examples of how people respond to mistakes.

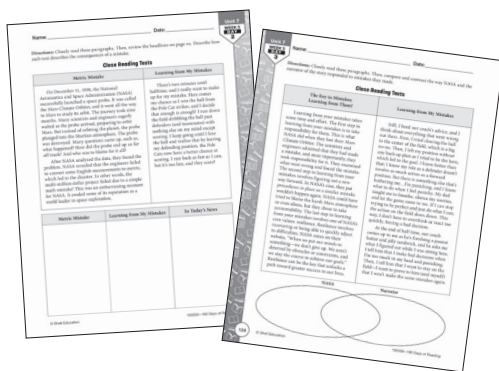
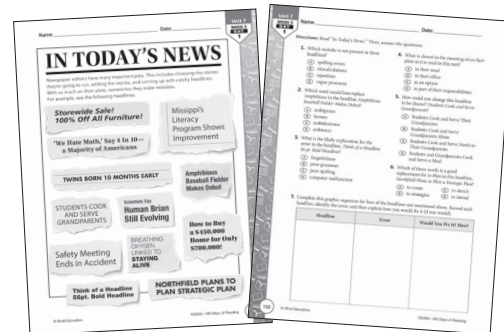
The As You Read activities give students a purpose for reading the texts and provide opportunities to practice various reading skills and strategies.

How to Use This Resource *(cont.)*

Student Practice Pages *(cont.)*

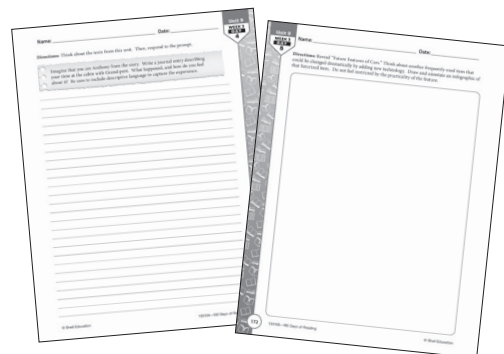
Practice Pages for Week 3

Day 1 of this week follows a consistent format, with a nontraditional text and multiple-choice and open-response questions.



On days 2 and 3, students engage in close-reading activities of paired texts. Students are encouraged to compare and contrast different aspects of the texts they read throughout the unit.

On days 4 and 5, students think about the texts in the unit, respond to a writing prompt, and construct their own versions of diverse texts. Students are encouraged to use information from texts throughout the unit to inspire and support their writing.



Instructional Options

180 Days of Reading is a flexible resource that can be used in various instructional settings for different purposes.

- Use these student pages as daily warm-up activities or as review.
- Work with students in small groups, allowing them to focus on specific skills. This setting also lends itself to partner and group discussions about the texts.
- Student pages in this resource can be completed independently during center times and as activities for early finishers.

Name: _____ Date: _____

Directions: Read the text, and answer the questions.**As You Read**

Underline all the things that made Coogan notable.

The First Child Star

Jackie Coogan is considered the first American child superstar. Born in 1914, Coogan started performing when he was three. He appeared in a few silent movies as well as in vaudeville. Vaudeville involved variety shows that featured comedy acts, dancing, acrobatics, music, and more. Coogan was great at mimicking other people. This got Charlie Chaplin's attention. Chaplin was a famous silent movie star. Chaplin cast seven-year-old Coogan in one of his movies. The movie was called *The Kid*, and Coogan played an orphaned child down on his luck. To this day, this movie is considered a masterpiece.



The press called Coogan “the greatest young actor in the world.” Everywhere he went, he was greeted by hundreds of fans of all ages. His likeness appeared on toys, dolls, and even a brand of peanut butter. Coogan was a millionaire before he turned 10 years old!

- Which is the best synonym for *cast* in the first paragraph?
 - brace
 - group
 - chose
 - threw
- What is most likely the author's purpose in the second paragraph?
 - to introduce the relationship between Coogan and Chaplin
 - to explain Coogan's many talents
 - to convey the challenges of being a child star
 - to demonstrate how successful Coogan was at a young age
- What is the meaning of the phrase *down on his luck*?
 - receiving good fortune
 - having a hard time
 - doubling down on a bet
 - relying on luck
- According to the text, who called Coogan “the greatest young actor in the world”?
 - Charlie Chaplin
 - Coogan himself
 - his fans
 - newspaper reporters
- How did Coogan get Charlie Chaplin's attention?
 - He wrote him a letter.
 - He was a great singer.
 - He was a great impersonator.
 - He auditioned for Chaplin's movie.
- Which of these statements from the text is an opinion?
 - Coogan was a millionaire before he turned ten.
 - Coogan was great at mimicking other people.
 - He appeared in a few silent movies as well as in vaudeville.
 - Coogan started performing at the age of three.

Name: _____ Date: _____

Directions: Read the text, and answer the questions.**As You Read**

Underline all the unfortunate things that happened to Jackie Coogan.

Robbed

Jackie Coogan experienced a few hardships in his life. At the age of 20, his father died in a tragic accident. A year later, he came of age, and he was allowed to use the money he had earned. He was thought to be worth an estimated \$50 million (in today's dollars). But when he went to use his money, he found out that most of it was gone. He learned that when his mother remarried, shortly after his father's death, his mother and stepfather had taken his money. They had squandered nearly all of it on expensive cars and fur coats! Coogan sued them. In court, his mother said he didn't deserve the money. Coogan won, but he was only able to retrieve around \$100,000 of the millions he had earned. No longer a star, Coogan fell into financial hardship.



This mistreatment led to California passing a law called the Coogan Act. To this day, this law protects child performers from this type of manipulation. It has helped protect child performers from dishonest adults in their lives.

- Which is closest to the meaning of the phrase *came of age*?
 - became old enough to drive on his own
 - became old enough to know better
 - became old enough to access his savings
 - became too old for the movies
- Which event happened last?
 - California passed a law called the Coogan Act.
 - Coogan won his court case.
 - Coogan lost his father in an accident.
 - Coogan's mother and stepfather squandered his money.
- What is an antonym for *squandered*?
 - spent
 - saved
 - spread
 - wasted
- What does the prefix *mis-* mean in *mistreatment*?
 - good
 - not
 - bad
 - beyond
- What is the author's purpose in explaining Coogan's lawsuit over his money?
 - to entertain the reader
 - to explain why Coogan is famous
 - to explain why California passed a law
 - to make the reader like Coogan's mother
- Why did Coogan sue his mother and stepfather?
 - Coogan was unhappy that his mother remarried.
 - They spent most of Coogan's money.
 - Coogan spent all of his money.
 - They did not approve of Coogan's acting career.

Name: _____ Date: _____

Directions: Read the text, and answer the questions.**As You Read**

Circle the other jobs and activities that some child stars turn to as they grow up.

All Grown Up

Some child stars continue acting when they become adults. This is what Coogan did. He appeared in movies and television shows until he retired. Today, he is most remembered for his role as Uncle Fester on *The Addams Family* TV show in the 1960s. He played many roles during his career.

Not all child stars continue acting as adults. This may happen for a variety of reasons. They may take a step back from acting to pursue other jobs. Shirley Temple is one example. She retired from acting in 1950 and changed careers entirely. She became a diplomat and worked with the United Nations. Some child actors stop acting because they have trouble booking roles after they grow up. But typically, child actors who quit acting do so because the job has a lot of pressure. At times, it can be a difficult experience. Although many child actors do find a way to stay in the spotlight long after their childhoods, for plenty of others, early retirement is the way to go.

- What point does the author support with the first paragraph?
 - Coogan was able to retire early like he wanted.
 - Coogan was not forgotten for his childhood roles.
 - Coogan was able to continue working as a successful actor.
 - Coogan became famous at a young age.
- Is this a dependent or an independent clause? *for plenty of others, early retirement is the way to go.*
 - dependent
 - independent
- What is one difference between Jackie Coogan and Shirley Temple?
 - Temple acted in movies, Coogan did not.
 - Temple was not a child actor.
 - Temple was forced to stop acting.
 - Temple had multiple careers, while Coogan acted.
- Which statement would this author likely agree with?
 - Being a child actor can have complicated long-term effects.
 - Being a child actor always leads to a long acting career.
 - Being a child actor is a bad idea.
 - Being a child actor is fun.
- Summarize the choices that child actors have (or don't have) as they get older.

As You Read

Write thoughts or questions you have about the text in the margins.

A Unique Experience

To some people, acting seems like a very fun profession. Countless child actors have gone on to make majorly successful movies and television shows. But while their lives may seem fun and glamorous, more goes on behind the scenes than you may think.

To start with, child actors do not experience the same type of childhood as non-actors. This is because acting is a very intense and high-pressure job. Although there are laws in place to prevent child actors from working too long, being on set all day is like having a part-time or a full-time job. Imagine having to work between six to eight hours *and* go to middle school. That's often the reality for child actors! When they are filming, they usually have to do schoolwork during breaks on set. They may miss entire weeks or months of school, so they don't get to have a normal school experience. Some child actors are entirely homeschooled because that can be easier for their filming schedules. In rare cases, some child actors did not even want to act in the first place. It may have been their mom or dad's idea, and they may want to spend their time doing something else. The reality is that acting is a very high-pressure job, and it comes with a lot of expectations. These days, every move an actor makes can be scrutinized online. This can lead to burnout if a child actor is not in the care of responsible adults.



Although acting as a child can have some downsides, there are also many positives. First, child actors usually become close friends with the people on set. This is because all the actors and crew work very closely together, day after day. They can work together for anywhere between a few weeks to a few months. This allows child actors to form very close relationships with their costars. Also, child actors may be able to travel a lot. Sometimes, they need to go to faraway locations for filming. They may be able to experience or do more things than other children their age. Finally, some child stars gain lots of industry experience on set. They may be able to have future job opportunities beyond acting. Some child stars who find fame into adulthood do so by pivoting. For example, when they are older, they may make it in a different career, such as singing, directing, or writing.

Child actors have different experiences than regular children. There are many benefits and downsides to this unique job. Child actor Mary-Kate Olsen once told a reporter, "I would never wish my upbringing on anyone, but I wouldn't take it back for the world."

Name: _____ Date: _____

Directions: Read “A Unique Experience.” Then, answer the questions.

- What is a synonym for *pivoting* as it is used in the text?
 - stopping
 - spinning
 - changing
 - renewing
- What best describes the author’s attitude toward parents of child stars?
 - skeptical
 - proud
 - confused
 - resentful
- What does it mean to *make it* as an adult star?
 - to build
 - to succeed
 - to try
 - to fail
- What do the details in paragraph three explain about acting as a child?
 - what child actors do as adults
 - the types of roles of child actors
 - the negatives of child acting
 - the positives of child acting
- What is the meaning of *scrutinized*?
 - praised
 - examined closely
 - misunderstood
 - told lies
- Does the word *high-pressure* have a positive or negative connotation as used in the text?
 - positive
 - negative
- Record the positives and negatives of being a child actor discussed in the text.

| Positives | Negatives |
|-----------|-----------|
| | |

Name: _____ Date: _____

Directions: Reread “A Unique Experience.” Then, respond to the prompt.

Should children be allowed to work as full-time actors? Why or why not? What restrictions do you think should be in place to protect them?
