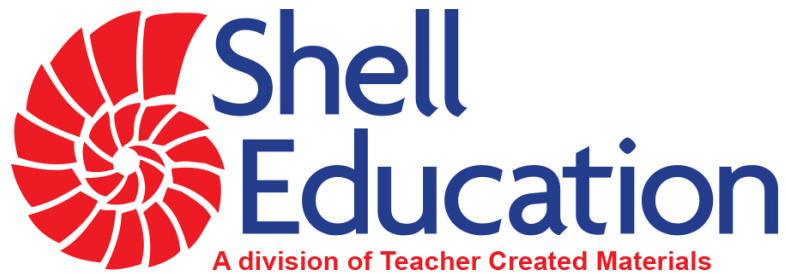


Sample Pages from



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.

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

To Create a World ⁱⁿ which
Children ^{Love} to Learn!

800-858-7339 • www.tcmpub.com/shell-education

Table of Contents

Introduction

The Need for Practice.	3
The Science of Reading.	4
Text Selection	5
Activity Design.	5
How to Use This Resource	6
Unit Structure Overview	6
Student Practice Pages	8
Instructional Options	9
Diagnostic Assessment	10
Using the Results to Differentiate Instruction	10
Writing Rubric	10

180 Days of Practice

Unit 1	11
Unit 2	29
Unit 3	47
Unit 4	65
Unit 5	83
Unit 6	101
Unit 7	119
Unit 8	137
Unit 9	155
Unit 10	173
Unit 11.	191
Unit 12.	209

Appendix

Standards Correlations	227
Writing Rubric	229
References Cited	229
Answer Key.	230
Digital Resources	240

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.)*

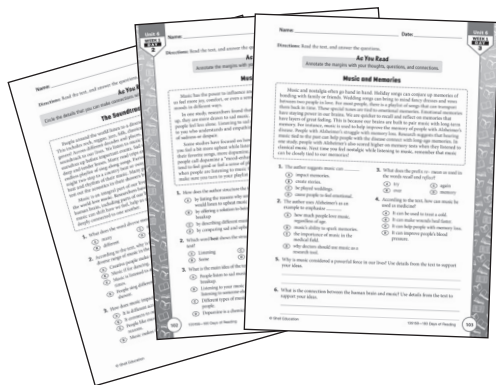
Unit Structure Overview *(cont.)*

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.

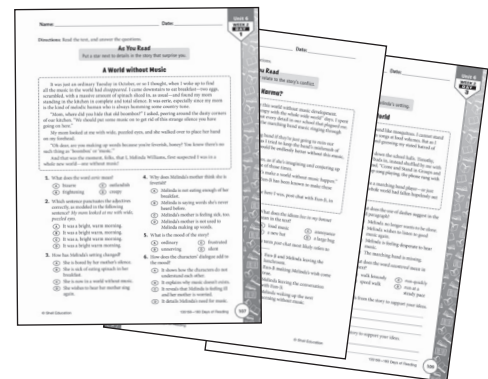
Literacy specialist Jennifer Soalt has written that paired texts are “uniquely suited to scaffolding and extending students’ comprehension” (2005, 680). She identifies three ways in which paired fiction and nonfiction are particularly effective in increasing comprehension: the building of background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

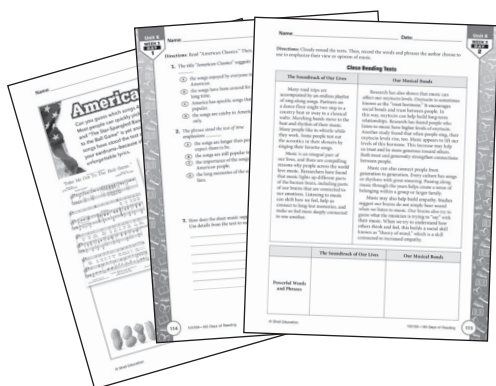


During Week 1, students read nonfictional texts and answer questions.

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.



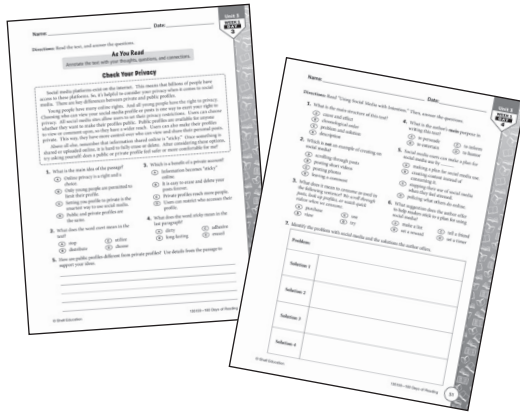
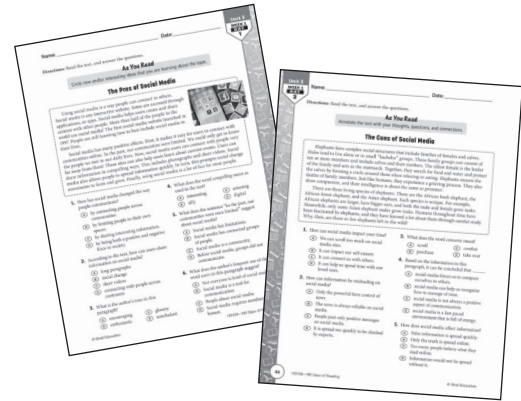
How to Use This Resource (cont.)

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.

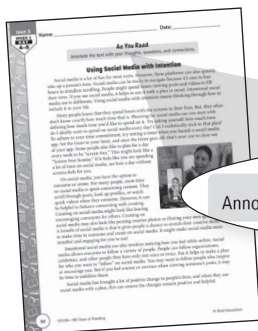
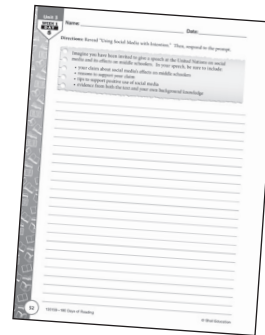
Practice Pages for Weeks 1 and 2

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
Annotate the text with your thoughts, questions, and connections.

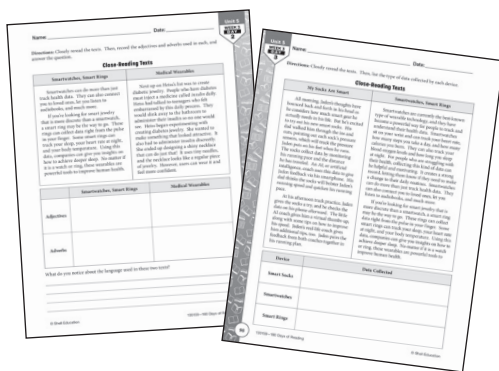
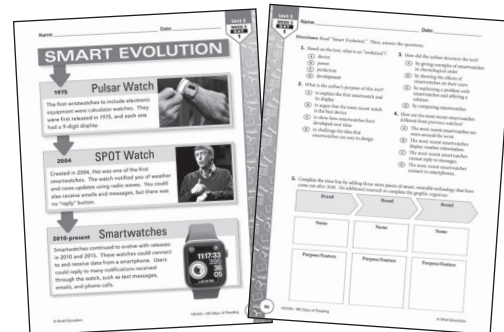
The As You Read activities give students a purpose for reading the texts and provide opportunities to practice various reading skills and strategies.

How to Use This Resource *(cont.)*

Student Practice Pages *(cont.)*

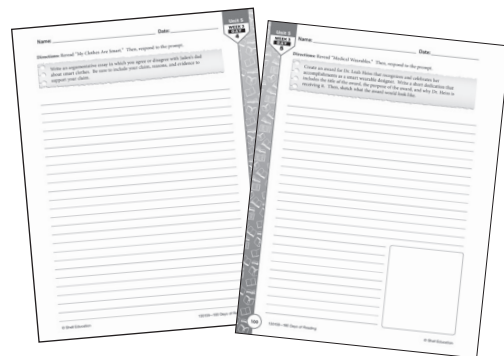
Practice Pages for Week 3

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 information that is new or interesting to you.
Take notes in the margins to show your thinking.

The History of Pizza

For many Americans, pizza ranks as one of their favorite meals. Pizza has a history that stretches far back in time. The first pizzas were simple flatbreads with toppings. Ancient Egyptians, Romans, and Greeks all ate similar kinds of pizzas. However, pizza as we now know and love it was first baked in Naples, Italy.

In the early 1800s, Naples was a bustling waterfront city. Many people had little money to spend on food. So, they needed cheap meals that were quick to eat. Pizza became a go-to meal for the people of Naples when street vendors started selling flatbreads with toppings. These first pizzas had toppings including tomatoes, oil, and cheese.

Some legends say that in 1889, Italy's Queen Margherita came through Naples. She was tired of eating French food everywhere she traveled, which was popular at the time. So, she opted to switch her daily menu to include pizzas. Her favorite pizza had a distinct color scheme: white cheese, red tomatoes, and green basil. Legends say from that point on, it was called the *pizza margherita*. This type of pizza remains popular today!

1. What is the central idea of this passage?
 - (A) Pizza has been loved by all types of people throughout history.
 - (B) Pizza first started in Naples to feed diverse population.
 - (C) The margherita pizza was named after a queen who was fond of it.
 - (D) There are many types of pizzas to enjoy.
2. Which detail **best** supports the central idea of this text?
 - (A) Pizza was a cheap meal for the people of Naples.
 - (B) Queen Margherita of Italy loved the pizza of Naples.
 - (C) In the 1800s, Naples was a bustling waterfront city.
 - (D) Pizza recipes have not changed over time.
3. What does the word *bustling* mean in the text?
 - (A) tranquil
 - (B) active
 - (C) coastal
 - (D) lifting
4. What role does the second paragraph play in this passage?
 - (A) It describes the different types of pizza that can be found in Italy.
 - (B) It describes a legend of how pizza margherita got its name.
 - (C) It explains how pizza first became popular in Naples, Italy.
 - (D) It introduces pizza as a food eaten long ago, in some form or another.
5. What does the word *distinct* mean in the text?
 - (A) colorful
 - (B) favorite
 - (C) bright
 - (D) noticeable

Name: _____ Date: _____

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

Underline information that is new or interesting to you.
Take notes in the margins to show your thinking.

Arrival in America

Picture this: it was the turn of the 20th century. Millions of people immigrated to the United States. A huge number of people came from Italy. Many people hailed from the city of Naples. Lots of these people brought recipes for pizza. For years, pizza stayed in Italian communities in the United States. Pizza was first served as a snack for Italians. However, after World War II, pizza's popularity began to soar.

During the war, some American troops spent time in Naples. There, they sampled delicious Italian foods. This included pizza! After returning home, soldiers wanted to keep eating their favorite Italian meals. The idea of pizza spread rapidly after that. Soon, people across the country loved it.

After the war, the American fast-food industry began to grow. Pizza quickly became a classic fast-food item because it was cheap and quick to make. Around this time, the frozen pizza was also invented. People wanted meals they could pop in the oven and quickly bake. Frozen pizzas fit that need. Throughout time, pizza has remained a top meal choice in the United States for many people.

- What does the word *hailed* mean in the first paragraph?
 - lived
 - came
 - rained
 - changed
- What does the phrase *began to soar* tell readers about pizza's popularity?
 - More Italian Americans ate pizza.
 - Fewer Italian Americans loved pizza.
 - It changed the way people saw pizza.
 - It stretched beyond Italian culture.
- Which line from the passage best supports the central idea?
 - Many people hailed from the city of Naples.
 - However, after World War II, pizza's popularity began to soar.
 - There, they sampled delicious Italian foods.
 - The frozen pizza was also invented.
- Pizza first became popular in the United States because _____.
 - Italian Americans started sharing their recipes and opening pizzerias
 - American soldiers started eating it after returning from Naples
 - Americans wanted something cheap and easy to make
 - Businesses could make frozen pizzas easily
- Which detail **best** reflects the author's point of view of pizza in America?
 - Italian Americans brought pizza recipes from Italy.
 - Pizza was loved by many American soldiers.
 - Pizza quickly became a popular fast-food item.
 - They sampled delicious Italian foods.

Name: _____ Date: _____

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

Underline information that is new or interesting to you.
Take notes in the margins to show your thinking.

Pepperoni Power

A medley of toppings can be put onto a pizza. Pineapple can be added for a hint of sweetness. Some people prefer meat-only toppings. Other people like to add vegetables, including bell peppers or mushrooms. But one topping that you may encounter the most is pepperoni. Pepperoni is an iconic pizza topping. In fact, it is the most popular pizza topping in the United States. But what exactly is it?

Pepperoni can be made from ground pork or ground beef. Sometimes, the pork and beef are combined. Pepperoni makers take the meat and add a few more ingredients to spice things up. Paprika is the first addition. This red spice colors the meat and gives it a spicy flavor. Garlic and fennel seeds are often mixed into the meat, too. These seasonings give pepperoni its warm, complex flavor.

Pepperoni was first made in the United States. Some early Italian American butchers wanted to make a dried salami with dried chilies. However, ingredients in the United States differed from those in Italy. Historians think that butchers used paprika instead of chilies. And with that change, pepperoni was born!

- What does the word *medley* mean as used in the following sentence? *A medley of toppings can be put onto a pizza.*

(A) layers (C) variety
(B) interference (D) song
- How is pepperoni different from other Italian meats?

(A) Italian butchers wanted to make a mild, spicy meat.
(B) Pork and beef are combined.
(C) Pepperoni is made with chiles.
(D) Pepperoni is made with paprika.
- Where does the spicy flavor of pepperoni come from?

(A) mushrooms (C) salt
(B) paprika (D) fennel seeds
- Which detail supports the author's claim that pepperoni is an iconic pizza topping?

(A) Pepperoni is a different type of Italian meat.
(B) Pepperoni is the most popular pizza topping in the United States.
(C) Pepperoni is made with paprika.
(D) Pepperoni is not actually from Italy.
- How did American ingredients affect the pepperoni we enjoy today? Use details from the passage to support your ideas.

Name: _____ Date: _____

As You Read

Underline information that is new or interesting to you.
Take notes in the margins to show your thinking.

Pizza Styles in the United States

There are countless ways to make pizza. Certain toppings and flavors are staples across the United States, such as pepperoni. But pizza looks (and tastes!) different across the country. Many cities or regions have their own styles of pizza.

In New York City, pizza lovers are likely looking for their New York-style pies. These pizza slices have a thin crust. Mozzarella cheese forms a thick layer on top. New York-style pizzas are massive in size, usually covering a pan that's 18 inches (46 centimeters) or more. Most of the time, one can grab the whole pie or simply a slice. People often eat these giant slices by folding them in half.



New York-style pizza



deep-dish pizza

In Chicago, two styles of pizza top the charts. The deep-dish pizza is perhaps the best-known outside the city. Deep-dish pizza looks like a pie, and it has a thick, pastry-like crust. Cheese coats the bottom, while toppings are generously added on top. Crushed tomato is the final layer on this distinct pie. It takes about 30 minutes for a deep-dish pizza to emerge from the oven fully cooked! Chicago's pizza spots also serve a tavern-style pizza. This pizza is prepared with dough that has been rolled out. Once baked, the crust is crispy and wafer-thin. Sauce and cheese are spread over top. Most distinctly, tavern-style pizza is cut into a grid. Some of the pieces are rectangular, while some of the crust pieces end up looking like triangles!

In the early 1980s, a few California chefs reimagined pizza. Their creativity led to California-style pizza, which is rooted in fresh, healthy ingredients. This style of thin-crust pizza is known for its untraditional nature. California-style pizza usually features toppings that are in season, such as fresh vegetables and other unconventional ingredients, such as goat cheese and peanut sauce.



California-style pizza



Detroit-style pizza

Detroit-style pizza has a unique backstory. It emerged when a Detroit cook used steel trays from an auto factory to bake his pizzas. Detroit-style involves a deep-dish pizza with a thick crust. Huge amounts of cheese are layered on top. In the oven, the cheese crisps and burns slightly around the edges. This gives it a charred flavor. A Detroit-style pizza must be baked in an oily steel pan, or it's not "Detroit-style."

Across the United States, chefs have reimagined what makes a pizza. The styles of pizza are as varied as the cities that love this comfort food. Pizza might taste and look different from city to city, but there's one thing most people can agree upon: pizza is delicious!

Name: _____ Date: _____

Directions: Read “Pizza Styles in the United States.” Then, answer the questions.

- Which sentence best summarizes the author’s perspective on American pizza?
 - Certain toppings and flavors are staples across the United States, such as pepperoni.
 - Their creativity led to California-style pizza, which is rooted in fresh, healthy ingredients.
 - Detroit-style pizza has a unique backstory.
 - The styles of pizza are as varied as the cities that love this comfort food.
- What does the word *distinctly* mean in the following sentence? *Most distinctly, tavern-style pizza is cut into a grid.*
 - likely
 - noticeably
 - deliciously
 - crispy
- What does the phrase *in season* mean in the fourth paragraph?
 - creative
 - popular
 - fashionable
 - freshly grown
- Which style of pizza is most similar to Detroit-style pizza?
 - California-style pizza
 - deep-dish pizza
 - tavern-style pizza
 - New York-style pizza
- How does the author organize the paragraphs?
 - by describing different types of American pizza styles
 - by comparing American pizza to other pizzas in the world
 - by detailing the problem with pizza and offering a solution
 - by explaining the effects of pizza on different American cities
- Compare and contrast the different pizza styles discussed in the passage.

