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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 Second 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.

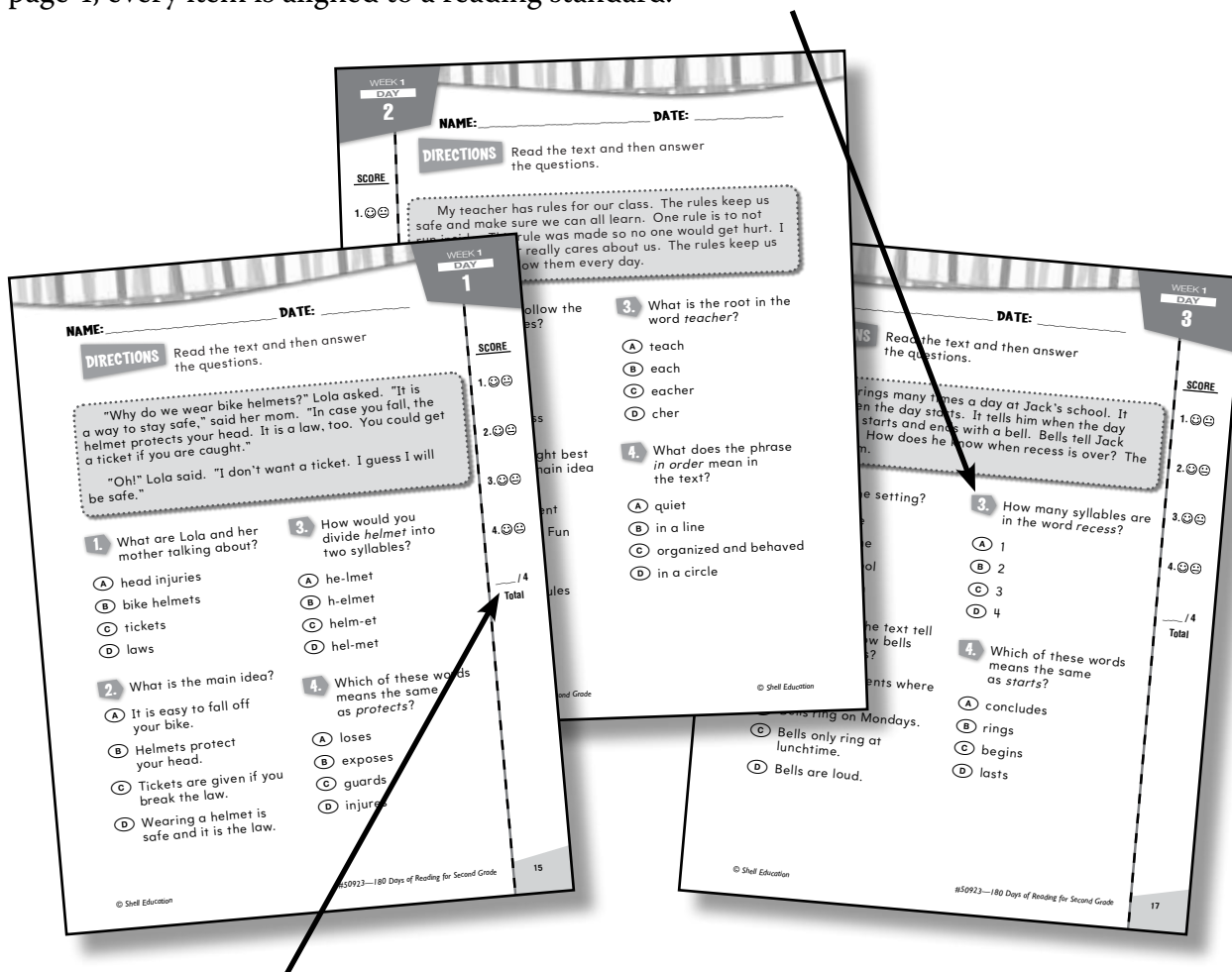
Every second-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	Common Core State Standards
Days 1–3	
1–2	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it</i> or Reading Anchor Standard 2: <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
3	Reading Foundational Skills Standard: <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>
4	Reading Anchor Standard 4: <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>
Day 4	
1	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
2–3	Reading Anchor Standard 10: <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>
4–5	Reading Anchor Standard 2: <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
Day 5	
	Writing Anchor Standard 4: <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 four corresponding items. As outlined on page 4, every item is aligned to a reading standard.

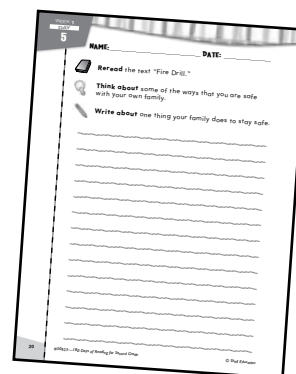
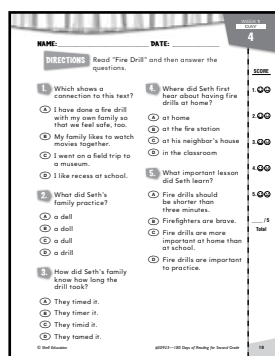


Using the Scoring Guide

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 problem 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 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 responses 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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Surfing is a very fun sport for people who enjoy thrilling rides. Surfers ride waves on their surfboards. They learn how to stand up. They ride the best parts of a wave. They are always looking for a fun ride!

1. What is the main topic?

- (A) sports
 (B) the ocean
 (C) waves
 (D) surfing

2. According to this text, who enjoys surfing?

- (A) people who live near the ocean
 (B) people who can swim
 (C) people who are looking for a thrilling ride
 (D) people who can stand up

3. Which of these words from the text is a compound word?

- (A) thrilling
 (B) looking
 (C) surfboards
 (D) surfers

4. What does the word *thrilling* mean?

- (A) very exciting
 (B) wet
 (C) scary
 (D) water

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4

Total

NAME: _____ DATE: _____

No More Bullying

Two girls followed Sam home from school. He was walking by himself because his brother was home sick. He could hear the girls behind him. They were giggling and saying rude things. It felt like they were getting closer and closer.



Sam did not know why the girls were teasing him. He barely knew them, though one of the girls lived around the corner. Sam even thought she might be friends with his brother. Why was she being so mean to him? Sam started to walk quickly.

He rounded the corner to his street. His house was five houses away. He could see his car and his mailbox. He was so close. He began to jog.

The girls jogged after him, but then Sam surprised them when he stopped running and turned around. "Why are you following me?" he yelled. "I don't like it, and I think you are bullying me."

The girls stopped in their tracks. "Bullying?" one asked. "No, we aren't. We are just having fun."

"What you are doing is not funny to me," said Sam. "Please stop and leave me alone!"

"Okay, sorry, Sam," the girls muttered. They looked sad, but Sam was glad. He had taught them a lesson. What might seem fun can make someone else uncomfortable, and that is not okay. Sam walked into his house, hoping they would not bother him, or anyone else, again.

NAME: _____ DATE: _____

DIRECTIONS

Read "No More Bullying" and then answer the questions.

1. Who might make a connection to the text?

- (A) any younger brother
- (B) anyone who has been bullied
- (C) any boy
- (D) a girl who has walked home

2. What does Sam do as he gets near home?

- (A) jig
- (B) jag
- (C) jog
- (D) jug

3. What does it mean to make someone *uncomfortable*?

- (A) make someone yell
- (B) make someone walk fast
- (C) make someone feel sad
- (D) make someone worry and feel uneasy

4. What is the problem?

- (A) Sam's brother is sick.
- (B) Sam is angry.
- (C) Sam is bothered by the girls.
- (D) Sam gets lost walking home.

5. Which gives the best summary of the text?

- (A) Sam is followed and teased on his way home.
- (B) Sam stands up for himself and tells the bullies to leave him alone.
- (C) Sam walks home alone.
- (D) Sam yells at some other kids.

SCORE

1. 😊 😞

2. 😊 😞

3. 😊 😞

4. 😊 😞

5. 😊 😞

____ / 5

Total

CONTENTS OF THE DIGITAL RESOURCE CD

Teacher Resources

Page	Document Title	Filename
4	Standards Correlations Chart	standards.pdf
6	Writing Rubric	writingrubric.pdf writingrubric.doc
7	Fluency Assessment	fluency.pdf
8	Diagnostic Assessment Directions	directions.pdf
10	Practice Page Item Analysis Days 1–3	pageitem1.pdf pageitem1.doc pageitem1.xls
11	Practice Page Item Analysis Days 4–5	pageitem2.pdf pageitem2.doc pageitem2.xls
12	Student Item Analysis Days 1–3	studentitem1.pdf studentitem1.doc studentitem1.xls
13	Student Item Analysis Days 4–5	studentitem2.pdf studentitem2.doc studentitem2.xls

CONTENTS OF THE DIGITAL RESOURCE CD *(cont.)*

Practice Pages

The six practice pages for each week are contained in each PDF. In order to print specific days, open the desired PDF and select the pages to print.

Pages	Week	Filename
15–20	Week 1	week1.pdf
21–26	Week 2	week2.pdf
27–32	Week 3	week3.pdf
33–38	Week 4	week4.pdf
39–44	Week 5	week5.pdf
45–50	Week 6	week6.pdf
51–56	Week 7	week7.pdf
57–62	Week 8	week8.pdf
63–68	Week 9	week9.pdf
69–74	Week 10	week10.pdf
75–80	Week 11	week11.pdf
81–86	Week 12	week12.pdf
87–92	Week 13	week13.pdf
93–98	Week 14	week14.pdf
99–104	Week 15	week15.pdf
105–110	Week 16	week16.pdf
111–116	Week 17	week17.pdf
117–122	Week 18	week18.pdf
123–128	Week 19	week19.pdf
129–134	Week 20	week20.pdf
135–140	Week 21	week21.pdf
141–146	Week 22	week22.pdf
147–152	Week 23	week23.pdf
153–158	Week 24	week24.pdf
159–164	Week 25	week25.pdf
165–170	Week 26	week26.pdf
171–176	Week 27	week27.pdf
177–182	Week 28	week28.pdf
183–188	Week 29	week29.pdf
189–194	Week 30	week30.pdf
195–200	Week 31	week31.pdf
201–206	Week 32	week32.pdf
207–212	Week 33	week33.pdf
213–218	Week 34	week34.pdf
219–224	Week 35	week35.pdf
225–230	Week 36	week36.pdf