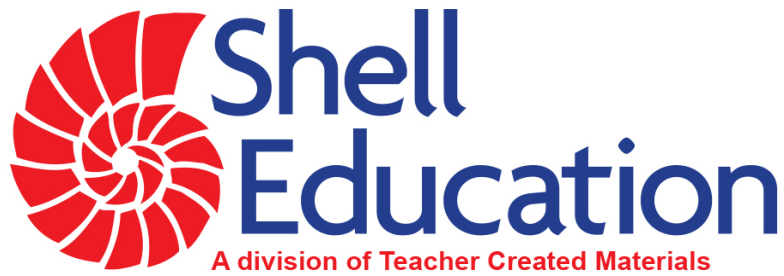


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# of Reading

## for Fifth Grade



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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.)*

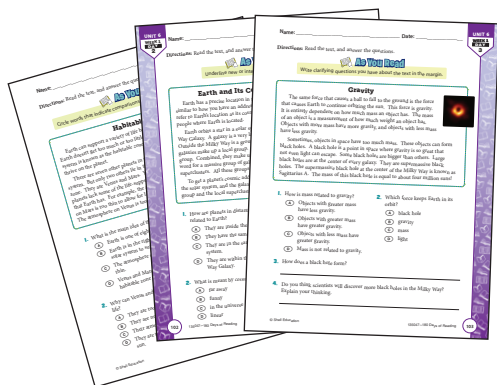
## Unit Structure Overview *(cont.)*

### 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.

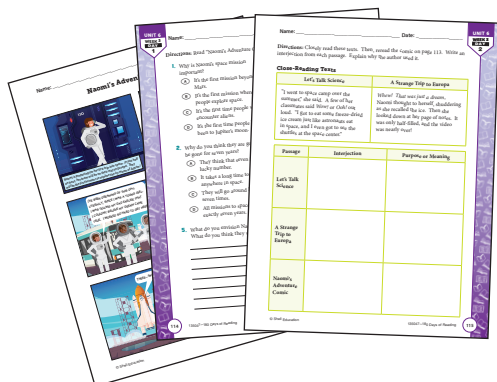
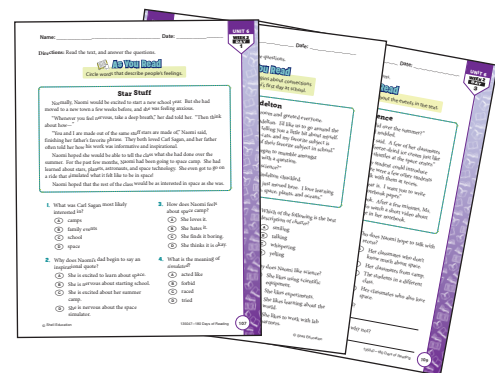
Literacy specialist Jennifer Soalt has written that paired texts are “uniquely suited to scaffolding and extending students’ comprehension” (2005, 680). She identifies three ways in which paired fiction and nonfiction are particularly effective in increasing comprehension: the building of background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

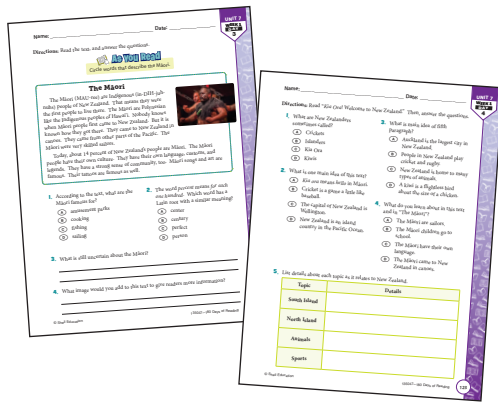
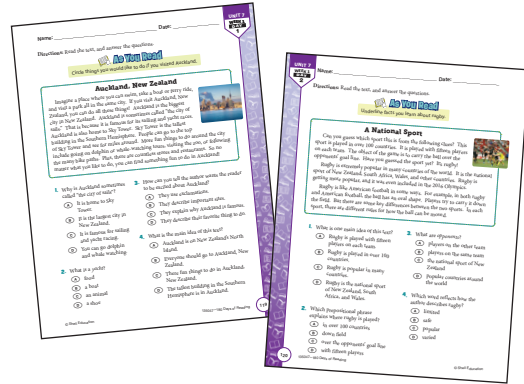
# How to Use This Resource (cont.)

## Student Practice Pages

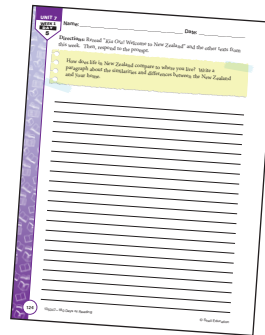
Practice pages reinforce grade-level skills across a variety of reading concepts for each day of the school year. Each day's reading activity is provided as a full practice page, making them easy to prepare and implement as part of a morning routine, at the beginning of each reading lesson, or as homework.

## Practice Pages for Weeks 1 and 2

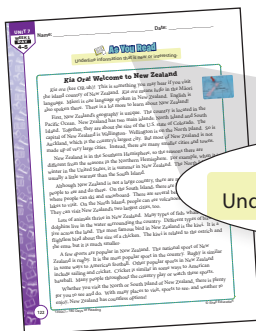
Days 1 and 2 of each week follow a consistent format, with a short text passage and multiple-choice questions.



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 information that is new or interesting.

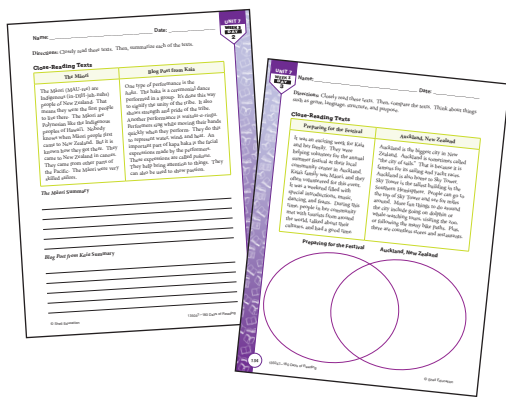
The As You Read activities give students a purpose for reading the texts and provide opportunities to practice various reading skills and strategies.

# How to Use This Resource (cont.)

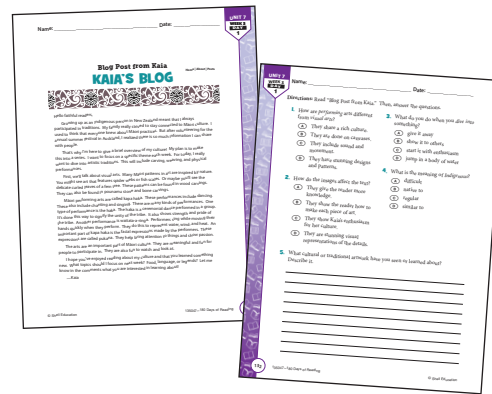
## Student Practice Pages (cont.)

### Practice Pages for Week 3

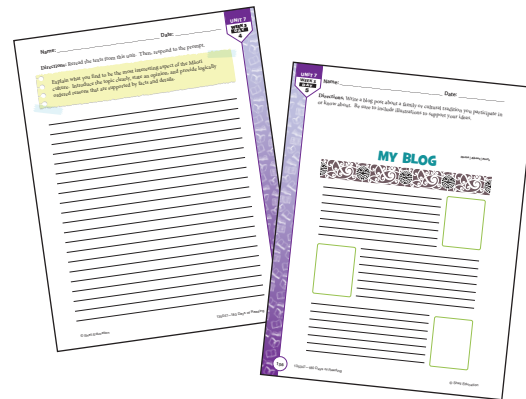
Day 1 of this week follows a consistent format, with a nontraditional text and multiple-choice and open-response questions.



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

Identify a cause-effect relationship. Circle the cause. Underline the effect.

### What Do You Eat for Breakfast?

Eating breakfast is an important part of staying healthy and active. This is because people's bodies require energy to function. People get energy by eating food. Bodies use that energy to help people grow, move, and think. When someone eats a healthy breakfast, their brain works better. They can learn more and do better in school. Eating a healthy breakfast can also help people avoid feeling hungry a couple hours later. Plus, eating a healthy breakfast gives a person more energy. Certain food choices will give a person more energy than others. This way, they can enjoy doing more things.

Even though it may be easy to skip breakfast, don't do it! Breakfast is an important meal. It has many benefits.

- Which type of image would tell a reader more about this text?
  - a picture of a hand
  - a picture of a healthy breakfast
  - a fast-food menu
  - a daily schedule
- Which prepositional phrase best completes this sentence?

A healthy breakfast is an important part \_\_\_\_\_ everyone's day.

  - by
  - for
  - from
  - of
- Why is eating breakfast important?
  - Your body gets the energy it needs if you eat breakfast.
  - Your brain does not work well if you eat breakfast.
  - You get very hungry if you eat breakfast.
  - It is hard to make good food choices if you eat breakfast.
- What does it mean to avoid something?
  - buy it
  - you may like it
  - try to make it
  - stay away from it



Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

## As You Read

Underline three important points the author makes.

### Healthy Breakfast Choices

There are many healthy choices for foods to eat at breakfast. One good choice is eggs. Eggs have a lot of protein, and protein helps bodies grow. Protein is also important for making muscles strong. Protein helps to stop hunger, so a person can feel more satisfied when they eat a meal with protein. Some people prefer to eat fresh fruit for breakfast. This can be a good choice as well, but fruit does not have as much protein as eggs. Including fruit is a good way to balance your breakfast. For example, a banana can be paired with high-protein yogurt.



It is best to avoid eating only high-fat foods for breakfast, such as doughnuts or cinnamon rolls. Of course, it is fine to have one of these treats occasionally. However, these sweet treats do not satisfy hunger for very long. Pairing them with a protein can help. But they are not recommended to eat every day.

In everyday life, it is wise to choose a breakfast that has whole grains, fruit, and protein. What will you have for breakfast tomorrow?

- How are eggs and fresh fruit different?
  - Eggs have more protein.
  - Eggs are high in fat.
  - Fresh fruit has protein.
  - Fresh fruit is high in fat.
- Why is it best to avoid high-fat breakfast foods?
  - They have a lot of protein.
  - They include whole grains.
  - They are too expensive.
  - They do not satisfy hunger.
- Which means the opposite of *wise*?
  - better
  - foolish
  - smaller
  - smarter
- What does it mean if something satisfies your hunger?
  - It tastes delicious.
  - It stops your hunger.
  - It takes a long time to eat.
  - It makes you feel hungrier.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

## As You Read

Place a plus sign (+) by important information about cereal.

### Cereal: A Popular Food Choice

One very popular food choice for breakfast is cereal. Cereal is convenient because it is effortless to make, and it does not take long to eat. Some kinds of cereal are very good for you. For example, cereals made with whole grains help keep people's hearts healthy. Whole grains give people's bodies energy. Some cereals have dried fruit and nuts in them, and those are also good choices.



Choosing a cereal carefully is important. Some cereals have lots of sugar, but they do not have many whole grains. Those cereals are not good for you. It is best to choose a cereal that does not have a lot of sugar. Eating too much sugar can be bad for a person's health, and sugar does not provide long-lasting energy.

There are so many options to choose from in stores. You may end up having a hard time deciding which one to choose because they all look tasty!

- How can cereals with whole grains help your body?
  - They help you to see better.
  - They help you to hear better.
  - They help your bones grow.
  - They help keep your heart healthy.
- How does the word *effortless* apply to the text?
  - Cereal is healthy.
  - Cereal tastes good.
  - Cereal is easy to make.
  - Cereal has fruits and nuts.

3. How can cereal be part of a healthy breakfast? \_\_\_\_\_

\_\_\_\_\_

4. Would the author find your favorite cereal to be healthy or not very healthy? Use evidence from the text to explain why.

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



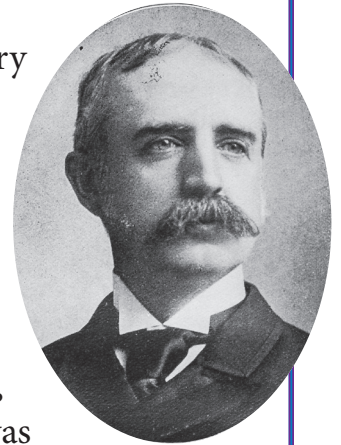
## As You Read

Circle the problem that Kellogg solved. Underline the solution to the problem.

### The Cereal Man

Did you have cereal for breakfast this morning? If you did, you're not alone. Millions of people eat cereal for breakfast every day. In fact, cereal is popular all over the world. It all started with one man, William Keith Kellogg.

Kellogg was born on April 7, 1860, in Battle Creek, Michigan. His first job was stocking shelves at the Battle Creek Sanitarium. A sanitarium is similar to a hospital. People who have been ill for a long time or people who are getting over a serious illness stay there. When Kellogg grew up, he became the manager of the sanitarium. His brother, John, was the chief doctor there.



One big problem at the sanitarium was the patients' diets. The patients needed healthy diets, but it was also important for their food to taste good. Kellogg tried to find a good food choice to take the place of bread. But he was having a hard time finding a replacement.

By accident, Kellogg found something even better than bread. He left some wheat cooking too long. When it was rolled out, it formed large, thin flakes. He decided to give it a try. He asked his brother to serve it to the patients, and they loved it! In fact, they liked it so much that they wanted breakfast flakes sent to them even after they left the sanitarium. So, Kellogg started a new business in 1884. He sold packaged breakfast flakes. And before long, Kellogg's breakfast cereal was popular in other countries, too.



Kellogg did more than just create breakfast flakes. His company made a lot of money. Kellogg used most of it to help children. He also used his money to help several other charities.

Kellogg died in 1951. But his most famous invention is as popular as ever. Kellogg would probably be surprised to see how many kinds of breakfast cereals there are today!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read “The Cereal Man.” Then, answer the questions.

1. What did Kellogg do before he became manager of the sanitarium?
  - (A) He stocked shelves.
  - (B) He started a new company.
  - (C) He invented breakfast flakes.
  - (D) He used his money to help children.
  
2. How did Kellogg “hit the nail on the head” with his invention?
  - (A) He was able to quit his job at the sanitarium.
  - (B) He was able to make more bread at the sanitarium.
  - (C) He solved a problem for people in the sanitarium.
  - (D) He could go back to stocking shelves at the sanitarium.
  
3. Why was it so important for the patients’ food to taste good?
  - (A) People needed to eat more food.
  - (B) People could not find healthy food.
  - (C) People did not want to eat food that was healthy.
  - (D) People would not eat healthy food that didn’t taste good.
  
4. Why might the author describe Kellogg as *generous*?
  - (A) He gave money to help people.
  - (B) He made a lot of money making cereal.
  - (C) He invented something that others needed.
  - (D) He discovered breakfast flakes by mistake.

5. Write four major events in Kellogg’s life. Write them in the order they occurred.

Event 1	Kellogg was born on April 7, 1860, in Battle Creek, Michigan.
Event 2	
Event 3	
Event 4	

