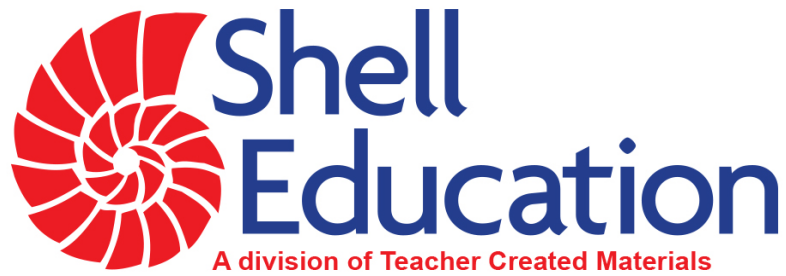


Sample Pages from



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180 Days of Reading for Second Grade (Spanish)

This sample includes the following:

- Cover** (1 page)
- Table of Contents** (1 page)
- How to Use This Book** (6 pages)
- Practice Page Item Analysis** (2 pages)
- Student Item Analysis** (2 pages)
- Week 1 Practice Pages** (6 pages)
- Answer Key** (1 page)

To Create a World ⁱⁿ which
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180 Days of READING

for Second Grade

Spanish



FECHA _____

Appleseed

muchos años. Nació en 1774.
n. Era famoso por plantar

lamente esparcía las
a mucho sobre árboles.
ruyó viveros. Estos son
can. Los árboles se les

os han sido exagerados. Es un
personas conocen.

ny Appleseed
amable. Le
s en la
naturaleza

NOMBRE: _____

INSTRUCCIONES Lee "Johnny Appleseed" las preguntas.

- ¿Quién puede identificarse con el texto?
 - (A) una niña pequeña a la que no le gusta comer manzanas
 - (B) una maestra que es cariñosa y amable con sus estudiantes
 - (C) un niño que limpia playas locales
 - (D) un hombre que planta semillas en su jardín
- ¿Qué tipo de historia es "Johnny Appleseed"?
 - (A) un cuento de pueblo
 - (B) un cuento popular
 - (C) un cuento de hadas
 - (D) un cuento chino
- ¿Qué es un héroe?
 - (A) una persona fuerte
 - (B) una persona que vive de manera simple
 - (C) una persona admirada por los demás
 - (D) una persona que vivió hace mucho tiempo
- ¿Por qué Appleseed su apodo?
 - (A) Plantaba árboles manzana y grandes áreas naturales.
 - (B) Compraba y vendía manzanas.
 - (C) Horneaba tartas de manzana.
 - (D) Era bueno con los animales y las personas.
- ¿Cuál es el mejor resumen?
 - (A) Johnny Appleseed es un agricultor famoso.
 - (B) La historia de vida de Johnny Appleseed es un cuento popular que muchas personas conocen.
 - (C) Johnny Appleseed inventó los manzanos.
 - (D) Johnny Appleseed sabía mucho sobre árboles.

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126472-180 Days of

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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.

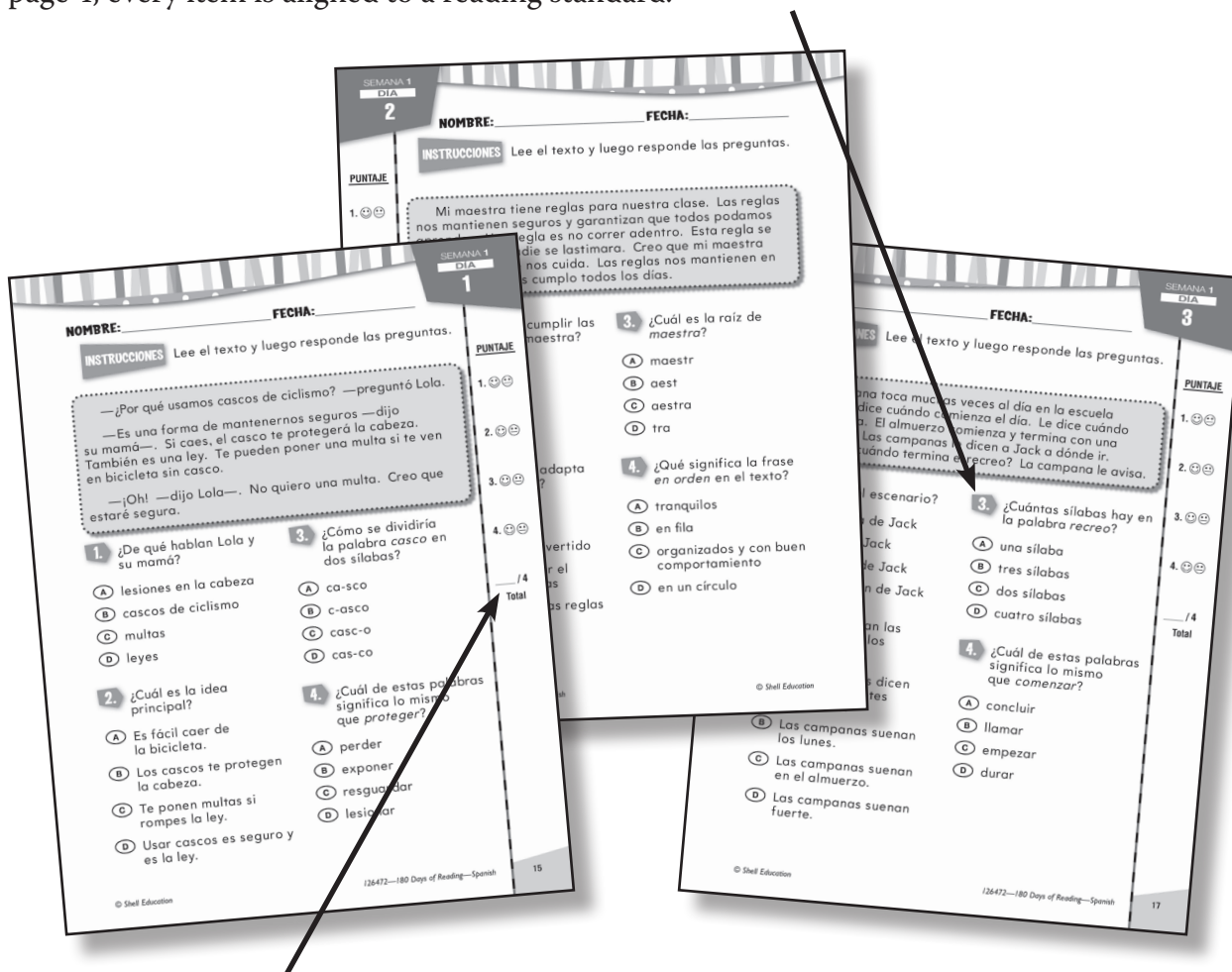
Every second-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	College and Career Readiness 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.

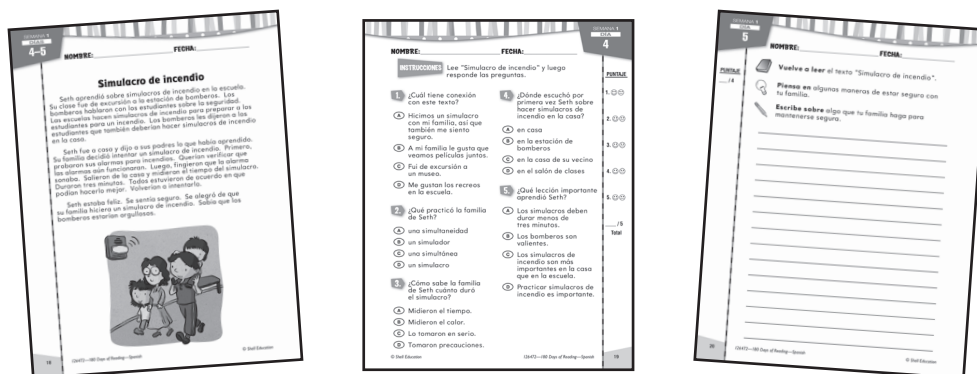


Using the Scoring Guide

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 (G2_writing_rubric.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

HOW TO USE THIS BOOK *(cont.)*

Developing Students' Fluency Skills

What Is Fluency?

According to the National Reading Panel Report, there are five critical factors that are vital to effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension (2000). Rasinski (2006) defines fluency as “the ability to accurately and effortlessly decode the written words and then to give meaning to those words through appropriate phrasing and oral expression of the words.” Wolf (2005) notes that the goal of developing fluency is comprehension rather than the ability to read rapidly. Becoming a fluent reader is a skill that develops gradually and requires practice. Reading text repeatedly with a different purpose each time supports the development of fluency in young children (Rasinski 2003).

Assessing Fluency

Fluent readers read accurately, with expression, and at a good pace. A Fluency Rubric along with detailed instructions for scoring and keeping oral reading records is included in the digital resources (*G2_fluency.pdf*).

The table below lists fluency norms by grade level (Rasinski 2003):

Student Fluency Norms Based On Words Correct Per Minute (WCPM)			
Grade	Fall	Winter	Spring
1	—	—	60 wcpm
2	53	78	94
3	79	93	114
4	99	112	118
5	105	118	128
6	115	132	145

HOW TO USE THIS BOOK *(cont.)*

Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can see at a glance which reading concepts or skills students may need to target in order to develop proficiency.

After students complete a practice page, grade each page using the answer key (pages 231–237). Then, complete the Practice Page Item Analysis for the appropriate day (pages 10–11) for the whole class, or the Student Item Analysis (pages 12–13) for individual students. These charts are also provided in the digital resources (filenames: G2_practicepage_analysis.pdf, G2_student_analysis.pdf). Teachers can input data into the electronic files directly on the computer, or they can print the pages and analyze students' work using paper and pencil.

To complete the Practice Page Item Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of the form may be needed, or you may need to add rows.
- The item numbers are included across the top of the charts. Each item correlates with the matching question number from the practice page.
- For each student, record an *X* in the column if the student has the item incorrect. If the item is correct, leave the item blank.
- Count the *Xs* in each row and column and fill in the correct boxes.

To complete the Student Item Analyses:

- Write or type the student's name on the top row. This form tracks the ongoing progress of each student, so one copy per student is necessary.
- The item numbers are included across the top of the chart. Each item correlates with the matching question number from the practice page.
- For each day, record an *X* in the column if the student has the item incorrect. If the item is correct, leave the item blank.
- Count the *Xs* in each row and column and fill in the correct boxes.

HOW TO USE THIS BOOK *(cont.)*

Using the Results to Differentiate Instruction

Once results are gathered and analyzed, teachers can use the results to inform the way they differentiate instruction. The data can help determine which concepts are the most difficult for students and which need additional instructional support and continued practice. Depending on how often the practice pages are scored, results can be considered for instructional support on a daily or weekly basis.

Whole-Class Support

The results of the diagnostic analysis may show that the entire class is struggling with a particular concept or group of concepts. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. If these concepts have not been taught in the past, this data is a great preassessment and demonstrates that students do not have a working knowledge of the concepts. Thus, careful planning for the length of the unit(s) or lesson(s) must be considered, and extra frontloading may be required.

Small-Group or Individual Support

The results of the diagnostic analysis may show that an individual or small group of students is struggling with a particular concept or group of concepts. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. Consider pulling aside these students while others are working independently to instruct further on the concept(s). Teachers can also use the results to help identify individuals or groups of proficient students who are ready for enrichment or above-grade-level instruction. These students may benefit from independent-learning contracts or more challenging activities. Students may also benefit from extra practice using games or computer-based resources.

Digital Resources

Reference page 239 for information about accessing the digital resources and an overview of the contents.

STUDENT ITEM ANALYSIS DAYS 1-3

Directions: Record an *X* in cells to indicate where the student has missed questions. Add up the totals. You can view the following: (1) which items the student missed; (2) the total correct score per day; and (3) the total number of times each item was missed.

Student Name: Sample Student						
Item		1	2	3	4	# correct
Week	Day					
1	1		X			3/4
Total						

STUDENT ITEM ANALYSIS DAYS 4-5

Directions: Record an *X* in cells to indicate where the student has missed questions. Add up the totals. You can view: (1) which items the student missed; (2) the total correct score per day; and (3) the total number of times each item was missed.

Student Name: <i>Sample Student</i>							
	Day 4						Day 5
Item	1	2	3	4	5	# correct	Written Response
Week							
1		X			X	3/5	3
Total							
							Written Response Average:

NOMBRE: _____ **FECHA:** _____

INSTRUCCIONES Lee el texto y luego responde las preguntas.

—¿Por qué usamos cascos de ciclismo? —preguntó Lola.

—Es una forma de mantenernos seguros —dijo su mamá—. Si caes, el casco te protegerá la cabeza. También es una ley. Te pueden poner una multa si te ven en bicicleta sin casco.

—¡Oh! —dijo Lola—. No quiero una multa. Creo que estaré segura.

1. ¿De qué hablan Lola y su mamá?

- A lesiones en la cabeza
- B cascos de ciclismo
- C multas
- D leyes

2. ¿Cuál es la idea principal?

- A Es fácil caer de la bicicleta.
- B Los cascos te protegen la cabeza.
- C Te ponen multas si rompes la ley.
- D Usar cascos es seguro y es la ley.

3. ¿Cómo se dividiría la palabra *casco* en dos sílabas?

- A ca-sco
- B c-asco
- C casc-o
- D cas-co

4. ¿Cuál de estas palabras significa lo mismo que *proteger*?

- A perder
- B exponer
- C resguardar
- D lesionar

PUNTAJE

1. 😊 😞

2. 😊 😞

3. 😊 😞

4. 😊 😞

___ / 4

Total

NOMBRE: _____ FECHA: _____

INSTRUCCIONES Lee el texto y luego responde las preguntas.

Mi maestra tiene reglas para nuestra clase. Las reglas nos mantienen seguros y garantizan que todos podamos aprender. Una regla es no correr adentro. Esta regla se hizo para que nadie se lastimara. Creo que mi maestra verdaderamente nos cuida. Las reglas nos mantienen en orden, así que las cumplo todos los días.

PUNTAJE

1. 😊 😞

2. 😊 😞

3. 😊 😞

4. 😊 😞

____ / 4
Total

1. ¿Quién debe cumplir las reglas de la maestra?

- A el estudiante
- B la maestra
- C el director
- D toda la clase

2. ¿Qué título se adapta mejor al texto?

- A Un estudiante comprensivo
- B Correr no es divertido
- C Cómo mantener el orden con reglas
- D Cómo romper las reglas

3. ¿Cuál es la raíz de *maestra*?

- A maestr
- B aest
- C aestra
- D tra

4. ¿Qué significa la frase *en orden* en el texto?

- A tranquilos
- B en fila
- C organizados y con buen comportamiento
- D en un círculo

NOMBRE: _____ **FECHA:** _____

INSTRUCCIONES Lee el texto y luego responde las preguntas.

La campana toca muchas veces al día en la escuela de Jack. Le dice cuándo comienza el día. Le dice cuándo termina el día. El almuerzo comienza y termina con una campanada. Las campanas le dicen a Jack a dónde ir. ¿Cómo sabe cuándo termina el recreo? La campana le avisa.

1. ¿Cuál es el escenario?

- (A) la bicicleta de Jack
- (B) la casa de Jack
- (C) la escuela de Jack
- (D) la habitación de Jack

2. ¿Cómo ayudan las campanas a los estudiantes?

- (A) Las campanas dicen a los estudiantes a dónde ir.
- (B) Las campanas suenan los lunes.
- (C) Las campanas suenan en el almuerzo.
- (D) Las campanas suenan fuerte.

3. ¿Cuántas sílabas hay en la palabra *recreo*?

- (A) una sílaba
- (B) tres sílabas
- (C) dos sílabas
- (D) cuatro sílabas

4. ¿Cuál de estas palabras significa lo mismo que *comenzar*?

- (A) concluir
- (B) llamar
- (C) empezar
- (D) durar

PUNTAJE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4

Total

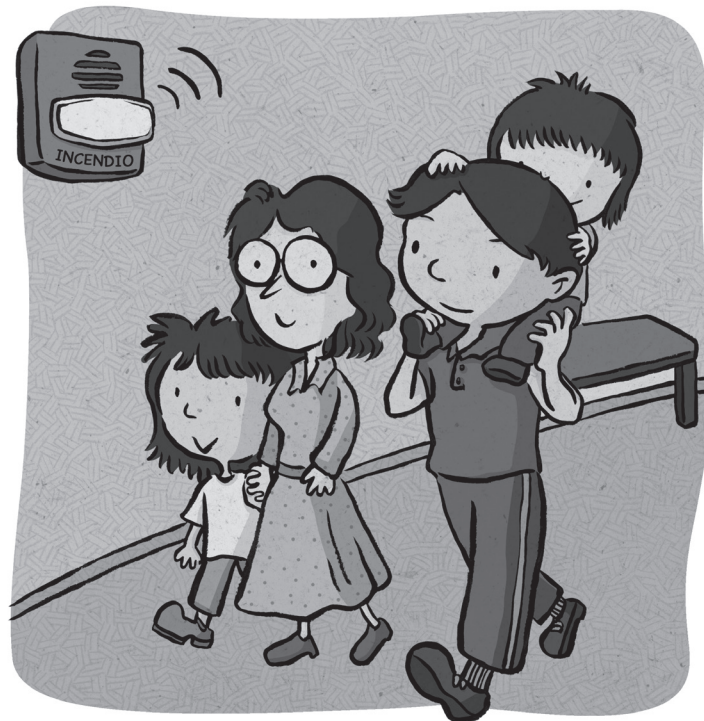
NOMBRE: _____ FECHA: _____

Simulacro de incendio

Seth aprendió sobre simulacros de incendio en la escuela. Su clase fue de excursión a la estación de bomberos. Los bomberos hablaron con los estudiantes sobre la seguridad. Las escuelas hacen simulacros de incendio para preparar a los estudiantes para un incendio. Los bomberos les dijeron a los estudiantes que también deberían hacer simulacros de incendio en la casa.

Seth fue a casa y dijo a sus padres lo que había aprendido. Su familia decidió intentar un simulacro de incendio. Primero, probaron sus alarmas para incendios. Querían verificar que las alarmas aún funcionaran. Luego, fingieron que la alarma sonaba. Salieron de la casa y midieron el tiempo del simulacro. Duraron tres minutos. Todos estuvieron de acuerdo en que podían hacerlo mejor. Volverían a intentarlo.

Seth estaba feliz. Se sentía seguro. Se alegró de que su familia hiciera un simulacro de incendio. Sabía que los bomberos estarían orgullosos.



NOMBRE: _____ **FECHA:** _____

INSTRUCCIONES

Lee "Simulacro de incendio" y luego responde las preguntas.

PUNTAJE

- 1.** ¿Cuál tiene conexión con este texto?
- (A) Hicimos un simulacro con mi familia, así que también me siento seguro.
- (B) A mi familia le gusta que veamos películas juntos.
- (C) Fui de excursión a un museo.
- (D) Me gustan los recreos en la escuela.
- 2.** ¿Qué practicó la familia de Seth?
- (A) una simultaneidad
- (B) un simulador
- (C) una simultánea
- (D) un simulacro
- 3.** ¿Cómo sabe la familia de Seth cuánto duró el simulacro?
- (A) Midieron el tiempo.
- (B) Midieron el calor.
- (C) Lo tomaron en serio.
- (D) Tomaron precauciones.

- 4.** ¿Dónde escuchó por primera vez Seth sobre hacer simulacros de incendio en la casa?
- (A) en casa
- (B) en la estación de bomberos
- (C) en la casa de su vecino
- (D) en el salón de clases
- 5.** ¿Qué lección importante aprendió Seth?
- (A) Los simulacros deben durar menos de tres minutos.
- (B) Los bomberos son valientes.
- (C) Los simulacros de incendio son más importantes en la casa que en la escuela.
- (D) Practicar simulacros de incendio es importante.

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

5. 😊 😐

____ / 5

Total

ANSWER KEY

Week 1

Day 1

1. B
2. D
3. D
4. C

Day 2

1. D
2. C
3. A
4. C

Day 3

1. C
2. A
3. B
4. C

Day 4

1. A
2. D
3. A
4. B
5. D

Day 5

Responses will vary.

Week 2

Day 1

1. D
2. C
3. C
4. A

Day 2

1. B
2. D
3. B
4. C

Day 3

1. B
2. C
3. B
4. C

Day 4

1. C
2. B
3. B
4. C
5. A

Day 5

Responses will vary.

Week 3

Day 1

1. B
2. B
3. B
4. A

Day 2

1. A
2. C
3. A
4. D

Day 3

1. D
2. C
3. B
4. B

Day 4

1. B
2. A
3. A
4. B
5. D

Day 5

Responses will vary.

Week 4

Day 1

1. A
2. D
3. B
4. C

Day 2

1. C
2. D
3. B
4. A

Day 3

1. B
2. C
3. B
4. C

Day 4

1. B
2. A
3. C
4. C
5. C

Day 5

Responses will vary.

Week 5

Day 1

1. C
2. B
3. C
4. D

Day 2

1. A
2. C
3. A
4. B

Day 3

1. B
2. A
3. D
4. B

Day 4

1. C
2. D
3. C
4. D
5. A

Day 5

Responses will vary.

Week 6

Day 1

1. B
2. D
3. B
4. D

Day 2

1. C
2. B
3. B
4. B

Day 3

1. B
2. C
3. B
4. C

Day 4

1. A
2. D
3. A
4. B
5. B

Day 5

Responses will vary.

Week 7

Day 1

1. B
2. A
3. B
4. C

Day 2

1. B
2. A
3. A
4. C

Day 3

1. B
2. C
3. B
4. A