

# HOW TO USE THIS BOOK

*180 Days of Reading for Third 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. The weekly focus alternates between fiction and nonfiction standards.

Every third-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
<b>Days 1–3</b>	
1–2	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
3	<b>Reading Foundational Skills Standard:</b> <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>
4–5	<b>Reading Anchor Standard 4:</b> <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> <b>or</b> <b>Reading Anchor Standard 6:</b> <i>Assess how point of view or purpose shapes the content and style of a text.</i>
<b>Day 4</b>	
1–2	<b>Reading Anchor Standard 10:</b> <i>Read and comprehend complex literary and informational texts independently and proficiently</i> <b>or</b> <b>Reading Anchor Standard 6:</b> <i>Assess how point of view or purpose shapes the content and style of a text.</i>
3	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
4–6	<b>Reading Anchor Standard 2:</b> <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
<b>Day 5</b>	
	<b>Writing Anchor Standard 4:</b> <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

Monica read an article. It was about a basketball star. Monica wanted to know his secret. How did he become an amazing athlete? She wants to improve, too. She is working on her skills in softball. She learned that the athlete worked hard. He was serious. He believed in himself. This helped Monica focus on her own strengths.

1. What is this text about?

- (A) It is about rooting for an athlete.  
 (B) It is about basketball players wearing glasses to see the ball.  
 (C) It is about the importance of believing in yourself and working hard.  
 (D) It is about watching a ball.

2. Who is the main character?

- (A) a basketball star  
 (B) Monica  
 (C) Monica's basketball team  
 (D) Monica's softball team

3. What suffix could be added to the root word *work* to make a new word?

- (A) -es  
 (B) -ly  
 (C) -tion  
 (D) -er

4. What is the definition of *focus*?

- (A) improve  
 (B) pay close attention to  
 (C) support  
 (D) move quickly

5. Which phrase is an example of alliteration?

- (A) knows his secret  
 (B) the athlete worked hard  
 (C) amazing athlete  
 (D) focus on her own

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

Total

Josie and Kevin picked a movie. They had different opinions. Josie wanted a happy ending. Kevin wanted a lot of action. After the movie, they shared their ideas. They both liked it. Kevin wanted it to be more exciting. Josie wished the characters were happy in the end. It was still a good flick!

1. Which title best fits this text?

- (A) Different Opinions
- (B) Bad Movie Endings
- (C) Happy or Action?
- (D) No Happiness

2. How could you describe the opinions of the two main characters?

- (A) Josie and Kevin cannot agree on which movie to watch.
- (B) Josie and Kevin agree on how the movie should have ended.
- (C) Josie and Kevin have different opinions, but they both hated the movie.
- (D) Josie and Kevin have different opinions, but they both liked the movie.

3. Which word is the root word in *shared*?

- (A) hare
- (B) share
- (C) hared
- (D) are

4. Which word means *a personal view*?

- (A) opinion
- (B) ending
- (C) happy
- (D) action

5. Which word is used to tell the reader that two things are being compared?

- (A) movie
- (B) wanted
- (C) both
- (D) end

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

“It’s testing day today,” the teacher reminds the students. “Remember that the test is timed. I will keep an eye on the clock. When the bell rings, the test will be over. You have forty-five minutes to answer the questions.” The students begin by opening their test books and reading the directions. They don’t want to hear the bell until they are finished!

1. Which picture would tell a reader more about this text?

- (A) a picture of a pencil
- (B) a picture of a student reading
- (C) a picture of a bell
- (D) a picture of a clock and a test

2. What is the setting?

- (A) a classroom
- (B) a bookstore
- (C) the playground
- (D) at home

3. Which word is the root word in *reading*?

- (A) read
- (B) reader
- (C) ding
- (D) ead

4. Which of these words mean the same thing?

- (A) *over* and *finish*
- (B) *hear* and *rings*
- (C) *bell* and *timed*
- (D) *answer* and *reading*

5. What is the tone of the last sentence?

- (A) hopeless
- (B) casual
- (C) nervous
- (D) thankful

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5  
Total

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## Taking the Shot

I have always hated games that come down to the final seconds. I can't stand to watch them, and I can't stand to play in them. It makes me too anxious to know that anything can happen and that the end result could be a disappointment.

So you can imagine how it felt to have about one minute left on the clock during our soccer game last weekend. Our team was playing the Devils, and the score was 4-3. We were down by one goal and hoping to score before the final whistle. If we could tie the game, the two teams would play in overtime for a winner.

This was an important game. It was the last one of the season. The winner of this game would move on to the city championship. It was a very tense time.

I was playing the forward position on that day and was running the ball up the field with my friend, Alex. We were passing it back and forth and making a lot of progress. I could hear the crowd cheering and thought I even heard my mom yell my name. I was very focused, so all I could do was keep my eye on the ball and watch the goal. I was looking for any opening to make a shot. I knew the goalie was a bit slow, so if he had to run after a ball quickly, it might just slip past him. It was my only hope.

In an instant, I saw my chance. I could see a line straight through to the net. All I needed was a hard kick. I was sure that the ball would sail right past the goalie. I planted my left foot and aimed my right leg toward the goal. I kicked that ball with all my might. I watched the ball, almost as if it were in slow motion, go right into the goalie's hands. Then, I heard the whistle. The game was over, and we had lost. I have never felt such disappointment before. It did not matter that my coach gave me a high-five and told me I had a good game or that my teammates kept saying, "Nice try!" I wanted to win so badly, but I missed the shot.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Taking the Shot" and then answer the questions.

1. Which statement is true about the narrator?

- (A) He does not like close games.
- (B) He is a horrible soccer player.
- (C) He did not want to go to the city championship.
- (D) He does not trust Alex.

2. What is the author's opinion?

- (A) It is better to be a team player than to hog the ball.
- (B) Losing a game is the worst thing to ever happen.
- (C) Losing an important game can be very disappointing.
- (D) Soccer is too competitive.

3. Who would most likely relate to the narrator's experience?

- (A) a goalie who catches a ball
- (B) a teacher who forgets to give a spelling test
- (C) a chef who burns a meal and has to start over
- (D) a gymnast who falls and causes her team to lose

4. Which summary of the text is most accurate?

- (A) The narrator likes to play soccer with his friend, Alex.
- (B) The narrator misses his doctor's appointment.
- (C) The narrator makes a goal and wins the game.
- (D) The narrator misses his chance to score a goal.

5. What is a theme of this text?

- (A) Learning how to lose gracefully is important.
- (B) Hard work can pay off.
- (C) Team sports are only about winning and losing.
- (D) A game can be saved by a whistle.

6. What other type of text is related to this text?

- (A) a poem about soccer
- (B) a nonfiction text about soccer rules
- (C) a letter to the editor of a newspaper about keeping parks clean
- (D) a fictional story about a swimmer who loses a race

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

\_\_\_ / 6

**Total**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Reread "Taking the Shot." Then, read the prompt and respond on the lines below.

**SCORE**

\_\_\_ / 4

Think about how disappointed the narrator feels when he misses the goal in the soccer game. When have you felt disappointed by something that you did? How did you recover from that feeling?

Multiple horizontal lines for writing a response.

# ANSWER KEY *(cont.)*

## Week 29

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

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

### Day 5

Responses will vary.

## Week 30

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

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

### Day 5

Responses will vary.

## Week 31

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

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

### Day 5

Responses will vary.

## Week 32

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

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

### Day 5

Responses will vary.

## Week 33

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

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

### Day 5

Responses will vary.

## Week 34

### Day 1

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

### Day 2

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

### Day 3

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