

HOW TO USE THIS BOOK

180 Days of Reading for Fourth 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 fourth-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>
3	Reading Foundational Skills Standard: <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>
4–5	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> or Reading Anchor Standard 6: <i>Assess how point of view or purpose shapes the content and style of a text.</i>
Day 4	
1	Reading Anchor Standard 10: <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>
2	Reading Anchor Standard 6: <i>Assess how point of view or purpose shapes the content and style of a text.</i>
3–4	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
5–6	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>

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

It was a beautiful autumn afternoon. Tricia decided to go home from school by taking a new route (ROOT). Usually, she walked home using the most direct route—three blocks south and eight blocks west. But today, it was just too beautiful to go straight home. This time, she went two blocks north, and then eight blocks west. Tricia was about to turn south to go to her house when she saw a creek with a small stream of water running through it on the left side of the road. Tricia crossed the street and went to the bank of the creek. She looked up and down the bank, but she didn't see anyone nearby. Tricia thought, "I never even knew there was a creek here. It's hard to believe there's a creek in the middle of the city."

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total**1.** The first sentence suggests

- (A) this will be a fictional text.
 (B) this will be an expository text.
 (C) this will be a scientific text.
 (D) this will be a biography.

4. Which is a synonym for *route*?

- (A) way
 (B) creek
 (C) street
 (D) block

2. Tricia learns that on the different route home,

- (A) there are more trees.
 (B) there is a pond.
 (C) there is a creek.
 (D) there are less trees.

5. What does the *most direct route* mean?

- (A) the longest way
 (B) the straightest way
 (C) the prettiest way
 (D) the cheapest way

3. Which word has the same vowel sound as *through*?

- (A) blocks
 (B) too
 (C) looked
 (D) thought

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Tricia had just found a creek a short distance from her house. She liked sitting on the bank of the creek. The green moss Tricia used as a seat was as soft as velvet and very comfortable. From her velvet seat, Tricia could observe the creek. She could see the trees on the creek banks as they swayed gently in the breeze. They were losing their orange, red, and yellow leaves. Tricia liked watching the creek water and hearing it rush softly by. Sometimes, she saw frogs there. Once, she saw a salamander. She saw turtles, too, and a lot of insects. The creek sounded alive with noise. She heard croaking frogs. She also heard buzzing insects. Sometimes, Tricia wished she could live at the creek.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

1. Which title would most appropriately fit this text?

- (A) Bank
- (B) And Turtles Too
- (C) Sitting Down on Something Soft
- (D) At the Creek

4. Which is a synonym for *swayed*?

- (A) stayed
- (B) swung
- (C) stood
- (D) grew

2. The setting of the text is a creek, but it could also take place at

- (A) a beach.
- (B) a pond.
- (C) a school.
- (D) a factory.

5. Which of these is a simile?

- (A) alive with noise
- (B) as soft as velvet
- (C) croaking frogs
- (D) at the creek

3. Which shows the correct pronunciation of *salamander*?

- (A) sal-UH-man-der
- (B) SAL-uh-man-der
- (C) sal-uh-MAN-der
- (D) sal-uh-man-DER

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Tricia decided to invite her friend, Lisa, to see the creek she had found. So one Saturday morning, the two girls headed there. Tricia wasn't sure Lisa would like the creek, but when they got there, Lisa said, "This is beautiful! You are so lucky you found this place!"

Tricia certainly felt lucky. When she was at the creek, she could watch the water and the animals and listen to the sounds they made. She could even bring a book and read. The creek was very peaceful. Lisa thought it was wonderful, too. She said, "We should have a picnic here. We could bring our lunch and spend the whole afternoon. What do you think?"

"Awesome idea!" Tricia answered. "Let's plan to come here next weekend."

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

1. The first sentence suggests the text is about

- (A) two friends visiting a pond and the fun things they do there.
- (B) two friends visiting a creek and the activities they do there.
- (C) two friends visiting a house and having a picnic there.
- (D) two friends visiting a creek and playing on the rope swing there.

2. How does Lisa feel when Tricia takes her to the creek?

- (A) bored
- (B) confused
- (C) disappointed
- (D) happy

3. Which words have the same suffix?

- (A) *lucky* and *Saturday*
- (B) *peaceful* and *wonderful*
- (C) *certainly* and *beautiful*
- (D) none of the above

4. An antonym of *awesome* is

- (A) stupendous.
- (B) normal.
- (C) radical.
- (D) inspiring.

5. In the text, *whole* refers to

- (A) a nice time.
- (B) an entire length of time.
- (C) a complete sandwich.
- (D) the start of the afternoon.

NAME: _____ DATE: _____

A VERY WET PICNIC

One Saturday, Tricia and her friend, Lisa, went to their favorite place. It was a creek that Tricia had found. Both girls had a backpack full of supplies. They had planned a picnic, and they had each brought food. Apart from food, Tricia brought a camera and a large bottle of water. Lisa brought water, a pad of paper, and some pens.



The girls arrived at the creek. Tricia pulled a soft, blue blanket out of her backpack and then took out some sandwiches and two green apples. Lisa opened her backpack and retrieved a banana and a few cookies. For a while, the two girls ate and drank without conversing much. When they finished, Tricia said, "Let's take some pictures." Lisa agreed, and they walked up and down the creek while keeping their eyes out for interesting things. They took pictures of what they saw. They took pictures of frogs and turtles. They took a picture of a salamander, the colorful leaves, and the countless flowers that surrounded them.

Then, Tricia and Lisa decided to draw their surroundings. They drew pictures of what they saw. They drew trees and rocks. They drew the water. They drew some of the animals, too. All of a sudden, Lisa saw a drop fall on her paper. Then, she saw another drop. Then, another fell.

"It's starting to rain, Tricia," Lisa said in a panicked voice. "We need to go, or we'll be soaked."

"Okay, let's pack up," Tricia answered. The two girls quickly put everything in their backpacks. Now the rain was coming down harder. They were going to have to hurry home. They shrugged their backpacks on and sprinted as fast as they could back to Tricia's house. By that time, the storm had worsened. Rain lashed at the windows and thunder boomed. When they got to Tricia's house, they raced inside, dripping water as they went.

"What happened to you two?" asked Tricia's mother.

"We got caught in the rainstorm," Tricia gasped.

Tricia's mother got the two girls some dry towels and helped them with their backpacks. Lisa and Tricia looked at each other and laughed.

"At least we took pictures of our picnic before the rain really started to pour!" Lisa said thankfully.

NAME: _____ DATE: _____

DIRECTIONS

Read "A Very Wet Picnic" and then answer the questions.

1. What happens as the girls are drawing?

- (A) It starts to rain.
- (B) Lisa's drink spills.
- (C) A salamander approaches them.
- (D) They decide to take pictures.

2. The purpose of this text is

- (A) to read about rain and wet grass.
- (B) to read about what a picnic is.
- (C) to read a story from the perspective of one character.
- (D) to read a story from the perspective of two different characters.

3. What might happen next?

- (A) Lisa and Tricia will go to the creek.
- (B) Lisa and Tricia will dry off with the towels.
- (C) Lisa and Tricia will eat lunch.
- (D) Lisa and Tricia will draw a tree.

4. Why do you think Tricia and Lisa ran as fast as they could?

- (A) They are late for dinner.
- (B) They are afraid of the dark.
- (C) They saw something very scary at the creek.
- (D) It is raining very hard, and they want to stay dry.

5. Tricia and Lisa resolve the rain issue by

- (A) packing up their picnic to keep things dry.
- (B) sprinting to Tricia's house.
- (C) taking shelter inside and avoiding the rain.
- (D) all of the above

6. This story is an example of

- (A) characters goofing around without planning anything out.
- (B) characters making plans and keeping them without any changes.
- (C) characters making plans but having to change them.
- (D) none of the above

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 "A Very Wet Picnic." Then, read the prompt and respond on the lines below.

What would you bring with you on a picnic at a creek? What would you want to do there? Write about what you would do.

Horizontal lines for writing response.

SCORE

___ / 4

ANSWER KEY *(cont.)*

Week 29

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 30

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 31

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 32

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 33

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 34

Day 1

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

Day 2

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

Day 3

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