

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.

Air is constantly moving. Sometimes, air moves north from the Gulf of Mexico. That air is warm and moist because the Gulf of Mexico is warm and moist. Sometimes, air moves south from Canada. That air is cool and dry because it comes from a cool, dry place. Sometimes, a mass of warm, moist air meets a mass of cool, dry air. When that happens, the air masses become unstable. That means they change quickly. Strong winds can begin to blow. If the winds blow fast enough and change direction, they begin to spin, just as water does when it goes down a drain. If a spinning storm doesn't touch the ground, it is called a *funnel*. But if the funnel touches the ground, it is called a *tornado*. Tornadoes are common in areas where masses of warm and cool air meet.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

1. Which question might a reader ask after reading this text?

- (A) Where does cool air come from?
- (B) Does the Gulf of Mexico try to keep its warm air?
- (C) Why can't warm and cool air mix and still be stable?
- (D) all of the above

2. Which of the following would best accompany this text?

- (A) a video showing a tornado forming
- (B) a video of the damage a tornado can cause
- (C) a video of cool air being measured by scientists
- (D) a video of the Gulf of Mexico in the summer

3. Which is the stressed syllable in the word *tornado*?

- (A) the first syllable
- (B) the second syllable
- (C) the third syllable
- (D) none of the above

4. Which is the antonym of *moist*?

- (A) dry
- (B) cold
- (C) hot
- (D) spinning

5. What is the tone of the text?

- (A) formal
- (B) informal
- (C) scary
- (D) silly

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Why are tornadoes dangerous? There are two big reasons. One reason is the tornado's winds. The strong winds that form tornadoes move upward. As they spin, they carry things along with them. Some tornadoes are weak. Their winds carry leaves, branches, and dust with them. Other tornadoes are stronger. The winds from strong tornadoes can break windows. They can pull up trees. Very strong tornadoes can knock over buildings and lift cars. The bigger and stronger a tornado is, the more damage it will cause. It is also very hard to tell exactly where a tornado will strike and which direction a tornado will take. So it is hard to warn people when a tornado comes.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

1. Which question might a reader ask after reading?

- (A) Do large tornadoes cause more damage than small tornadoes?
- (B) How fast do tornadoes move?
- (C) Can scientists tell which direction a tornado is moving?
- (D) Do tornadoes pull up trees?

2. What is something a tornado **cannot** do?

- (A) cause an earthquake
- (B) break windows
- (C) lift cars
- (D) knock over buildings

3. Which word is **not** plural?

- (A) tornado's
- (B) branches
- (C) leaves
- (D) reasons

4. Another word for *damage* is

- (A) building.
- (B) reward.
- (C) harm.
- (D) anger.

5. What is the author's purpose?

- (A) to instruct
- (B) to entertain
- (C) to persuade
- (D) to inform

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Tornadoes can be very dangerous. But there are things you can do to be safe. A tornado warning means that a tornado has touched ground. You need to take shelter right away. Here is what to do if you hear a tornado warning:

- Go to a basement. You can also go to an inside room such as a bathroom or closet.
- If you can, get under a sturdy piece of furniture, such as a table.
- If you live in a mobile home, get out.
- If you are in a car, get out.
- If you're outside, go to a ditch or low-lying area and lie flat in it.
- Stay away from fallen power lines and damaged areas.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

1. What does a tornado warning mean?

- (A) a tornado has touched ground
 (B) a tornado may be nearby
 (C) people should take shelter
 (D) all of the above

2. Which is **not** a good place to take shelter from a tornado?

- (A) in a car
 (B) in a basement
 (C) under a sturdy table
 (D) in a closet

3. The root word in *sturdy* is

- (A) sturd.
 (B) stu.
 (C) rude.
 (D) none of the above

4. An antonym of *dangerous* is

- (A) risky.
 (B) deadly.
 (C) secure.
 (D) none of the above

5. When you *take shelter*, you

- (A) run outside.
 (B) go to a safe place.
 (C) steal someone's shelter.
 (D) look for shells.

___ / 5
Total

NAME: _____ DATE: _____

STORM CHASERS

Some people track, or follow, big storms such as tornadoes. These people are often called *storm chasers*. Their goal is to get as close as they can to storms so that they can observe and record them. They find out where storms such as tornadoes are. Then, they travel to those places to watch the storms. They take pictures and record videos of them. Some storm chasers follow tornadoes. They use equipment to learn about the tornado they are chasing. The equipment shows how fast the tornado is moving and where it is going. It also shows how fast the winds are blowing.



What kind of people become storm chasers? Some storm chasers are scientists. They want to study tornadoes. Other storm chasers track storms because it is their hobby. They find storms very interesting and want to know more about them. A few storm chasers are paid to chase storms. They sell their videos and pictures. They may even offer storm-chasing tours! But most storm chasers are not paid. They chase storms because they are interested in them.

What is it like to chase a storm? Storm chasers travel many, many miles looking for storms. They spend a lot of time in their cars or trucks. They have to be good at using cameras and computers. They also have to be good at recording data. Storm chasers start by checking their computers. They find out where a tornado might hit. Then, they travel to that place. On the way, they check their computers again. Finally, they get to a place where a tornado might strike. When they do, they stop. They set up their equipment. They also look at the sky to see if a tornado will form. If a tornado does form, they observe, take pictures, and then get out of the way. If there is no tornado, they move on to another place. It is not easy to be a storm chaser, but it can be exciting!

NAME: _____ DATE: _____

DIRECTIONS

Read "Storm Chasers" and then answer the questions.

1. After having read this text, a reader might

- (A) decide to stay inside forever so as to avoid storms.
- (B) become more interested in the science of volcanoes.
- (C) decide to study the science of animals and living things.
- (D) none of the above

2. The author wants the reader to

- (A) learn about storm chasers.
- (B) take a storm-chasing tour.
- (C) learn about computers.
- (D) drive a car or truck.

3. Based on the text, which items does a storm chaser need?

- (A) rain jacket, computer with GPS tracking, a truck with rain tires
- (B) rain jacket, a rubber duck, a computer with GPS tracking
- (C) a rubber duck, a truck with rain tires, a car with rain tires
- (D) a truck with rain tires, a cotton sweater, a public telephone

4. What do storm chasers do first?

- (A) They take pictures and observe.
- (B) They travel to a place where a storm might be.
- (C) They check their computers to see where a storm might be.
- (D) They get out of the way of a storm.

5. Which do storm chasers probably like?

- (A) science
- (B) history
- (C) tennis
- (D) music

6. What is storm chasing like?

- (A) Storm chasing is quick and easy for most storm chasers. It is also exciting.
- (B) Storm chasing can be done at home. That is why it is exciting.
- (C) Storm chasing is mostly done by people who are paid to chase storms.
- (D) Storm chasing takes a lot of travel and is not easy, but it can be exciting.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

___ / 6

Total

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