

HOW TO USE THIS BOOK

180 Days of Reading for Fifth 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 fifth-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 Standard
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>
3–5	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 Foundational Skills Standard 3: <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>
Day 4	
1–2	Reading Anchor Standard 10: <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>
3	Reading Anchor Standard 6: <i>Assess how point of view or purpose shapes the content and style of a text.</i>
4–6	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
7–8	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.

Matt liked watching martial arts movies. He had always been interested in learning a martial art. It looked like fun, and he wanted to be able to do the things he saw in movies. So when his parents asked him what he would like for his birthday, Matt said he wanted to learn karate. His mom and dad agreed that would be a very good present, and promised to arrange for Matt to take lessons. They looked at a few karate studios before they found the right one. They wanted to be sure that the lessons would be safe for Matt. They also wanted to find a lesson schedule that would work for them. Finally, they found what they wanted. Matt was very excited. He couldn't wait to start doing what he saw in movies!

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total**1.** Why does Matt want karate lessons?

- (A) His teacher suggested he take lessons.
- (B) His parents take karate lessons.
- (C) His friends take karate lessons.
- (D) He wants to do what he sees in movies.

2. How do Matt's parents feel about him taking karate lessons?

- (A) They like the idea.
- (B) They dislike the idea.
- (C) They argue about it.
- (D) They can't decide.

3. What is the phrase *mom and dad* an example of in this text?

- (A) a simple subject
- (B) a compound subject
- (C) a verb
- (D) a pronoun

4. What is *karate*?

- (A) a kind of game
- (B) a kind of movie
- (C) a kind of martial art
- (D) a kind of home

5. What does the phrase *work for them* mean?

- (A) have employees
- (B) something that is possible
- (C) work hard
- (D) lose a job

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

Matt was excited to start karate lessons. His parents had gotten him a *gi* (gee), a white uniform that he would wear when he was practicing. On the first day of his lessons, Matt proudly put his gi on and joined the other students in his class. Walter, their *sensei* (sen-SEY), or teacher, began the class. To Matt's dismay, though, Walter didn't start by teaching the class what Matt had seen in the movies. Instead, Walter taught the class some movement exercises. He also taught the class some breathing exercises. He told everyone, "Karate isn't about kicking or hitting people or breaking boards. It's about mind and body working together. It's about self-control."

Matt wasn't at all sure he liked the sound of that. He didn't know what Walter meant. But this was only the first lesson.

1. What do people who practice karate wear?

- (A) a gi
- (B) a sensei
- (C) a sweatsuit
- (D) a coat

2. What is the setting?

- (A) Matt's home
- (B) school
- (C) a karate studio
- (D) the supermarket

3. Which word has the same root word as *movement*?

- (A) venom
- (B) moving
- (C) cement
- (D) hover

4. Which is a synonym for *dismay*?

- (A) curiosity
- (B) jealousy
- (C) thrill
- (D) discouragement

5. Which description is most accurate for a *gi*?

- (A) an impressive purple
- (B) as white as snow
- (C) tight as skin
- (D) lanky and long

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Matt's parents gave him karate lessons for his birthday. He had wanted the lessons because he admired what he saw people do in martial arts movies. But real karate lessons were very different. They were not at all like the movies. The students didn't do jumps, kicks, and hits. Instead, they practiced movements. They did breathing exercises. Walter was Matt's sensei. He told the class that once they had learned the basic karate techniques, they would be able to practice them with one another. At first, Matt didn't like that at all, but he soon discovered that karate was harder than it looked in movies. The students worked very hard and were exhausted by the end of their lessons. Matt learned something new in each lesson. He would soon be ready for his first test.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total**1.** Who gave Matt his karate lessons?

- (A) his teacher
 (B) his parents
 (C) his sensei
 (D) Matt gave himself lessons.

2. Which statement is true about Matt's karate lessons?

- (A) They are harder than Matt thought they would be.
 (B) The students do a lot of kicks and jumps.
 (C) They are a lot like what Matt sees in movies.
 (D) They are much easier than Matt thought they would be.

3. How would you describe karate techniques that are *basic*?

- (A) complex
 (B) colorful
 (C) advanced
 (D) simple

4. Which is a synonym for *admired*?

- (A) ignored
 (B) laughed at
 (C) respected
 (D) feared

5. Which word describes the tone of this text?

- (A) humorous
 (B) serious
 (C) joyful
 (D) hopeful

NAME: _____ DATE: _____

MATT'S REAL LESSON

Matt had been taking karate lessons for a few months. At first, he wanted lessons because he wanted to do the things he saw people do in martial-arts movies. But very soon, he realized that karate is not like the movies. It took some time for him to get used to that, but eventually, he came to enjoy karate. Karate made him feel strong and gave him energy, but it also made him feel calm. He worked very hard, and one day, his *sensei*, Walter, told Matt he was ready for his first test.

Two weeks before the testing date, Walter gave Matt an application. Matt took it home and filled it out. He brought it back to the next class. For the next two weeks, Matt practiced very hard. He wanted to be ready for the test.

On the day of Matt's test, he joined a group of other students who were ready for their test. The test began with some exercises. The students had to show that they could do all of the movements that Walter had taught them. Then, the students took a written test. Walter had also taught them about karate, and they had to show that they knew those things, too.

After the test, Matt waited with the other students to see how he had done. Walter congratulated all of the students on making a real effort, and then he spoke to each student. When it was Matt's turn, Walter told him that he had passed! Matt was very excited. Walter also told Matt that he would receive his first belt—white with a black stripe on it—at the next class. Karate had turned out to be very different from what Matt had thought, but he had discovered that he liked it very much.



NAME: _____ DATE: _____

DIRECTIONS

Read "Matt's Real Lesson" and then answer the questions.

1. What does Matt think about karate at first?

- (A) He thinks it will not be fun.
 (B) He thinks it will be very different from the movies.
 (C) He thinks it will be extremely easy.
 (D) He thinks it will be just like the movies.

2. What do you predict Matt will do?

- (A) He will keep doing karate.
 (B) He will stop doing karate.
 (C) He will not tell his friends he is doing karate.
 (D) He will not know how to get ready for his next test.

3. Which is a reason to read this text?

- (A) to find out what Matt's lesson actually is
 (B) to learn how to write a lesson
 (C) to teach someone a lesson
 (D) to research how to be a teacher

4. Which is likely the author's opinion?

- (A) Karate is exactly like the movies.
 (B) Karate lessons are not a good idea.
 (C) Karate is interesting.
 (D) Karate is very easy.

5. How does Walter feel about Matt passing his test?

- (A) surprised
 (B) frightened
 (C) very pleased
 (D) jealous

6. How will Matt's parents likely feel about Matt passing his test?

- (A) very proud
 (B) upset
 (C) curious
 (D) afraid

7. Which real lesson does Matt learn?

- (A) Karate isn't very difficult.
 (B) Karate isn't at all like the movies.
 (C) Karate isn't very good for you.
 (D) Karate isn't something he wants to do.

8. Which text has a similar theme?

- (A) a math textbook
 (B) a story about learning how to play a musical instrument
 (C) a poem about school
 (D) a letter from a teacher

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

___ / 8

Total

ANSWER KEY *(cont.)*

Week 27

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 28

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 29

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 30

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.

Week 31

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

Responses will vary.