Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

2.2 PREDICTING FOCUS

I can use what I know before reading to make predictions.

Chloe's Bubble

2. READ

Mr. Mack helps Chloe calm down by giving her some white paper and markers to draw with. "It's going to be okay Chloe," Mr. Mack says as she draws. "You are so good at drawing. You have so many special talents."

Chloe starts to calm down as she draws with her favorite color, blue. She takes a deep breath and starts to feel better.

Chloe has one good friend in class. Her name is Brianna. Brianna's little brother has autism too. She understands when Chloe gets scared and yells. Brianna knows Chloe isn't yelling to be mean, or make other kids feel bad.



Brianna and Chloe like to spend lots of time together drawing.

3. ANSWER

1. What do you already know about Chloe?
   a. she likes recess.
   b. she is late for school.
   c. she has autism.
   d. she makes friends fast
2. What word do you think best describes Brianna?
   a. mean
   b. kind
   c. angry
   d. tired
3. What do you know about people who are kind to others?

4. CHALLENGE

Make a list of ways to be kind to other people who are not the same as you.

5. PRO TIP

We can learn a lot about how to treat other by thinking about how characters act in the stories we read.

Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

2.3 PREDICTING FOCUS

I can use illustrations to make predictions.

Chloes's Bubble

2. READ

"What do you want to draw today?" Brianna asks Chloe.

Chloe doesn't look at her friend, but she smiles and yells, "forests!!!" Chloe loves to draw trees. She could draw them all day long.

And just like that the girls start their new school day by drawing forests. They use pink and yellow, red and green, and of course lots of Chloe's favorite color, blue.

Chloe tells Brianna many stories as they draw together. She tells her that unicorns are real. "Unicorns have power," Alyssa says. "They can do anything. They are not scared. They are brave."



Janna smiles. She thinks Chloe is brave.

3. ANSWER

1. What can you predict by looking at the picture?
   a. they are mad at each other.
   b. both girls like to color.
   c. the girls might get bored.
   d. they will get in trouble.
2. If there was a picture of what the girls drew, what would it be?
   a. a big forest.
   b. a bunch of puppies.
   c. a picture of their teacher.
   d. a dinosaur.
3. What other picture could help describe this story?

4 ORIGINAL STORIES | 20 DAYS OF PRACTICE | 4 FOCUS SKILLS

4. CHALLENGE Make a list of things you already know about Elijah from reading the story so far.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

---

4. CHALLENGE Tell about a time you made a good choice. Draw a picture to show your good choice.

_____

_____

_____

_____

_____

My Picture:

Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

1.1 SUMMARIZING FOCUS I can find the most important details in a text I read.

Amir Does Hard Things

2. READ

1. Doing easy things is fun, just ask Amir. He's only 10 years old, and nobody can beat him in math games. He loves to show off his talent memorizing math facts and being the first to answer them correctly in class. He is a math whiz.
2. There is one thing Amir is not that great at. He has a hard time reading. Because it's a challenge, Amir never wants to read.
3. "Reading is boring. Why can't I quit?" Amir whines to his teacher, Miss Williams.
4. "I know reading feels hard for you Amir, but you can never, ever give up. The only way to be a strong reader is to keep trying," Miss Williams says.
5. Amir sighs and then keeps reading.



3. ANSWER

1. What is the most important detail that happened in the story?
   a. Amir is good at math.
   b. Amir didn't give up.
   c. Amir whined to his teacher.
   d. Amir sighs.
2. Why does Amir want to quit reading?
   a. Because it's time for lunch.
   b. Because he needs a nap.
   c. Because reading is hard.
   d. Because reading is easy.
3. Why should readers look for the most important things in a story?

NUMBERED PARAGRAPHS OPTION!

Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

1.4 SUMMARIZING FOCUS I can identify the problem and solutions in a story.

Amir Does Hard Things

2. READ

er got distracted. He
t his brain turned on.
s Williams jumped out
own like a crazy
U DID IT AMIR, YOU
l kept going, even
ou!"



ams
mping.
"I feel good because I never gave up."

3. ANSWER

1. What is one problem from the story?
   a. Amir is not good at math.
   b. Miss Williams gives too much work.
   c. Amir can't make friends.
   d. Reading is hard for Amir.
2. What is one solution from the story?
   a. Stop reading forever.
   b. Stay longer at recess.
   c. Practice reading every day.
   d. Listen to books on tape.
3. What could be another
Amir if he does not lea

4. CHALLENGE Talk to a friend today about something
you have done and how you felt about yo

5. PRO TIP *Watch for more than one problem in stories you r*
Watch for different solutions too. Some work. Some

ANSWER KEYS INCLUDED



20 COVER OPTIONS!

Rationale:

This resource is designed for your students to receive just a few minutes a day of extra practice with key comprehension skills they need to be successful, independent readers and thinkers. These quick daily practice pages are *perfect* for ensuring that what you are teaching and modeling in class about reading is sticking with your kids! Through these daily practice pages, you can ensure students are spending time thinking about their reading and practicing these very important skills!

The comprehension skills covered are carefully chosen to reflect what readers at grade 4-5 should be practicing.

And the best part!? You have *everything* you need in this one resource to have a daily practice for an entire month! Just print, bind, and go!

Ideas for Using the Daily Comprehension Practice:

1. Use them as bell work at the beginning of the school day.
2. Use them as a warm-up to reading during your reading workshop.
3. Use them as 'exit slips' at the end of the school day or reading workshop.
4. Place them in a literacy center for comprehension.
5. Use them in guided reading as a quick warm-up to the lesson.
6. Send them home for extra practice and support!
7. Have students work in partners or small groups to complete the daily work.
8. Use them for tutoring.
9. And any other way you see this working for your unique schedule and student needs!

Thank you so much to these amazing artists, whose work is found in this resource!!



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Each half page of practice includes:

1. An 'I Can' statement with a helpful reading comprehension reminder.
2. An original story for each week. Stories are broken into 5 sections, so that students read a different part of the story each day of the week.
3. A custom illustration to match each day.
4. A challenge activity.
5. A 'Pro Tip' for students to think deeper about the comprehension focus
6. Two multiple choice questions about the passage that are related to the mini lesson focus statement.
7. One open-ended question about the comprehension skill.

***** There are 20 days of practice for grades 4-5 included in this set, enough for an entire month!**

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ASSEMBLE THE WORKBOOKS:

There are several options for putting together the daily reading work.

- **Use full sheets.**
- **Print front/back so that students have space to work on the daily challenge.**
- **Choose a color or B/W cover.**
- **Glue the cover to the front of a daily folder.**
- **3-hole punch the student pages and add them to the inside of the daily reading folder.**

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The Comprehension Skills

**please note that each comprehension skill has five days of focus. The skill includes a new 'I Can' statement each day, so that students are practicing one angle of the comprehension skill each day for a week. This is perfect for review and practice!

Amir Does Hard Things → *learning perseverance*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Summarizing	I can find the most important detail in a text I read
DAY 2	Summarizing	I can find the main idea and details when I read
DAY 3	Summarizing	I can retell what I learned from reading
DAY 4	Summarizing	I can identify the problem and solution in a story
DAY 5	Summarizing	I can retell events in a text in the order they happened

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Chloe's Bubble → *Understanding autism and building empathy*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Predicting	I can use what I know about a text to make predictions
DAY 2	Predicting	I can use what I know before reading to make predictions
DAY 3	Predicting	I can use illustrations to make predictions
DAY 4	Predicting	I can predict what might happen next in a story
DAY 5	Predicting	I can look for clues in a text to help me make predictions

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What Makes a Good Choice? → *Making good choices*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Inferring	I can use what I learned in a story and what I know to make an inference
DAY 2	Inferring	I can infer what the author was really trying to say
DAY 3	Inferring	I can use illustrations and the text to make an inference
DAY 4	Inferring	I can infer how other readers might feel about a story
DAY 5	Inferring	I can use my personal experiences to make an inference

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The Comprehension Skills

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Monique is Brave → *Dealing with Bullies*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Making Connections	I can make personal connections to a story I read
DAY 2	Making Connections	I can make text-to-text connections with stories I read
DAY 3	Making Connections	I can make connections between the world and a story I read
DAY 4	Making Connections	I can make connections between a story and opinions I have
DAY 5	Making Connections	I can make connections between different characters in a story

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