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

3.1 VOCABULARY I can identify the most important words in a sentence.

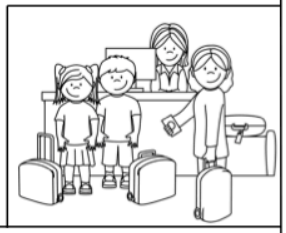
Always the New Kid

2. READ

Ellis was the new kid. He hated being the new kid. His mom was in the Navy and they had to move often. Since he was born, Ellis had lived in 8 different states. That's more than where most people would live in their lifetime!

Every time Ellis started at a new school, he had to start from the beginning. "I'm Ellis. I'm 12 years old and my mom is in the Navy and we move a lot." That was the standard greeting Ellis would give when he would meet his new class.

Being anxious wasn't a new feeling for Ellis. He had butterflies in his stomach every time he stepped foot into a new school. His butterflies fluttered vigorously when Ellis had to meet a new teacher.



3. ANSWER

1. Which word is the most important in the first sentence?
   a. was
   b. the
   c. Ellis
   d. new
2. What does 'fluttered' mean in the story?
   a. to run fast
   b. floating gently
   c. to be sad
   d. to be tired
3. What does 'vigorously' mean in the story?

4. CHALLENGE Circle 5 of the most important words in the story. List each word and tell what they mean on the back of this page.

5. PRO TIP *There are certain words in a sentence that give readers more information than other words.*

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

3.2 VOCABULARY I can use context clues to define new words.

Always the New Kid

2. READ

Making friends at new schools was something that was easy for Ellis. The hard part was leaving them right after he felt like he was getting to know them. Ellis usually felt abandoned after he would move. He had to leave everything that was becoming familiar. He was sure this time would be no different.

It was the first day at his new school. Ellis sat next to Grady. "Hey man, I'm Ellis," he whispered quietly. "Who cares. We didn't need another kid in this class," Grady muttered as he gave Ellis a wincing glance. "Geez," Ellis thought to himself, "what's up with that kid?" It seemed like the first day at his new school was not off to a great start.



3. ANSWER

1. Which word is the most important in the first sentence?
   a. at
   b. was
   c. easy
   d. that
2. What does 'abandoned' mean in the story?
   a. to feel left alone.
   b. to make friends fast
   c. to ride a school bus
   d. to have a big dinner
3. What does 'muttered' mean in the story?

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

4. CHALLENGE

List 5 important words from the story and tell what each word means.

	What Each Word Means:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

4. CHALLENGE

List 5 important words from the story and tell what each word means.

	What Each Word Means:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

CHALLENGE ACTIVITIES FOR EVERY DAY!

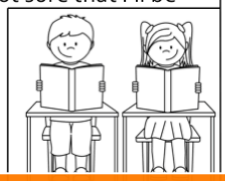
Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

2.2 MAIN IDEAS/DETAILS — I can identify details in a story as I read.

2. READ

Teagan's Mistake

1. The next day at school, Teagan's best friend Mario sat down next to her. "Hey Teagan," he said. "Next Friday is my birthday party and we are going to the trampoline park. I hope you can make it. It's going to be a blast!"
2. Teagan really wanted to go to Mario's birthday party, but it was the night before her big tournament and she new she needed to get a good night's sleep and be well rested for the game.
3. "Oh," Teagan said disappointedly, "I'm not sure that I'll be able to make it. My big soccer game is the next day and I'll really need to practice and get some rest. But, I'll see what my parents think." Mario nodded, gave her a high-five and said he hoped she could make it.



3. ANSWER

1. What does 'details' mean?
   a. The small events in the story.
   b. The beginning of the story.
   c. The end of the story.
   d. The big event in the story.
2. What is one detail from the story?
   a. Teagan was playing soccer.
   b. The kids were at recess.
   c. Teagan had a big tournament.
   d. Mario had a big tournament.
3. Why is it important for readers to find details 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

1.3 PROBLEM/SOLUTION — I can predict problems and solutions in a story.

2. READ

Yiani Learns About Personal Space

sometimes it's
ng yourself into others'
's ok to keep your
ure out a way to keep

nd Maria to help Yiani
plan to
idea,
yellow
ection
' Mrs.
Topps smiled at Tyon and let him know what a great idea it was.



3. ANSWER

1. Which of the problems do you think might happen in the story?
   a. Yiani does bad in history class.
   b. Yiani is late for school.
   c. Yiani has trouble creating.
   (d.) Yiani makes another big mess
2. How might the problem of a messy desk be solved?
   a. Get rid of all schoolwork.
   b. Ignore it.
   (c.) Organize papers into folders.
   d. Shove everything into a locker.
3. What is another proble… happen in the story?

4. CHALLENGE — Make a list of problems you think mi… happen next in the story.

5. PRO TIP — *After readers make predictions, they go back and think … their predictions actually happened!*

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!!















Copyright: Out of This World Literacy (Jen Bengel)

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!**

Copyright: Out of This World Literacy (Jen Bengel)

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.**

Copyright: Out of This World Literacy (Jen Bengel)

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!

Yiani Learns About Personal Space → *Personal Space*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Problem/Solution	I can identify problems in a story as I read
DAY 2	Problem/Solution	I can learn lessons for my own life from problems in a story
DAY 3	Problem/Solution	I can predict problems and solutions in a story
DAY 4	Problem/Solution	I can compare the problems in the text to other books I have read
DAY 5	Problem/Solution	I can identify solutions in a story as I read

Copyright: Out of This World Literacy (Jen Bengel)

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!

Teagan's Mistake → *Learning a Hard Lesson*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Main Ideas/Details	I can identify main ideas in a story as I read
DAY 2	Main Ideas/Details	I can identify details in a story as I read
DAY 3	Main Ideas/Details	I can find evidence in a story to support a main idea
DAY 4	Main Ideas/Details	I can think of details that could have been in the story
DAY 5	Main Ideas/Details	I can identify solutions in a story as I read

Copyright: Out of This World Literacy (Jen Bengel)

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!

Always the New Kid → *Moving a Lot and Making New Friends*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Vocabulary	I can identify the most important words in a sentence
DAY 2	Vocabulary	I can use context clues to define new words
DAY 3	Vocabulary	I can think of other meanings for words found in reading
DAY 4	Vocabulary	I can use word parts to help me define new words
DAY 5	Vocabulary	I can think of synonyms and antonyms for words

Copyright: Out of This World Literacy (Jen Bengel)

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!

The Spelling Bee → *Accepting Failure*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Setting	I can identify the main setting in a story
DAY 2	Setting	I can find details that describe the setting in a story
DAY 3	Setting	I can use what I know to infer settings in a story
DAY 4	Setting	I can notice how characters feel about a story setting
DAY 5	Setting	I can identify the amount of time that passed in a story

Copyright: Out of This World Literacy (Jen Bengel)