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Jen Bengel

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 grades 6-8 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!

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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 6-8 included in this set, enough for an entire month!**

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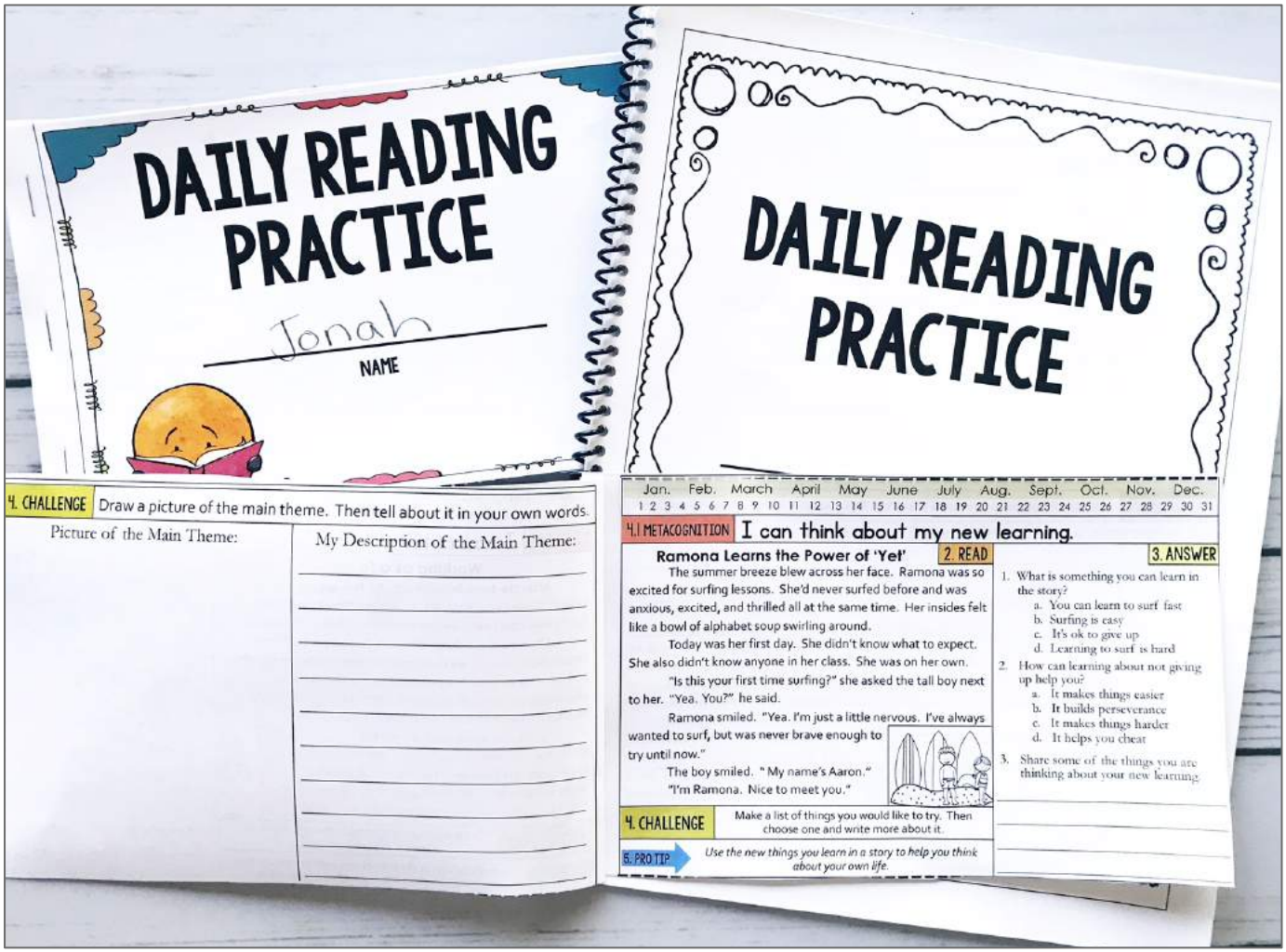
ASSEMBLE THE WORKBOOKS:

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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THIS SET INCLUDES...

June July Aug. Sept. Oct. Nov. Dec.
15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

...strations and the text to make an inference.

...hia

2. READ

...four different curl
...rivals two adult
...on when it's humid.
...efforts to tame my mane by
using a... frizz control cream that my Mom had recently purchased.

My hope was that the additional product would keep my curls from expanding like spray foam throughout the day.

Each one of those vivacious curls has a mind of it's own, and has been known to exercise free will at the worst possible times.

Just LIKE a teenager!



3. ANSWER

1. What does the picture on this page tell you about Jade's hair?
   a. She uses gel every day.
   b. She washed her hair every day.
   c. She uses hairspray.
   d. She doesn't put product in her hair.

2. What can you infer from the picture?
   a. Jade doesn't care about her hair.
   b. Jade tried to be like everyone else.
   c. Jade takes care of her hair.
   d. Jade doesn't bother trying.

3. What can pictures tell you about a story?

_____

_____

_____

_____

4. CHALLENGE Draw another picture of what could be an illustration for this story. Write about your picture.

5. PRO TIP *As you are reading, think about how you are the same and different from the characters in a story.*

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

3.4 INFERRING FOCUS I can infer how other readers might feel about a story.

Just Your Average Chia

2. READ

First, second and third period were a dream! My curls stayed defined and fell behavingly close to my head.

Fourth period, however, I started to sweat. When a curly head starts to sweat, stray hairs begin to bounce and boing.

By fifth period, I had an emergency! It was time to pull out the spray bottle and hard gel. I had to get this quick expansion under control before seventh period.

I have 7th period with my crush, jacquez, and he sits right behind me. I remember thinking how embarrassing it would be if my hair blocked his view of the teacher.



I sprayed and twisted and tamed and tv...

3. ANSWER

1. How do you think other readers will feel about Jade?
   a. She doesn't care about her hair.
   b. She worries about her grades.
   c. She cares most about her hair.
   d. She should care more.

2. What was Jade most worried about?
   a. Her hair blocking the view.
   b. The cold weather.
   c. Being late for class.
   d. Saying something embarrassing.

3. What do you think other readers might think about Jade?

4

5.

stories you read. That's okay!

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

THIS SET INCLUDES...

hat could be an illustration for this story. Write about your picture.

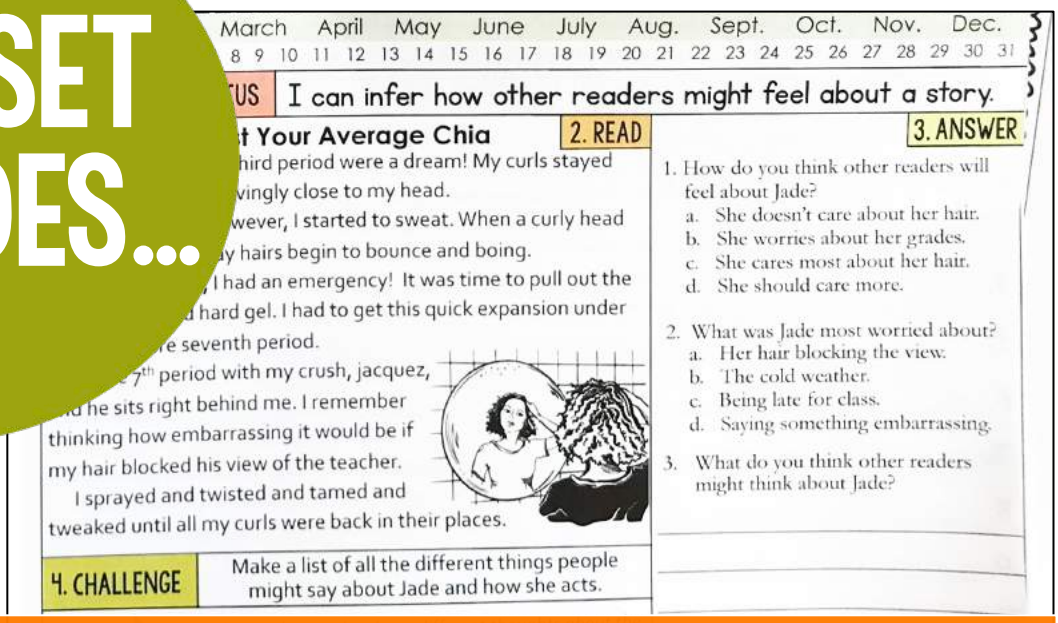
4. CHALLENGE

Make a list of all the different things people might say about Jade and how she acts.

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

CHALLENGE ACTIVITIES FOR EVERY DAY!

THIS SET INCLUDES...


March April May June July Aug. Sept. Oct. Nov. Dec.
8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
TUS I can infer how other readers might feel about a story.
t Your Average Chia
2. READ
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vingly close to my head.
wever, I started to sweat. When a curly head
y hairs begin to bounce and boing.
I had an emergency! It was time to pull out the
hard gel. I had to get this quick expansion under
e seventh period.
7th period with my crush, jacquez,
he sits right behind me. I remember
thinking how embarrassing it would be if
my hair blocked his view of the teacher.
I sprayed and twisted and tamed and
tweaked until all my curls were back in their places.
3. ANSWER
1. How do you think other readers will feel about Jade?
a. She doesn't care about her hair.
b. She worries about her grades.
c. She cares most about her hair.
d. She should care more.
2. What was Jade most worried about?
a. Her hair blocking the view.
b. The cold weather.
c. Being late for class.
d. Saying something embarrassing.
3. What do you think other readers might think about Jade?
4. CHALLENGE
Make a list of all the different things people might say about Jade and how she acts.

20 DAYS OF MORNING WORK

ANSWER KEYS:

ANSWER KEYS INCLUDED

WEEK TWO	Q.1	Q.2
DAY 1	D	B
DAY 2	B	D
DAY 3	B	C
DAY 4	A	C
DAY 5	C	B

WEEK THREE	Q.1	Q.2
DAY 1	C	B
DAY 2	D	B
DAY 3	A	C
DAY 4	C	A
DAY 5	D	C

WEEK FOUR	Q.1	Q.2
DAY 1		
DAY 2		
DAY 3		
DAY 4		
DAY 5		



20 COVER OPTIONS!

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!

Catch My Death		
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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The Comprehension Skills

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Recurring Nightmare		
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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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!

Just Your Average Chia		
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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Fancy Nancy		
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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