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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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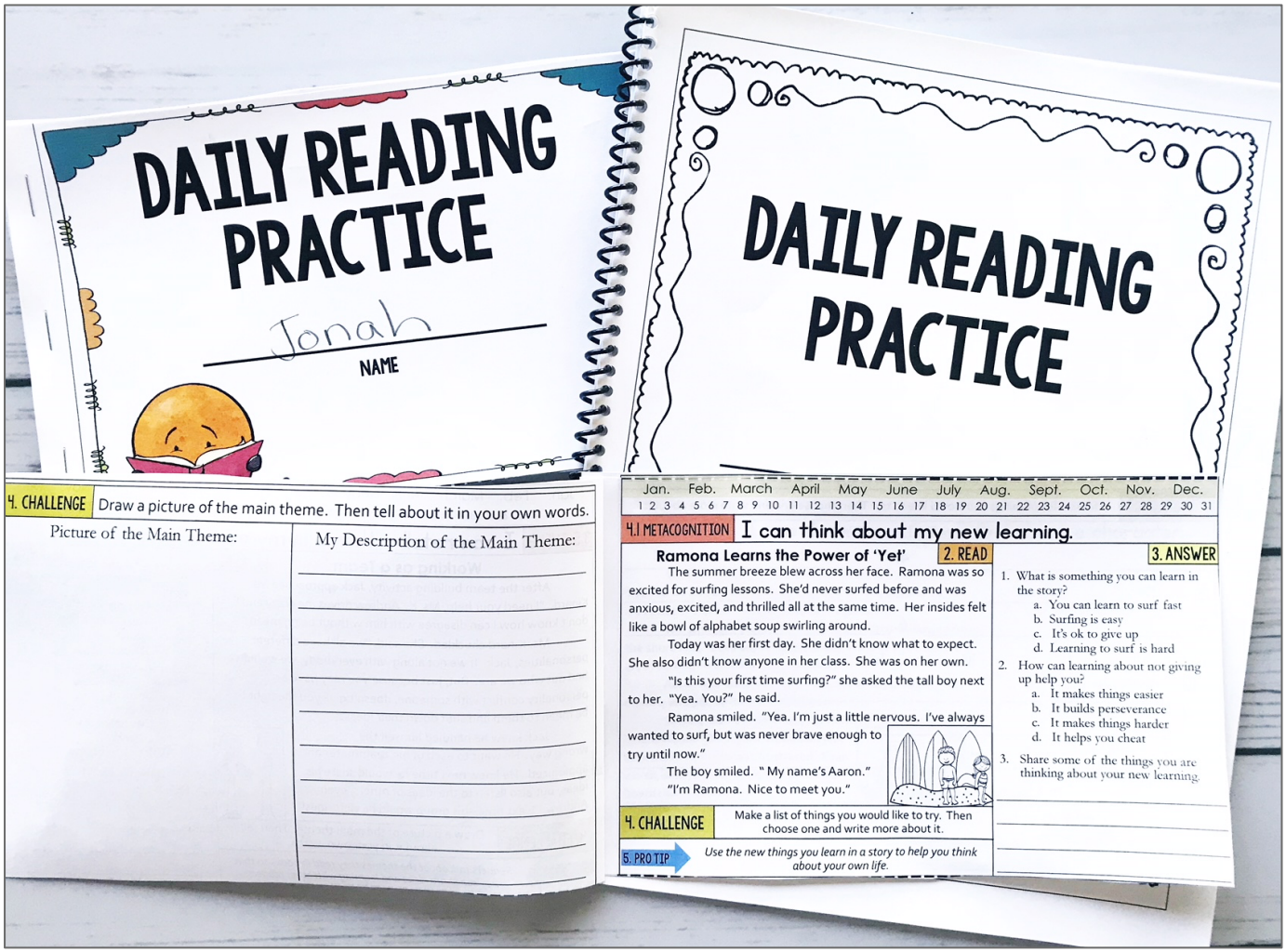
ASSEMBLE THE WORKBOOKS:

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...

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

dentify details in a story as I read.

2. READ

pristine Jordans
ox and laced them up
shoes are the only thing
th anything. Crisp and
white w... and trademark 45 on the back.
I keep them scuff free at all times. My Jordans are the only gift my Daddy ever gave me.

I got to see him for my birthday this year. It was only the second time he's come around since my brother was born. He grew up in these streets, not far from here, and he understood the value and importance of a pair of fresh kicks.

These shoes are my golden ticket. They are the only currency the hood cares about at my age.

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. The Jordans were a gift.
   b. The narrator lives with his dad.
   c. The golden ticket is his train pass.
   d. The narrator's shoes are scuffed.
3. Why is it important for readers to find details in a story?

4. CHALLENGE Make a list of details from the story so far. Circle your favorite detail.

5. PRO TIP *Make sure all the details in the story make sense as you read. If the don't, go back and read that part again.*

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 MAIN IDEAS/DETAILS I can find evidence in a story to support the main idea.

Golden Ticket

2. READ

I was moving quickly that morning, trying to dodge the stick up kids lampin' on the corner. Those thugs would cop my sneakers in a second if they saw me. They're lookin' for trouble from sun up to sun down.

My cuz Willie got caught up with that crew last summer when they convinced him to steal some bracelets from my Auntie. She carried on for a week about how unsafe the neighborhood is becoming; only to find out it was her own son that stole from her. The crew ended up only making ten bucks off of them anyway. It sure wasn't worth the whoopin' his Mama gave him.



This was my everyday challenge... just t...

3. ANSWER

1. What is the main idea in this part?
   a. Buying a bracelet.
   b. The narrator's auntie.
   c. The narrator's cuz.
   d. Tryin' to make it to school.
2. What evidence is from the story that supports this main idea?
   a. Bracelets.
   b. The stick up kids lampin' on the corner.
   c. Making ten bucks.
   d. Getting whooped by mama.
3. Why do you think author's include evidence in a story?

4...

5. ...reread and look for evidence that supports the main idea.

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

THIS SET INCLUDES...

ls from the story so far. Circle your favorite detail.

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

4. CHALLENGE Make a list of obstacles the narrator must face daily to make it to school safely. Share your opinions.

Obstacles:	My Opinions:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4
5. _____	5.

CHALLENGE ACTIVITIES FOR EVERY DAY!

THIS SET INCLUDES...

March April May June July Aug. Sept. Oct. Nov. Dec.

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

ETAILS I can find evidence in a story to support the main idea.

Golden Ticket 2. READ

ickly that morning, trying to dodge the stick the corner. Those thugs would cop my nd if they saw me. They're lookin' for trouble un down.

e got caught up with that crew last summer when ced him to steal some bracelets from my Auntie. ied on for a week about how unsafe the neighborhood is coming; only to find out it was her own son that stole from her. The crew ended up only making ten bucks off of them anyway. It sure wasn't worth the whoopin' his Mama gave him.

This was my everyday challenge... just tryin' to make it to school.



3. ANSWER

1. What is the main idea in this part?
   a. Buying a bracelet.
   b. The narrator's auntie.
   c. The narrator's cuz.
   d. Tryin' to make it to school.
2. What evidence is from the story that supports this main idea?
   a. Bracelets.
   b. The stick up kids lampin' on the corner.
   c. Making ten bucks.
   d. Getting whooped by mama.
3. Why do you think author's include evidence in a story?

4. CHALLENGE Make a list of obstacles the narrator must face daily to make it to school safely. Share your opinions.

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!

Hoverboard Hero → Discovering Hobbies		
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

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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!

Golden Ticket → Making Wise Choices		
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

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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!

Day of the Dog → Cultural Celebration		
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

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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!

The Elephant in the Room → Changes in Junior High		
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 mood and how it relates to the setting

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