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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 grade 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!

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

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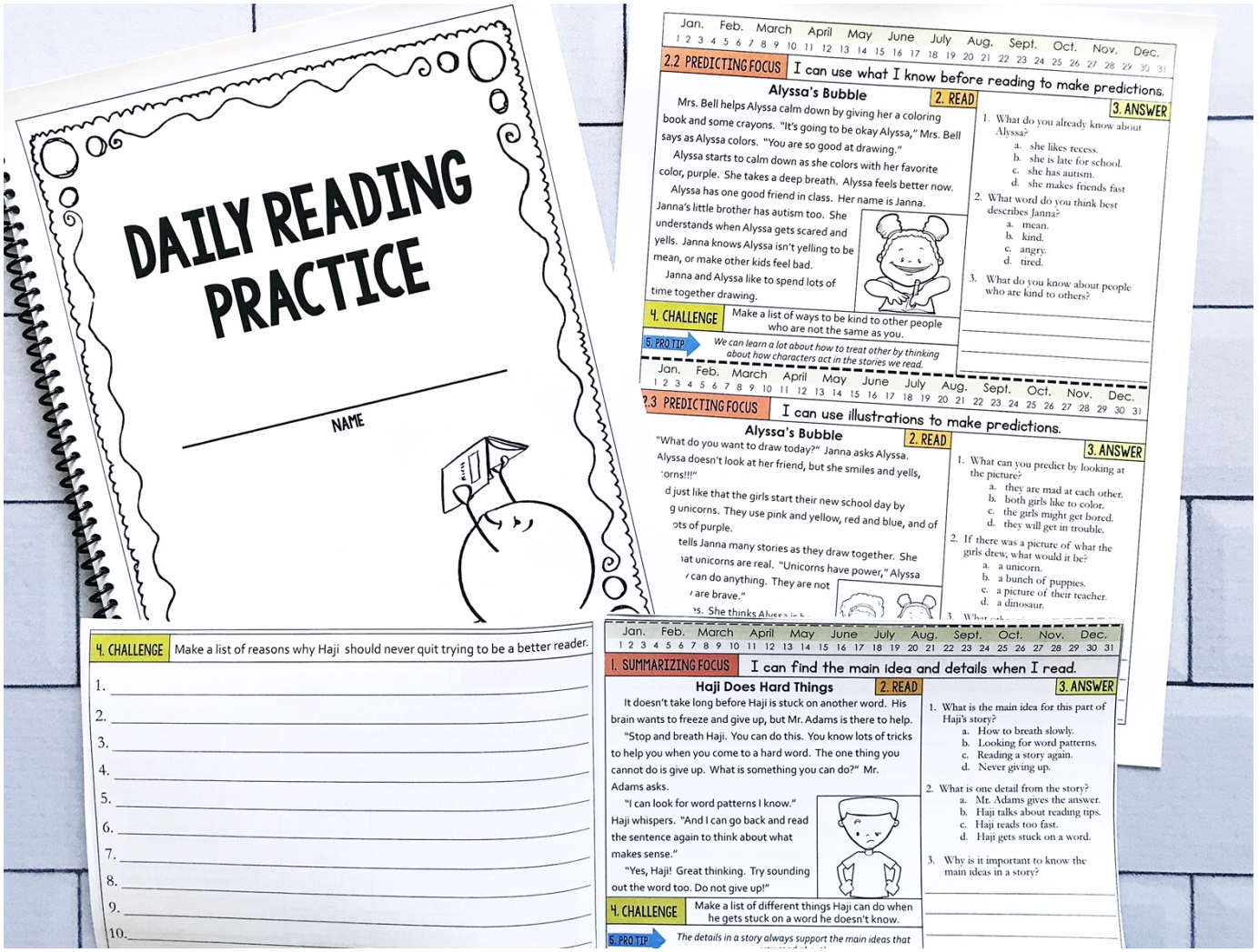
ASSEMBLE THE WORKBOOKS:

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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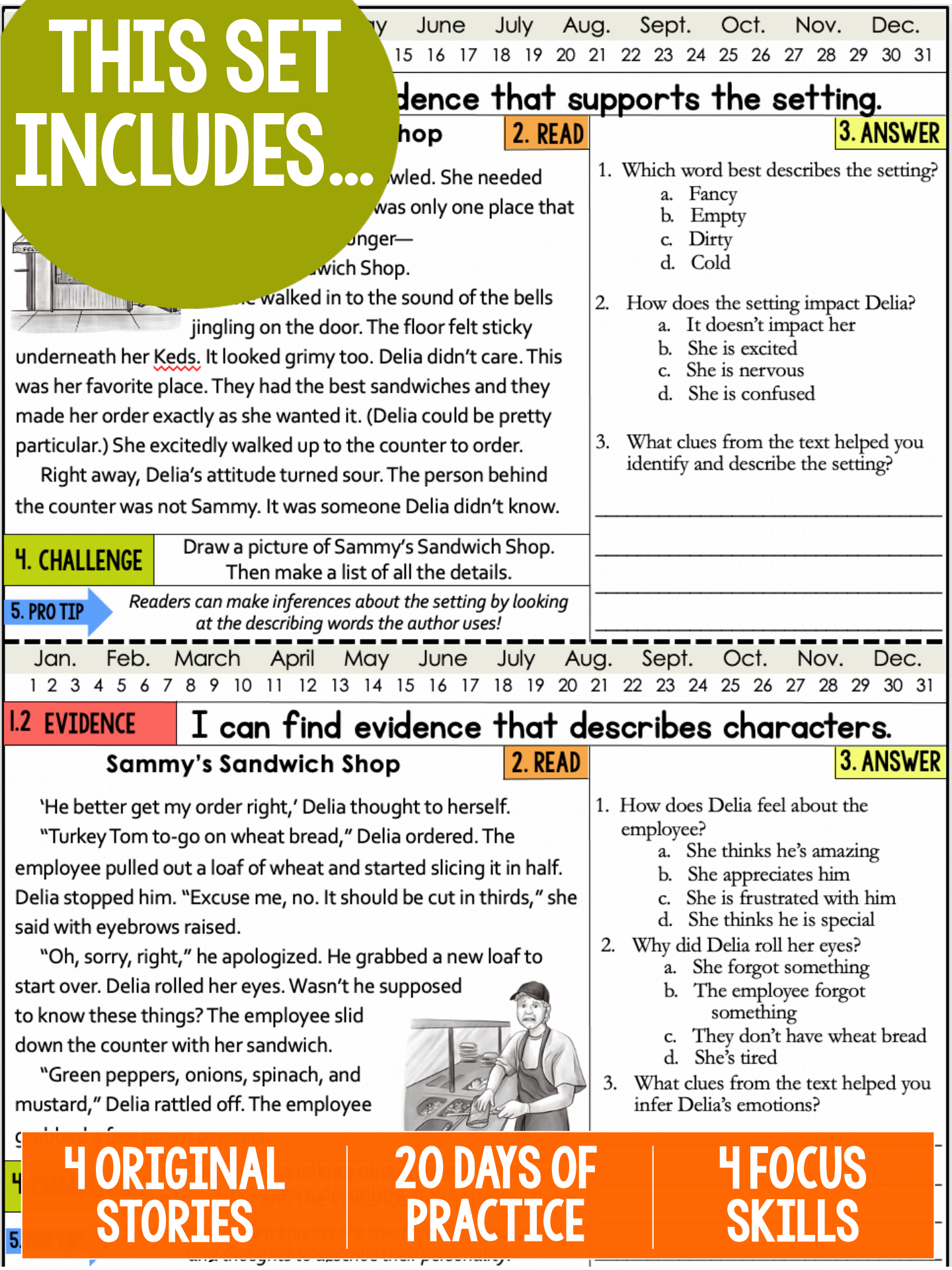
THIS SET INCLUDES...



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

...dence that supports the setting.

2. READ

...hop

...wled. She needed ...was only one place that ...unger— ...wich Shop. ...e walked in to the sound of the bells jingling on the door. The floor felt sticky underneath her Keds. It looked grimy too. Delia didn't care. This was her favorite place. They had the best sandwiches and they made her order exactly as she wanted it. (Delia could be pretty particular.) She excitedly walked up to the counter to order.

Right away, Delia's attitude turned sour. The person behind the counter was not Sammy. It was someone Delia didn't know.

3. ANSWER

1. Which word best describes the setting?
   a. Fancy
   b. Empty
   c. Dirty
   d. Cold
2. How does the setting impact Delia?
   a. It doesn't impact her
   b. She is excited
   c. She is nervous
   d. She is confused
3. What clues from the text helped you identify and describe the setting?

_____

_____

_____

_____

4. CHALLENGE Draw a picture of Sammy's Sandwich Shop. Then make a list of all the details.

5. PRO TIP *Readers can make inferences about the setting by looking at the describing words the author uses!*

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

1.2 EVIDENCE I can find evidence that describes characters.

2. READ

Sammy's Sandwich Shop

'He better get my order right,' Delia thought to herself.

"Turkey Tom to-go on wheat bread," Delia ordered. The employee pulled out a loaf of wheat and started slicing it in half. Delia stopped him. "Excuse me, no. It should be cut in thirds," she said with eyebrows raised.

"Oh, sorry, right," he apologized. He grabbed a new loaf to start over. Delia rolled her eyes. Wasn't he supposed to know these things? The employee slid down the counter with her sandwich.

"Green peppers, onions, spinach, and mustard," Delia rattled off. The employee

3. ANSWER

1. How does Delia feel about the employee?
   a. She thinks he's amazing
   b. She appreciates him
   c. She is frustrated with him
   d. She thinks he is special
2. Why did Delia roll her eyes?
   a. She forgot something
   b. The employee forgot something
   c. They don't have wheat bread
   d. She's tired
3. What clues from the text helped you infer Delia's emotions?

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

THIS SET INCLUDES...

rds from the story and tell what each word means.

What Each Word Means:

3. _____

4. _____

5. _____

1. _____

2. _____

3. _____

4. _____

5. _____

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

What Each Word Means:

1. _____

2. _____

3. _____

4. _____

1. _____

2. _____

3. _____

4. _____

CHALLENGE ACTIVITIES FOR EVERY DAY!

THIS SET INCLUDES...

ANSWER KEYS:

EEK ONE	Q.1	Q.2
AY 1	C	B
DAY 2	C	B
DAY 3	D	A
DAY 4	B	C
DAY 5	C	A

WEEK TWO	Q.1	Q2
DAY 1	B	C
DAY 2	D	A
DAY 3	C	A
DAY 4	B	D
DAY 5	C	A

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

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

ANSWER KEYS INCLUDED

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!

Lost in Translation → *embarrassed by a speech impediment*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Analyzing	I can analyze specific words in a text.
DAY 2	Analyzing	I can analyze characters in a text.
DAY 3	Analyzing	I can analyze the mood of a text.
DAY 4	Analyzing	I can analyze the point of view in a text.
DAY 5	Analyzing	I can analyze problems and solutions in a text.

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The Comprehension Skills

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The Power of Fandom

the influence of fans on culture

Week 2	Comprehension Focus	'I can' statement
DAY 1	Reader's Purpose	I can identify new learning as I read.
DAY 2	Reader's Purpose	I can make inferences as I read.
DAY 3	Reader's Purpose	I can find reasons for reading a text.
DAY 4	Reader's Purpose	I can connect text events to my own life.
DAY 5	Reader's Purpose	I can identify all the benefits of reading.

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A Sangeet to Remember

Indian cultural celebration

Week 3	Comprehension Focus	'I can' statement
DAY 1	Visualizing	I can form images in my mind as I read.
DAY 2	Visualizing	I can form images of events in my mind as I read.
DAY 3	Visualizing	I can form images of characters in my mind as I read.
DAY 4	Visualizing	I can form images of settings in my mind as I read.
DAY 5	Visualizing	I can picture what might happen next.

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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 Reading Code → *overcoming obstacles*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Sequencing	I can identify key components of the beginning of a story.
DAY 2	Sequencing	I can describe how the plot unfolds in the rising action.
DAY 3	Sequencing	I can retell a story in chronological order.
DAY 4	Sequencing	I can identify how much time has passed in a story.
DAY 5	Sequencing	I can connect the sequence of events to a character's evolution.

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