A Daily Reading Journal for the Year!

I am so excited to be bringing you this year-long comprehensive reading journal!

What Is Included:

1. 32 weeks of daily, 5-minute reading activities.
2. INSANE custom art by the very talented Malaya Bengel Art.
3. Digital Google links for each week.
4. Journal cover options.
5. Summary pages that list the genre, phonics skill, comprehension skill, and vocabulary covered each week.
6. Reading/Writing connection activity every Friday.
7. COMPLETE ANSWER KEYS

10 Ways to Use the Journals:

1. In a grade 6-8 classroom.
2. In grades 4-5 with advanced readers.
3. In high school with struggling readers.
4. Morning bell work.
5. End of day activity.
6. Partner work in a center.
7. In a whole group reading mini lesson as a warm-up.
8. To begin independent reading time.
9. As a nightly homework review.
10. One-on-one tutoring activity.

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







What Happens Each Day of the Week.

MONDAYS:

1. Read the story or NF passage.
2. Answer 2 comprehension questions.
3. Identify words with specific phonics patterns.

TUESDAYS:

1. Complete a comprehension connection activity.
2. Connect the text to something already known and rate the text.

WEDNESDAYS:

1. Reread the text from Monday.
2. Ask two questions and answer your own questions.
3. Share an emotion from reading and explain.

THURSDAYS:

1. Vocabulary practice.
2. Identify 3 key words.
3. Break each word into syllables.
4. Define each word.
5. Use each word in a statement.

FRIDAYS:

1. Reading/Writing Connection.
2. Reread the text.
3. Brainstorm writing ideas with a helpful prompt.
4. Start writing.
5. Reflect on writing.

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







DAILY READING year-long journal

GRADES 6-8

DIGITAL LINKS INCLUDED!



Out of this World LITERACY

Thursday

Break Apart the Words. | Solve the Words. | Apply the Words!

...rds in bold from the text, "In Hiding."

① _____ ② _____ ③ _____

Directions: Break each word into the correct syllables. Sound out each word and notice spelling patterns.

① ② ③

Directions: Read the sentences from the story that include each word. Tell what the word means in the story.

① _____ ② _____ ③ _____

Directions: Practice using each word. Create a statement for how you would use each word in your own real life.

① ② ③

Friday — The Writing Connection

Reread the Text. | Brainstorm Writing Ideas! | Start Writing! | Reflect on Writing.

Directions: Reread "In Hiding." As you read, think like a writer. Notice how the writer put the text together.

Directions: Make a list of what you might write about in a diary.

1. _____
2. _____
3. _____
4. _____
5. _____

Directions: Circle your favorite idea from your list above. Write a short story like a diary entry. Make sure your sto... has a clear beginning, middle, and end, just like in the text, "In Hiding."

How I feel about my writing today: *(color one)*

Explanation: _____

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WEEK 6

Read the story. | Study the illustration. | Answer the questions. | Take the Challenge!

Monday — Read the Story

In Hiding

It was 1942 in the Netherlands. Otto Frank called his **employee** and friend Miep Gies. He was filled with fear. Otto and his family needed to hide from the Nazis. They were ordering Jews, like Otto's family, into work camps. Miep agreed to help Otto and his family. They would hide quietly, never speaking above whispers, in a secret annex.

Miep worked **tirelessly** to provide the Frank family with food and supplies during their time in hiding. Other families came to stay in the annex as well. There were eight people in total. **Unfortunately**, in 1944, the families were found and taken to work camps. Miep found diary pages from Otto's daughter, Anne. She took them to keep them safe. Today, they have been made into the book, *Diary of a Young Girl*.



1. What does retelling mean?

2. Retell the main events from this text.

Use the code to mark words in the story.

- Yellow → Words with -ay pattern
- Red → Words with the -ee pattern
- Blue → Words with short -oo sound (look)

Tuesday — Comprehension Connection

Connection to Self. | Connection to Text. | Connection to World. | Share Your Thinking!

How my life is like Miep's life:

Another text I have read that is like this one is called _____.

The text is like "In Hiding" because _____

What important lesson can we learn from "In Hiding"?

Give an example of how this lesson can help you in the real world: _____

How I feel about Miep's life: *(color one)*

Because: _____

Wednesday — Asking and Answering Questions

Reread the Text. | Ask Your Questions. | Answer Your Questions. | Share Your Opinion.

Directions: Reread "In Hiding." As you read, think of two questions you have about the text.

Question 1: _____ | Answer 1: _____

Question 2: _____ | Answer 2: _____

One emotion I felt during reading: *(color one)*

Because: _____

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WEEK 22

Monday — Read the Story

Read the story. | Study the illustration. | Answer the questions. | Take the Challenge!

Seeking Refuge

In 2011, Syrians protested their president, Bashar al-Assad. Civil war broke out. Rebels were fighting the army of the Syrian government. Bombs and fighting **terrorized** the cities of Syria. It became extremely dangerous to live there. By 2013, over 100,000 people had been killed.

Many Syrians had to leave their homes behind. They could not bring much with them. They became **refugees**. They had to search for a safer place to live. It is very difficult to manage a journey all the way to countries such as Turkey or Germany. Many boats of refugees sank in the sea, trying to escape.

Since the protest, over six million Syrians have left their country. The damage to Syrian families and children has been **devastating**.



1. Use evidence from the text to describe the main setting.

_____

_____

2. Use evidence from the text to describe the tone and mood.

_____

_____

Use the code to mark words in the story.

- Yellow → Words that end in -ch
- Red → Words that end in -ge
- Blue → Words that end in -nk

Tuesday — Comprehension Connection

Connection to Self. | Connection to Text. | Connection to World. | Share Your Thinking!

How my life is like the refugees':

_____

_____

_____

_____

_____

Another text I have read that is like this text is called, _____.

The text is like "Seeking Refuge" because _____

_____

_____

What main idea does the author share in "Seeking Refuge"?

_____

Give an example of where you might see a similar idea in the real world: ___

_____

_____

How I feel about the refugees: *(color one)*



Because: _____

Wednesday — Asking and Answering Questions

Reread the Text. | Ask Your Questions. | Answer Your Questions. | Share Your Opinion.

Directions: Reread "Seeking Refuge." As you read, think of two questions you have about the text.

Question 1: _____

_____

_____

Answer 1: _____

_____

_____

Question 2: _____

_____

_____

Answer 2: _____

_____

_____

One emotion I felt during reading: *(color one)*



Because: _____

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NEW TEXTS EVERY MONDAY

MAKE CONNECTIONS ON TUESDAYS

ASK AND ANSWER QUESTIONS ON WEDNESDAYS

Thursday

Vocabulary Word Master

Copy the words. Break Apart the Words. Solve the Words. Apply the Words!

Directions: Copy the 3 words in bold from the text, "Seeking Refuge."

1. _____ 2. _____ 3. _____

Directions: Break each word into the correct syllables. Sound out each word and notice spelling patterns.

1. | | | | | 2. | | | | | 3. | | | | |

Directions: Read the sentences from the story that include each word. Tell what the word means in the story.

1. _____ 2. _____ 3. _____

Directions: Practice using each word. Create a statement for how you would use each word in your own real life.

1. 2. 3.

Friday

The Writing Connection

Reread the Text. Brainstorm Writing Ideas! Start Writing! Reflect on Writing.

Directions: Reread "Seeking Refuge." As you read, think like a writer. Notice how the writer put the text together.

Directions: Make a list of times you or someone you know was in danger. (This could be big or small, like an injury.)

1. _____
2. _____
3. _____
4. _____
5. _____

Directions: Circle your favorite idea from your list above. Write a short text about the best way to find safety in that situation. Make sure your text has a main idea and details, just like in the text, "Seeking Refuge."

_____

_____

_____

_____

_____

_____

_____

_____

How I feel about my writing today: *(color one)*

Explanation: _____

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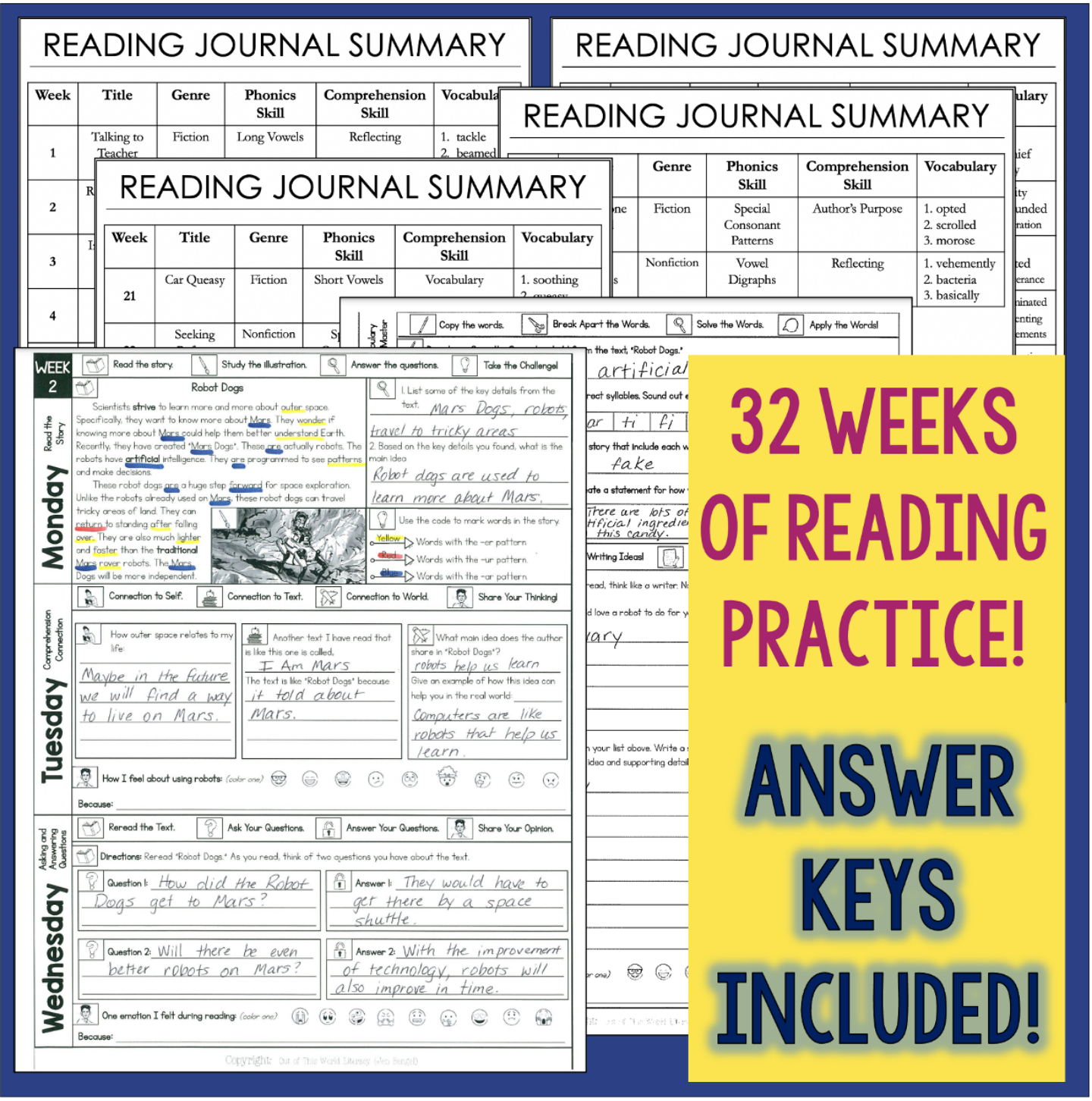
VOCABULARY FOCUS ON THURSDAYS

THE READING AND WRITING CONNECTION ON FRIDAYS


READING JOURNAL SUMMARY
Week
Title
Genre
Phonics Skill
Comprehension Skill
Vocabulary
1
Talking to Teacher
Fiction
Long Vowels
Reflecting
1. tackle
2. beamed
2
3
4
21
Car Queasy
Fiction
Short Vowels
Vocabulary
1. soothing
Seeking
Nonfiction
Special Consonant Patterns
Author's Purpose
1. opted
2. scrolled
3. morose
Nonfiction
Vowel Digraphs
Reflecting
1. vehemently
2. bacteria
3. basically
WEEK 2
Monday
Read the Story
Read the story.
Study the illustration.
Answer the questions.
Take the Challenge!
Robot Dogs
Scientists strive to learn more and more about outer space. Specifically, they want to know more about Mars. They wonder if knowing more about Mars could help them better understand Earth. Recently, they have created "Mars Dogs". These are actually robots. The robots have artificial intelligence. They are programmed to see patterns and make decisions.
These robot dogs are a huge step forward for space exploration. Unlike the robots already used on Mars, these robot dogs can travel tricky areas of land. They can return to standing after falling over. They are also much lighter and faster than the traditional Mars rover robots. The Mars Dogs will be more independent.
1. List some of the key details from the text. Mars Dogs, robots, travel to tricky areas
2. Based on the key details you found, what is the main idea Robot dogs are used to learn more about Mars.
Use the code to mark words in the story.
Yellow Words with the -er pattern
Red Words with the -ur pattern
Blue Words with the -ar pattern
Tuesday
Comprehension Connection
Connection to Self.
Connection to Text.
Connection to World.
Share Your Thinking!
How outer space relates to my life: Maybe in the future we will find a way to live on Mars.
Another text I have read that is like this one is called, I Am Mars
The text is like "Robot Dogs" because it told about Mars.
What main idea does the author share in "Robot Dogs"? robots help us learn
Give an example of how this idea can help you in the real world: Computers are like robots that help us learn.
How I feel about using robots: (color one)
Because:
Wednesday
Asking and Answering Questions
Reread the Text.
Ask Your Questions.
Answer Your Questions.
Share Your Opinion.
Directions: Reread "Robot Dogs." As you read, think of two questions you have about the text.
Question 1: How did the Robot Dogs get to Mars?
Answer 1: They would have to get there by a space shuttle.
Question 2: Will there be even better robots on Mars?
Answer 2: With the improvement of technology, robots will also improve in time.
One emotion I felt during reading: (color one)
Because:
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Copy the words.
Break Apart the Words.
Solve the Words.
Apply the Words!
Writing Ideas!
32 WEEKS OF READING PRACTICE!
ANSWER KEYS INCLUDED!

READING JOURNAL SUMMARY

Week	Title	Genre	Phonics Skill	Comprehension Skill	Vocabulary
1	Talking to Teacher	Fiction	Long Vowels	Reflecting	1. tackle 2. beamed 3. relief
2	Robot Dogs	Nonfiction	R-Controlled Vowels	Main Ideas & Details	1. strive 2. artificial 3. traditional
3	Insecurities	Fiction	Short Vowel Sounds	Characterization	1. flawless 2. excessive 3. insecure
4	Blood Suckers	Nonfiction	Special Consonant Patterns	Setting	1. consider 2. humid 3. stealthy
5	Mr. Independent	Fiction	Consonant Blends	Visualizing	1. independence 2. routine 3. incredulously
6	In Hiding	Nonfiction	Vowel Digraphs	Retelling	1. employee 2. tirelessly 3. unfortunately
7	The Field Trip	Fiction	Consonant Digraphs	Vocabulary	1. issue 2. profusely 3. benefit
8	Yerkes-Dodson Law	Nonfiction	Vowel Diphthongs	Problem & Solution	1. stimulate 2. consequences 3. inevitably
9	Your Hair	Fiction	Magic -e	Theme	1. sulked 2. tutorials 3. coarse
10	The History of English	Nonfiction	Long Vowel Pairs	Author's Purpose	1. invasions 2. encroached 3. vocabulary

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READING JOURNAL SUMMARY

Week	Title	Genre	Phonics Skill	Comprehension Skill	Vocabulary
11	BTS Birthday	Fiction	R-Controlled Vowels	Tension & Resolution	1. feisty 2. mischief 3. scurry
12	George Takei	Nonfiction	Short Vowels	Evidence	1. security 2. surrounded 3. immigration
13	A New Normal	Fiction	Special Consonant Patterns	Setting	1. scoff 2. doubted 3. perseverance
14	Patsy Mink	Nonfiction	Vowel Digraphs	Vocabulary	1. discriminated 2. representing 3. achievements
15	Growing Pains	Fiction	Vowel Diphthongs	Retelling	1. coordination 2. chagrin 3. relate
16	The Colosseum	Nonfiction	Consonant Blends	Visualizing	1. oblong 2. ascends 3. dramatic
17	Face Paint	Fiction	Consonant Digraphs	Problem & Solution	1. precariously 2. snarled 3. extract
18	Investigative Journalism	Nonfiction	Magic -e	Author's Purpose	1. portrayals 2. measures 3. infamous
19	A Career in Art?	Fiction	Long Vowel Pairs	Reflecting	1. medium 2. viable 3. degree
20	Lady of the Iraqi Court	Nonfiction	R-Controlled Vowels	Main Idea & Details	1. decade 2. collapsed 3. install

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READING JOURNAL SUMMARY

Week	Title	Genre	Phonics Skill	Comprehension Skill	Vocabulary
21	Car Queasy	Fiction	Short Vowels	Vocabulary	1. soothing 2. queasy 3. keeled
22	Seeking Refuge	Nonfiction	Special Consonant Patterns	Evidence	1. terrorized 2. refugees 3. devastating
23	Abdiram's Reproach	Fiction	Vowel Digraphs	Theme	1. procrastination 2. mediocre 3. reproach
24	Poop Power	Nonfiction	Vowel Diphthongs	Problem & Solution	1. renewable 2. converted 3. turmoil
25	Still Gross	Fiction	Consonant Blends	Characterization	1. predictable 2. grimaced 3. sanitation
26	Mental Health Matters	Nonfiction	Consonant Digraphs	Retelling	1. predicted 2. impeding 3. triumphed
27	Cassandra Confesses	Fiction	Consonant Blends	Tension & Resolution	1. consequential 2. exchange 3. intended
28	Barbara Johns Goes to Battle	Nonfiction	Long Vowel Pairs	Setting	1. adequate 2. conditions 3. integrate
29	Write it Down	Fiction	Consonant Blends	Evidence	1. intestines 2. literally 3. strategy
30	Olympic National Park	Nonfiction	Short Vowels	Visualizing	1. plethora 2. sheer 3. landscapes

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READING JOURNAL SUMMARY

Week	Title	Genre	Phonics Skill	Comprehension Skill	Vocabulary
31	Cell Phone Mood	Fiction	Special Consonant Patterns	Author's Purpose	1. opted 2. scrolled 3. morose
32	Dirty Mouths	Nonfiction	Vowel Digraphs	Reflecting	1. vehemently 2. bacteria 3. basically

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