Terms of Use:

****** This purchase is for one teacher only. ******

*** This resource is not to be shared with colleagues or used by an entire grade level, school, or district without purchasing the proper number of licenses.

To share this resource with colleagues you must:

1. Go to 'My TpT' on the top right of your screen
2. Click on 'My Purchases'
3. Click the 'Buy Additional Licenses' button
4. Purchase a discounted license for each colleague you plan to share this resource with

*** The license in not transferrable to another person.

*** If you are a coach, principal, or district interested in a site license, please contact me for a quote at jenbengel5@gmail.com.

*** This resource may not be uploaded to the internet in any form, including classroom/personal websites and network drives.

This Resource is NOT to be:

- Used by an entire grade level, school, or district without purchasing the proper number of licenses.
- Resold or redistributed
- Modified and resold
- Shared on databases, where individuals other than the purchaser have access

I work very hard to provide you with high-quality, time-saving resources and I greatly appreciate your support. Thank you for respecting my work and for respecting my terms of use!

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 2-3 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.

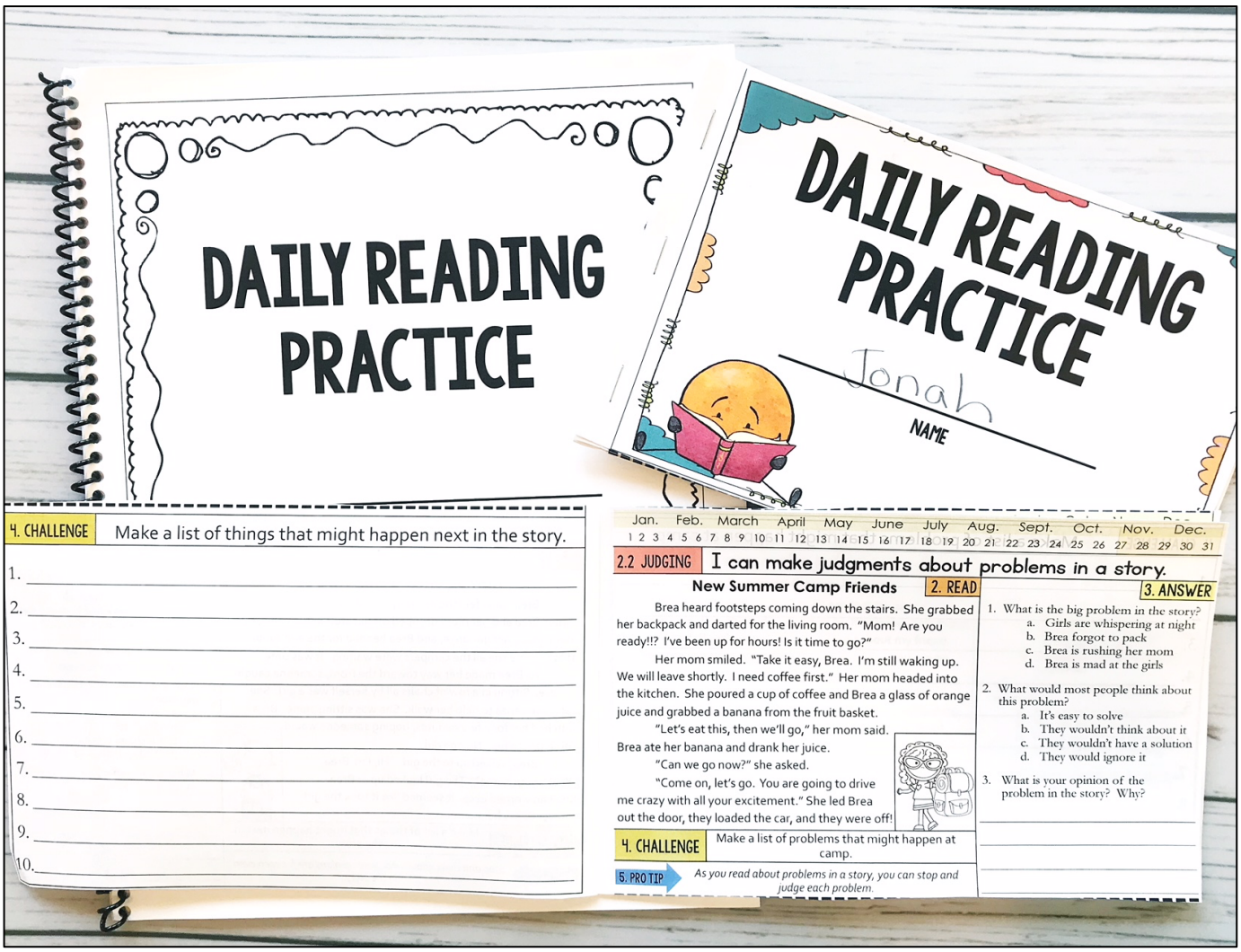
***** There are 20 days of practice for grades 2-3 included in this set, enough for an entire month!**

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)

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

more than one thing I learn in a text.

e

2. READ

uble. His grandma
o make the cut.
grounded for his grade.
This d plans. Randy was having
his birthda no way that Gunner would miss
his best friend's birthday party. Thinking about it for a minute,
Gunner crumpled up his math test and threw it in the garbage.

After all of her students had left, Ms. Hill was headed home too. As she closed the classroom door, something in the trash caught her eye. She bent down and saw Gunner's math test all crumpled up. She headed to her desk to call his grandmother.



3. ANSWER

1. What is one thing you learned?
   a. Gunner went to school
   b. Honesty is important
   c. . Lying is not honest
   d. You should throw away bad grades

2. What is another thing readers can learn from the text?
   a. Being nice is not important
   b. A test is not a big deal
   c. Don't try to hide a bad grade
   d. Lie to get what you want

3. Tell what you learned from reading.

4. CHALLENGE

Make a list of things you think might happen next.

5. PRO TIP

Readers often learn much more than just one new thing when they read 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

2.3 SYNTHESIZING

I can retell the order events happen in a text.

Gunner's Bad Choice

2. READ

Gunner hopped off the bus, ready to step into the weekend. He was ready to help Randy celebrate his birthday. In fact, he was so ready, his sleepover bag was already packed.

"Hey Granny! I'm home! I'm going upstairs to change and then can you take me to Randy's birthday party?" Gunner waited for a reply, but one never came. "That's weird," he thought. He figured she was in the garden fixing up her lemon trees.

Gunner grabbed his bag and came downstairs. He saw his Grandmother standing in the kitchen.

"Hey Gran, you ready take me to the party?"

She smiled. "Of course, but first tell me about your math test. I want to hear how you did."

Gunner's heart started beating quickly.



3. ANSWER

1. What happened first on this page?
   a. Gunner sees his grandma
   b. Gunner goes upstairs
   c. Gunner goes to school
   d. Gunner gets off the bus

2. What was the 2nd thing that happened?
   a. Gunner yells to his grandma
   b. Gunner gets a snack
   c. Gunner packs his bag
   d. Grandma says hello

3. Retell the first 3 things that happened on this page.

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

THIS SET INCLUDES...

and one of your good friends. Tell how you help each other.

How You Help Each Other:

_____

_____

_____

_____

4. CHALLENGE Make a list of reasons to do your best in school.

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

CHALLENGE ACTIVITIES FOR EVERY DAY!

THIS SET INCLUDES...

April May June July Aug. Sept. Oct. Nov. Dec.
11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

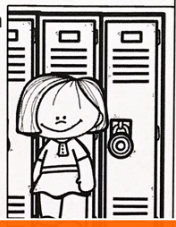
n Identify what happens in a story.

s Compassion

2. READ

the 3rd grade at Short Keys
a lot of friends. She had friends in
everyone knew. Why? Niha's dad
ctor. He had directed movies like *Found*
Train, and *Far, Far Away*. Just like her dad
was famous at school.

Tuesday. The halls were silent. Niha was heading down the hall to class. She loved walking down the halls and seeing all the work that the different classes had been working on. She loved seeing the colorful work of the first graders. She remembered how she used to do



3. ANSWER

1. What was the first thing that happened?
   a. Niha was walking in the halls
   b. Niha ate dinner
   c. Niha talked to her dad
   d. Niha went into the library

2. What was the last thing that happened?
   a. Niha makes a new friend
   b. Niha starts to cry
   c. Niha gets in trouble
   d. Niha remembers school projects

3. What else happened in the 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 CAUSE/EFFECT I can predict what might happen next.

assion

2. READ

ought about was how
ething," she told her dad
I just walked away.
ate. She was waiting for
w the right things to say.

d. She was confused.
saw someone who
You need to make it right
u are a

Niha lowered her head. She knew her dad was right.

4. CHALLENGE Make a list of things Niha can do to be a
friend to Gilly.

5. PRO TIP *Making predictions during reading helps readers kee*
minds focused on a story.

3. ANSWER

1. What happened before Niha apologized?
   a. She talked to her dad
   b. She saw Gilly and ran
   c. She changed her mind
   d. Niha read a book

2. What did Niha"s dad tell her to do?
   a. Make it right
   b. Not worry about it
   c. Tell the teacher
   d. Ask a friend for help

3. What do you think

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!

Niha Learns Compassion → *Compassion Towards Others*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Cause/Effect	I can identify what happens in a story
DAY 2	Cause/Effect	I can describe why things happen in a story
DAY 3	Cause/Effect	I can predict what might happen next
DAY 4	Cause/Effect	I can make connections between two events
DAY 5	Cause/Effect	I can infer what else might happen in a story

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!

Gunner's Bad Choice → *Learning to Tell the Truth*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Synthesizing	I can identify new learning as I read
DAY 2	Synthesizing	I can combine more than one thing I learn in a text
DAY 3	Synthesizing	I can retell the order events happen in a text
DAY 4	Synthesizing	I can compare words in a text to other words I know
DAY 5	Synthesizing	I can notice how thinking can change during reading

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!

Tara Learns About Herself → *Self-Awareness*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Comparing	I can compare how characters act in a story
DAY 2	Comparing	I can compare events in a text
DAY 3	Comparing	I can compare the mood to other parts of the text
DAY 4	Comparing	I can compare the problems in a story
DAY 5	Comparing	I can compare the beginning of a story to the end

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!

Abby Craves Routine → *Learning to Manage Stress*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Author's Purpose	I can identify the author's purpose
DAY 2	Author's Purpose	I can find more than one purpose for writing
DAY 3	Author's Purpose	I can identify what it means to entertain
DAY 4	Author's Purpose	I can identify what it means to inform
DAY 5	Author's Purpose	I can identify what it means to persuade

Copyright: Out of This World Literacy (Jen Bengel)