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 4-5 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 4-5 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...

ions of characters in my mind as I read.

ne Bully 2. READ

's screen name.
video games. In fact,
eo games, he changed
his
t."
was great at playing video games. He knew all the secrets to the game. "I am the best!" Gorman would say.

Gorman had just one problem. He didn't like to lose. When he lost, he turned into a cyber bully.



Gorman was not a good sport when playing games in real life or on the Internet. He would call the other players names. He would even kick them out of the game they were all playing.

3. ANSWER

1. Which character is a bully?
   a. Gorman
   b. A teacher
   c. 3rd graders
   d. Gorman's mom

2. What does Gorman think he is the best at?
   a. Video games
   b. Math
   c. Reading
   d. Soccer

3. What is your opinion of Gorman? Why?

4. CHALLENGE — Make a list of things you are thinking about Gorman so far.

5. PRO TIP — *Readers often form opinions of every character based on first impressions.*

3.2 VISUALIZING — I can form images of events in my mind as I read.

Gorman, The Video Game Bully 2. READ

Gorman never did his homework, helped with chores, or put important things first. He came home from school and dropped his backpack on the floor and wouldn't pick it up again until the next morning. All Gorman did was play video games.

One Tuesday night while he was playing Duty Calls, he lost. He was playing with a few boys from his school. He didn't know them that well, but he had seen them around.

He was playing in team mode and his team didn't rescue him quick enough. He wasn't happy.



Gorman started with the names. Then he started with the threats. He was not nice in any way behind the screen. The boys that Gorman were playing with tried to ignore him.

3. ANSWER

1. What is one event from the text?
   a. Gorman gets in trouble
   b. Gorman ate pizza
   c. Gorman played Duty Calls
   d. Gorman does homework

2. Which image best describes Gorman getting mad?
   a. Waving to a friend
   b. Stomping on the floor
   c. Whistling for the dog
   d. Putting on his backpack

3. Describe what it looks like when Gorman is being a bully.

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

THIS SET INCLUDES...

you do each morning before heading off to school.

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

4. CHALLENGE Draw a picture of an event from the story. Describe how each character acted.

Picture of a Story Event:

How Each Character Acted:

_____

_____

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

I can analyze events in a text.

2. READ

eorgia and Marcus

ed at them. "Oh, hey Shelly. It's nothing.
elps us out a bit."
ed. "Oh, is it because you're poor and can't
od?"
ews walked up. "Hi Mr. Matthews! See you guys
rned around and walked away. Mr. Matthews
eorgia and Marcus. They both had tears in their eyes.
Shelly ran into Mr. Matthews. "Hi Shelly. How's your day?"
Shelly smiled. "Its been pretty good."
6. Mr. Matthews nodded. "I heard you talking to Georgia and Marcus this morning. Did I hear you ask if they were 'poor and can't afford clothes or food?'
I think that's what I heard," Mr. Matthews said sharply.



3. ANSWER

1. What happened when Mr. Matthews walked up to the kids in the ahll?
   a. Georgia cried
   b. Shelly left
   c. He brought candy
   d. Marcus yelled
2. Why did Mr. Matthews decide to talk to Shelly
   a. He needed her to run a note
   b. He wanted her to know she was wrong
   c. He was proud of Shelly
   d. He was late for class
3. What do you think about how Mr. Matthews talked to Shelly?

4. CHALLENGE Make a list of things you are thinking about Shelly's actions and words.

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

2.2 READER'S PURPOSE I can make inferences as I read.

2. READ

erica
's class. He stopped at
d on him. "Hi! You must
ming to our class. I'm
did not sound like a
cent—what accent it
e put his hand on his
vous. I was
r school." He

Vito walked nervously toward his table and took his seat. He took a deep breath and hoped that his first day would be good. He felt other kids watching him.



3. ANSWER

1. What does the key word slowly tell us about Vito?
   a. Vito is happy
   b. Vito is nervous
   c. Vito is curious
   c. Vito is nice
2. Why did Mr. Russell walked over to Vito?
   a. To be mean
   b. Vito was in trouble
   c. Mr. Russell wa making him feel welcome

4. CHALLENGE Make a list of times you have been in a si where you felt as nervous as Vito.

5. PRO TIP *Use your inference skills to think about why charact be nervous in a story. Think about their culture to*

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!

Georgia and Marcus → *Overcoming Difficulties*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Analyzing	I can analyze certain words in a text.
DAY 2	Analyzing	I can analyze characters in a text.
DAY 3	Analyzing	I can analyze events in a text.
DAY 4	Analyzing	I can analyze settings in a text.
DAY 5	Analyzing	I can analyze problems and solutions in a text.

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!

Vito Comes to America → *Accepting Many Cultures*		
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.

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!

Gorman, The Video Game Bully → *Learning About Cyber Bullying*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Visualizing	I can form images of characters 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 settings in my mind as I read.
DAY 4	Visualizing	I can picture what might happen next.
DAY 5	Visualizing	I can form images in my mind as I read.

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!

Isabel the Volcano → *Taking Responsibility*		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Sequencing	I can identify the first two things that happen in a text.
DAY 2	Sequencing	I can identify which events happen in order.
DAY 3	Sequencing	I can find the first and last even in this part of the text.
DAY 4	Sequencing	I can identify 2 events in the middle of this part of the text.
DAY 5	Sequencing	I can identify the last two things that happen in a text.

Copyright: Out of This World Literacy (Jen Bengel)