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...

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

a problem in a story.

2. READ

e his birthday. He was
ing cake. He loved
o see what he got!
brother. He was the oldest
of al t like his little brother and
sisters got ition. But, there was one day that
Tiran felt like a superstar: his birthday.

Tiran could barely sleep. All he could think about was waking up to the smell of pancakes cooking on the griddle and bacon sizzling on the stove. This was his birthday breakfast.

TIran couldn't wait to open his presents and eat his birthday cake. Chocolate cake with vanilla frosting. That was his favorite.



3. ANSWER

1. What is one problem in the story?
   a. Tiran is mean
   b. Tiran made a bad grade
   c. No one remembered Tiran's birthday
   d. Tiran can't eat cake
2. How might the problem be solved?
   a. Tiran's family will remember his birthday
   b. Tiran will get mad
   c. Tiran will cry
   d. Tiran throws a fit
3. What would you do if your family forgot your birthday?

4. CHALLENGE — Make a list of possible problems that might happen in the story.

5. PRO TIP — *Readers try to make connections to characters as they read so they can understand how each character feels.*

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

3.2 TENSION — I can find tension in stories I read.

Tiran's Birthday

2. READ

Tiran's alarm clock blared. He shot out of bed, but something stopped him. Tiran didn't smell pancakes. He didn't smell bacon. In fact, he didn't hear any noise coming from the kitchen at all. Did his parents forget his birthday?

Tiran quietly snuck down the stairs. The kitchen lights were off. There was no sign of anyone cooking his BIG birthday breakfast. Tiran felt angry. How could his dad and Jamie forget to make him birthday breakfast?! Tiran stomped up the stairs, flung himself on his bed, and started crying. "I bet they would never forget about my brothers and sisters," Tiran said as tears rolled down his face.

This was the worst day of his life. He felt lonely and like no one cared about him.



3. ANSWER

1. What is a piece of tension in the story?
   a. Tiran got out of bed
   b. Tiran stomped down the stairs
   c. Tiran was crying
   d. Tiran felt angry
2. How might you feel if your family did not make your favorite breakfast?
   a. Upset
   b. Happy
   c. Sad
   d. Jumping up with excitement
3. Describe the tension in the story in your own words.

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...

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

...use what the text says to infer my own conclusions.

Many Lies 2. READ

...s grandmother and spoke to her ...ed she would "take care of it." But ...bits.

...ose friends. No one wanted to be ...er told the truth anymore. Norm, ...n had all stopped hanging around him.

...y while Andy was getting on the bus, Ollie stopped him. "Hey Andy, nice shirt," he said as he laughed. Ollie slapped Andy on the back so hard it hurt.

4. "Gimme your lunch money, " Ollie said, "or I'll hit you again." Andy felt nervous. He handed his money over to Ollie. "That's a good Andy" Ollie laughed.



3. ANSWER

1. What was the first thing that happened in this part of the story?
   a. Andy leaves school
   b. Mrs. Shuder called Andy's grandmother
   c. Andy is upset
   d. Mrs. Shuder laughs at Andy
2. What was the last thing that happened?
   a. Ollie took Andy's money
   b. Andy went to lunch
   c. Andy got on the bus
   d. Ollie helped Andy out
3. What can you infer about Ollie?

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

2.5 DIALOGUE I can use dialogue to form opinions.

ANSWER KEYS INCLUDED

...oey 2. READ

...best buds. They would share ...ved hearing about all the ...set and the actors and ...time to pull out the most

...AL Storm Trooper helmet? I ...nt to." Mick did not move. ...ST THING I HAVE EVER ...at out NOW!" Joey had

Mick did not even tell his dad where he was going. He was just too excited. He had made a new friend. A real friend who was not a Lego.

3. ANSWER

1. What did Mick say about seeing a Storm Trooper helmet??
   a. "That is the coolest thing..."
   b. "No thank you"
   c. "I don't like Storm Troopers"
   d. "I do not like Star Wars"
2. What did Ollie say about his Storm Trooper helmet?
   a. "I do not have one..."
   b. "I have one you could check out..."
   c. "You can...
   d. "Star W...

4. CHALLENGE Describe what made the friendship ... Mick and Ollie so special.

5. PRO TIP *Readers can learn how to treat other people i... lives by paying attention to how characte...*



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!

One Too Many Lies → *The Importance of Telling the Truth*		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Drawing Conclusions	I can use what I learn to draw conclusions about characters.
DAY 2	Drawing Conclusions	I can use what I learn to draw conclusions about events.
DAY 3	Drawing Conclusions	I can use what I already know to draw conclusions.
DAY 4	Drawing Conclusions	I can use what the text says to infer my own conclusions.
DAY 5	Drawing Conclusions	I can draw conclusions about lessons I learn from 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!

Mick and Joey → *Making New Friends*		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Dialogue	I can identify dialogue in stories I read.
DAY 2	Dialogue	I can notice who is speaking in a story.
DAY 3	Dialogue	I can infer how characters feel based on what they say.
DAY 4	Dialogue	I can use dialogue to make predictions.
DAY 5	Dialogue	I can use dialogue to form opinions.

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!

Tiran's Birthday → *Adjusting to a Change in Routine*		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Tension	I can identify a problem in a story.
DAY 2	Tension	I can find tension in stories I read.
DAY 3	Tension	I can predict what kind of tension might happen next.
DAY 4	Tension	I can describe how characters feel about tension in a story.
DAY 5	Tension	I can identify how the tension is fixed 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!

Finding a Family → *Living in an Orphanage*

Week 4	Comprehension Focus	'I can' statement
DAY 1	Perspective	I can identify who the main character is in a story.
DAY 2	Perspective	I can tell how a character feels in a story.
DAY 3	Perspective	I can find more than one point of view in a story.
DAY 4	Perspective	I can tell what a character thinks in a story.
DAY 5	Perspective	I can tell how characters change in a story.

Copyright: Out of This World Literacy (Jen Bengel)