

# 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!

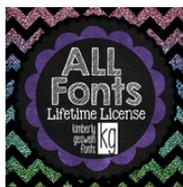
The comprehension skills covered are carefully chosen to reflect what readers at grade 4-5 should be practicing.

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!!**



# 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.

## DAILY READING PRACTICE

NAME \_\_\_\_\_



**4. CHALLENGE** Make a list of reasons why Haji should never quit trying to be a better reader.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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 PREDICTING FOCUS** I can use what I know before reading to make predictions.

**Alyssa's Bubble**  
Mrs. Bell helps Alyssa calm down by giving her a coloring book and some crayons. "It's going to be okay Alyssa," Mrs. Bell says as Alyssa colors. "You are so good at drawing." Alyssa starts to calm down as she colors with her favorite color, purple. She takes a deep breath. Alyssa feels better now. Alyssa has one good friend in class. Her name is Jenna. Jenna's little brother has autism too. She understands when Alyssa gets scared and yells. Jenna knows Alyssa isn't yelling to be mean, or make other kids feel bad. Jenna and Alyssa like to spend lots of time together drawing.



- 2. READ**
1. What do you already know about Alyssa?
    - a. she likes recess.
    - b. she is late for school.
    - c. she has autism.
    - d. she makes friends fast.
  2. What word do you think best describes Jenna?
    - a. mean.
    - b. kind.
    - c. angry.
    - d. tired.
  3. What do you know about people who are kind to others?

**4. CHALLENGE** Make a list of ways to be kind to other people who are not the same as you.

**5. PRO TIP** We can learn a lot about how to treat other by thinking about how characters act in the stories we read.

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**2.3 PREDICTING FOCUS** I can use illustrations to make predictions.

**Alyssa's Bubble**  
"What do you want to draw today?" Jenna asks Alyssa. Alyssa doesn't look at her friend, but she smiles and yells, "orn!!!!" d just like that the girls start their new school day by g unicorns. They use pink and yellow, red and blue, and of ots of purple. tells Jenna many stories as they draw together. She at unicorns are real. "Unicorns have power," Alyssa / can do anything. They are not / are brave." s. She thinks Alyssa...



- 2. READ**
1. What can you predict by looking at the picture?
    - a. they are mad at each other.
    - b. both girls like to color.
    - c. the girls might get bored.
    - d. they will get in trouble.
  2. If there was a picture of what the girls drew, what would it be?
    - a. a unicorn.
    - b. a bunch of puppies.
    - c. a picture of their teacher.
    - d. a dinosaur.
  3. What...

Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.  
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**1. SUMMARIZING FOCUS** I can find the main idea and details when I read.

**Haji Does Hard Things**  
It doesn't take long before Haji is stuck on another word. His brain wants to freeze and give up, but Mr. Adams is there to help. "Stop and breath Haji. You can do this. You know lots of tricks to help you when you come to a hard word. The one thing you cannot do is give up. What is something you can do?" Mr. Adams asks.

"I can look for word patterns I know." Haji whispers. "And I can go back and read the sentence again to think about what makes sense." "Yes, Haji! Great thinking. Try sounding out the word too. Do not give up!"



**4. CHALLENGE** Make a list of different things Haji can do when he gets stuck on a word he doesn't know.

**5. PRO TIP** The details in a story always support the main ideas that

- 2. READ**
1. What is the main idea for this part of Haji's story?
    - a. How to breath slowly.
    - b. Looking for word patterns.
    - c. Reading a story again.
    - d. Never giving up.
  2. What is one detail from the story?
    - a. Mr. Adams gives the answer.
    - b. Haji talks about reading tips.
    - c. Haji reads too fast.
    - d. Haji gets stuck on a word.
  3. Why is it important to know the main ideas in a story?

# 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 each set, enough for an entire month!**

**EACH 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

**The most important words in a sentence.**

**2. READ**

**3. ANSWER**

...the new kid. His mom  
...en. Since he was born,  
...s more than where most

Every new school, he had to start from the beginning. "I'm Ellis. I'm 12 years old and my mom is in the Navy and we move a lot." That was the standard greeting Ellis would give when he would meet his new class.

Being anxious wasn't a new feeling for Ellis. He had butterflies in his stomach every time he stepped foot into a new school. His butterflies fluttered vigorously when Ellis had to meet a new teacher.



- Which word is the most important in the first sentence?
  - was
  - the
  - Ellis
  - new
- What does 'fluttered' mean in the story?
  - to run fast
  - floating gently
  - to be sad
  - to be tired
- What does 'vigorously' mean in the story?

**4. CHALLENGE**

Circle 5 of the most important words in the story. List each word and tell what they mean on the back of this page.

**5. PRO TIP**

*There are certain words in a sentence that give readers more information than other words.*

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**3.2 VOCABULARY**

**I can use context clues to define new words.**

**Always the New Kid**

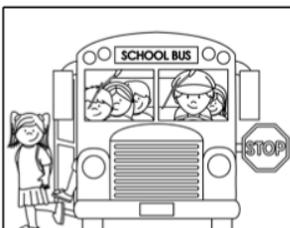
**2. READ**

**3. ANSWER**

Making friends at new schools was something that was easy for Ellis. The hard part was leaving them right after he felt like he was getting to know them. Ellis usually felt abandoned after he would move. He had to leave everything that was becoming familiar. He was sure this time would be no different.

It was the first day at his new school. Ellis sat next to Grady. "Hey man, I'm Ellis," he whispered quietly. "Who cares. We didn't need another kid in this class,"

Grady muttered as he gave Ellis a wincing glance. "Geez," Ellis thought to himself, "what's up with that kid?" It seemed like the first day at his new school was not off to a great start.



- Which word is the most important in the first sentence?
  - at
  - was
  - easy
  - that
- What does 'abandoned' mean in the story?
  - to feel left alone.
  - to make friends fast
  - to ride a school bus
  - to have a big dinner
- What does 'muttered' mean in the story?

**4 ORIGINAL STORIES**

**20 DAYS OF PRACTICE**

**4 FOCUS SKILLS**

**EACH SET  
INCLUDES...**

Words from the story and tell what each word means.

What Each Word Means:

1. \_\_\_\_\_
2. \_\_\_\_\_
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!**

**EACH SET INCLUDES...**

April May June July Aug. Sept. Oct. Nov. Dec.  
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**I can identify details in a story as I read.**

**2. READ**

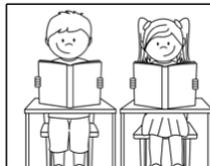
**3. ANSWER**

**Teagan's Mistake**

Teagan's best friend Mario sat down and said, "Next Friday is my birthday and I'm going to the trampoline park. I hope you can come!"

Teagan wanted to go to Mario's birthday party, but it was her big tournament and she knew she needed to get a good night's sleep and be well rested for the game.

"Sorry," Teagan said disappointedly, "I'm not sure that I'll be able to make it. My big soccer game is the next day and I'll really need to practice and get some rest. But, I'll see what my parents think." Mario nodded, gave her a high-five and said he hoped she could make it.



1. What does 'details' mean?
  - a. The small events in the story.
  - b. The beginning of the story.
  - c. The end of the story.
  - d. The big event in the story.
2. What is one detail from the story?
  - a. Teagan was playing soccer.
  - b. The kids were at recess.
  - c. Teagan had a big tournament.
  - d. Mario had a big tournament.
3. Why is it important for readers to find details in a story?

**NUMBERED PARAGRAPHS OPTION!**

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**1.3 PROBLEM/SOLUTION**

**I can predict problems and solutions in a story.**

**Yiani Learns About Personal Space**

**2. READ**

**3. ANSWER**

**ANSWER KEYS INCLUDED**

It's sometimes it's hard to get yourself into others' shoes. It's not always ok to keep your personal space. You need to figure out a way to keep your space.

Yiani and Maria to help Yiani plan to solve the problem. Yiani's idea, to have a yellow sign on the section of the desk. Mrs. Topps smiled at Yiani and let him know what a great idea it was.



1. Which of the problems do you think might happen in the story?
  - a. Yiani does bad in history class.
  - b. Yiani is late for school.
  - c. Yiani has trouble creating.
  - d. Yiani makes another big mess.
2. How might the problem of a messy desk be solved?
  - a. Get rid of all schoolwork.
  - b. Ignore it.
  - c. Organize papers into folders.
  - d. Shove everything into a locker.
3. What is another problem that might happen in the story?

**4. CHALLENGE**

Make a list of problems you think might happen next in the story.

**5. PRO TIP**

After readers make predictions, they go back and think their predictions actually happened!



**20 COVER OPTIONS!**

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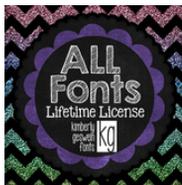
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# The Comprehension Skills: SET 1

\*\*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!

## Amir Does Hard Things *learning perseverance*

Week 1	Comprehension Focus	'I can' statement
DAY 1	Summarizing	I can find the most important detail in a text I read
DAY 2	Summarizing	I can find the main idea and details when I read
DAY 3	Summarizing	I can retell what I learned from reading
DAY 4	Summarizing	I can identify the problem and solution in a story
DAY 5	Summarizing	I can retell events in a text in the order they happened

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## Chloe's Bubble



*Understanding autism and building empathy*

Week 2	Comprehension Focus	'I can' statement
DAY 1	Predicting	I can use what I know about a text to make predictions
DAY 2	Predicting	I can use what I know before reading to make predictions
DAY 3	Predicting	I can use illustrations to make predictions
DAY 4	Predicting	I can predict what might happen next in a story
DAY 5	Predicting	I can look for clues in a text to help me make predictions

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## What Makes a Good Choice? Making good choices

Week 3	Comprehension Focus	'I can' statement
DAY 1	Inferring	I can use what I learned in a story and what I know to make an inference
DAY 2	Inferring	I can infer what the author was really trying to say
DAY 3	Inferring	I can use illustrations and the text to make an inference
DAY 4	Inferring	I can infer how other readers might feel about a story
DAY 5	Inferring	I can use my personal experiences to make an inference

# The Comprehension Skills: SET 1

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## Monique is Brave Dealing with Bullies

Week 4	Comprehension Focus	'I can' statement
DAY 1	Making Connections	I can make personal connections to a story I read
DAY 2	Making Connections	I can make text-to-text connections with stories I read
DAY 3	Making Connections	I can make connections between the world and a story I read
DAY 4	Making Connections	I can make connections between a story and opinions I have
DAY 5	Making Connections	I can make connections between different characters in a story

# The Comprehension Skills: SET 2

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## Yiani Learns About Personal Space Personal Space

Week 1	Comprehension Focus	'I can' statement
DAY 1	Problem/Solution	I can identify problems in a story as I read
DAY 2	Problem/Solution	I can learn lessons for my own life from problems in a story
DAY 3	Problem/Solution	I can predict problems and solutions in a story
DAY 4	Problem/Solution	I can compare the problems in the text to other books I have read
DAY 5	Problem/Solution	I can identify solutions in a story as I read

# The Comprehension Skills: SET 2

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## Teagan's Mistake Learning a Hard Lesson

Week 2	Comprehension Focus	'I can' statement
DAY 1	Main Ideas/Details	I can identify main ideas in a story as I read
DAY 2	Main Ideas/Details	I can identify details in a story as I read
DAY 3	Main Ideas/Details	I can find evidence in a story to support a main idea
DAY 4	Main Ideas/Details	I can think of details that could have been in the story
DAY 5	Main Ideas/Details	I can identify solutions in a story as I read

# The Comprehension Skills: SET 2

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## Always the New Kid



*Moving a Lot and Making New Friends*

Week 3	Comprehension Focus	'I can' statement
DAY 1	Vocabulary	I can identify the most important words in a sentence
DAY 2	Vocabulary	I can use context clues to define new words
DAY 3	Vocabulary	I can think of other meanings for words found in reading
DAY 4	Vocabulary	I can use word parts to help me define new words
DAY 5	Vocabulary	I can think of synonyms and antonyms for words

# The Comprehension Skills: SET 2

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## The Spelling Bee Accepting Failure

Week 4	Comprehension Focus	'I can' statement
DAY 1	Setting	I can identify the main setting in a story
DAY 2	Setting	I can find details that describe the setting in a story
DAY 3	Setting	I can use what I know to infer settings in a story
DAY 4	Setting	I can notice how characters feel about a story setting
DAY 5	Setting	I can identify the amount of time that passed in a story

# The Comprehension Skills: SET 3

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## Isaac Learns About Gratitude *Being Grateful*

Week 1	Comprehension Focus	'I can' statement
DAY 1	Understanding Characters	I can notice how characters feel in a story
DAY 2	Understanding Characters	I can notice how characters act in a story
DAY 3	Understanding Characters	I can think about why characters act and talk a certain way
DAY 4	Understanding Characters	I can form opinions about characters as I read
DAY 5	Understanding Characters	I can make predictions on what characters might say or do next

# The Comprehension Skills: SET 3

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## Fiona Learns to Persevere

*Diligence and perseverance*

<b>Week 2</b>	<b>Comprehension Focus</b>	<b>'I can' statement</b>
<b>DAY 1</b>	Questioning	I can ask myself questions about a text
<b>DAY 2</b>	Questioning	I can give my best answer for questions about a text
<b>DAY 3</b>	Questioning	I can ask questions about characters in a story
<b>DAY 4</b>	Questioning	I can ask questions about events in a story
<b>DAY 5</b>	Questioning	I can ask questions before, during, and after reading

# The Comprehension Skills: SET 3

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## Elliot and the Sno-Cone Money Dealing with Bullies

<b>Week 3</b>	<b>Comprehension Focus</b>	<b>'I can' statement</b>
<b>DAY 1</b>	Reflecting	I can reflect on my new learning after reading
<b>DAY 2</b>	Reflecting	I can reflect on how characters acted after reading
<b>DAY 3</b>	Reflecting	I can reflect on the main topics after reading
<b>DAY 4</b>	Reflecting	I can reflect on the problem after reading
<b>DAY 5</b>	Reflecting	I can reflect on the solution after reading

# The Comprehension Skills: SET 3

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**Lea is More Than a Test Score**  *Learning in Different Ways*

<b>Week 4</b>	<b>Comprehension Focus</b>	<b>'I can' statement</b>
<b>DAY 1</b>	Background Knowledge	I can use what I know to solve new words
<b>DAY 2</b>	Background Knowledge	I can use what I know to form opinions about a text
<b>DAY 3</b>	Background Knowledge	I can use what I know to infer how characters feel
<b>DAY 4</b>	Background Knowledge	I can use what I know to understand the main idea
<b>DAY 5</b>	Background Knowledge	I can use what I know to understand the central message

# The Comprehension Skills: SET 4

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<b>When Friendships Change</b>  <i>Changing Friendships</i>		
<b>Week 1</b>	<b>Comprehension Focus</b>	<b>'I can' statement</b>
<b>DAY 1</b>	Evidence	I can find evidence that describes characters
<b>DAY 2</b>	Evidence	I can find evidence that supports the setting
<b>DAY 3</b>	Evidence	I can find evidence that supports the author's purpose
<b>DAY 4</b>	Evidence	I can find evidence that describes the mood in a story
<b>DAY 5</b>	Evidence	I can find evidence that supports my opinions

# The Comprehension Skills: SET 4

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## The Junior Camp Counselor Accepting Differences

Week 2	Comprehension Focus	'I can' statement
DAY 1	Judging	I can make judgments about how characters behave
DAY 2	Judging	I can make judgments about problems in a story
DAY 3	Judging	I can make judgments about events that happen
DAY 4	Judging	I can make judgments about how problems are solved
DAY 5	Judging	I can make judgments about a text as a whole

# The Comprehension Skills: SET 4

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## Working as a Team



*Learning to work together with people you don't like*

Week 3	Comprehension Focus	'I can' statement
DAY 1	Theme	I can identify the main theme in a story
DAY 2	Theme	I can identify smaller themes in a story
DAY 3	Theme	I can apply the theme in a story to my own life
DAY 4	Theme	I can form opinions about a theme
DAY 5	Theme	I can retell a theme in my own words

# The Comprehension Skills: SET 4

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## Ramona Learns the Power of Yet *The Power of 'yet'*

<b>Week 4</b>	<b>Comprehension Focus</b>	<b>'I can' statement</b>
<b>DAY 1</b>	Metacognition	I can think about my new learning
<b>DAY 2</b>	Metacognition	I can think about how I feel about a character
<b>DAY 3</b>	Metacognition	I can think about my connections to a story
<b>DAY 4</b>	Metacognition	I can think about what others might think of a story
<b>DAY 5</b>	Metacognition	I can think about how I feel about a story

# The Comprehension Skills: SET 5

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

# The Comprehension Skills: SET 5

\*\*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!

## Keenan's Bad Decision



*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

# The Comprehension Skills: SET 5

\*\*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!

## Janet 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

# The Comprehension Skills: SET 5

\*\*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!

## Nimah Needs 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

# The Comprehension Skills: SET 6

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## Lela and Kurt 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.

# The Comprehension Skills: SET 6

\*\*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!

## Sufjah 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.

# The Comprehension Skills: SET 6

\*\*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 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.

# The Comprehension Skills: SET 6

\*\*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!

**It's Never Mischa's Fault!**  *Taking Responsibility*

<b>Week 4</b>	<b>Comprehension Focus</b>	<b>'I can' statement</b>
<b>DAY 1</b>	Sequencing	I can identify the first two things that happen in a text.
<b>DAY 2</b>	Sequencing	I can identify which events happen in order.
<b>DAY 3</b>	Sequencing	I can find the first and last even in this part of the text.
<b>DAY 4</b>	Sequencing	I can identify 2 events in the middle of this part of the text.
<b>DAY 5</b>	Sequencing	I can identify the last two things that happen in a text.

# The Comprehension Skills: SET 7

\*\*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.

# The Comprehension Skills: SET 7

\*\*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!

## Unlikely Friends 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.

# The Comprehension Skills: SET 7

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## Trey's Birthday



*Adjusting to a Change in Routine*

<b>Week 3</b>	<b>Comprehension Focus</b>	<b>'I can' statement</b>
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.

# The Comprehension Skills: SET 7

\*\*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.

# The Comprehension Skills: SET 8

\*\*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 Forgotten Homework Truth v. Lies

Week 1	Comprehension Focus	'I can' statement
DAY 1	Opinions	I can form opinions about how a story begins.
DAY 2	Opinions	I can form opinions about events.
DAY 3	Opinions	I can form opinions about what characters say.
DAY 4	Opinions	I can form opinions about how characters act.
DAY 5	Opinions	I can form opinions about how a story ends.

# The Comprehension Skills: SET 8

\*\*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 Testing Blues Learning Not to Compare

Week 2	Comprehension Focus	'I can' statement
DAY 1	Analyzing Key Words	I can define important words as I read.
DAY 2	Analyzing Key Words	I can identify more than one meaning for a key word.
DAY 3	Analyzing Key Words	I can find synonyms for key words.
DAY 4	Analyzing Key Words	I can find antonyms for key words.
DAY 5	Analyzing Key Words	I can identify and describe the most important words.

# The Comprehension Skills: SET 8

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## Tough Times for Lionel Learning to Accept Others

Week 3	Comprehension Focus	'I can' statement
DAY 1	Word Strategies	I can connect new words to words I already know.
DAY 2	Word Strategies	I can use context clues to solve new words.
DAY 3	Word Strategies	I can name words with the same letter patterns.
DAY 4	Word Strategies	I can use word parts to help solve new words.
DAY 5	Word Strategies	I can use synonyms to solve new words.

# The Comprehension Skills: SET 8

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## Finding Motivation



*Helping to get Motivated*

<b>Week 4</b>	<b>Comprehension Focus</b>	<b>'I can' statement</b>
DAY 1	Context Clues	I can use context clues to solve new words.
DAY 2	Context Clues	I can look for hints to solve new words.
DAY 3	Context Clues	I can find the base word inside bigger words.
DAY 4	Context Clues	I can find clues for solving new words.
DAY 5	Context Clues	I can find clues for solving new words.

# The Comprehension Skills: SET 9

\*\*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!

## Isaiah's Group Working Together as a Group

Week 1	Comprehension Focus	'I can' statement
DAY 1	Speculating	I can speculate about what characters might do next.
DAY 2	Speculating	I can speculate about what might happen next.
DAY 3	Speculating	I can speculate about how a problem will be solved.
DAY 4	Speculating	I can speculate about how a story will end.
DAY 5	Speculating	I can speculate about what lessons readers should learn.

# The Comprehension Skills: SET 9

\*\*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!

## Madison's Bad Day Learning to Persevere

Week 2	Comprehension Focus	'I can' statement
DAY 1	Retelling	I can retell the main idea of a story.
DAY 2	Retelling	I can retell major events in a story.
DAY 3	Retelling	I can retell how characters act in a story.
DAY 4	Retelling	I can retell the problem and solution in a story.
DAY 5	Retelling	I can retell key details in a story.

# The Comprehension Skills: SET 9

\*\*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!

## Find Your Superhero Sticking Up for Yourself

Week 3	Comprehension Focus	'I can' statement
DAY 1	Story Structure	I can identify the theme in a story.
DAY 2	Story Structure	I can identify parts of the plot in a story.
DAY 3	Story Structure	I can identify conflict in a story.
DAY 4	Story Structure	I can identify characters in a story.
DAY 5	Story Structure	I can identify settings in a story.

# The Comprehension Skills: SET 9

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## A Leader Not Worth Following *Standing up for what's right*

<b>Week 4</b>	<b>Comprehension Focus</b>	<b>'I can' statement</b>
<b>DAY 1</b>	Context Clues	I can use context clues to solve new words.
<b>DAY 2</b>	Context Clues	I can look for hints to solve new words.
<b>DAY 3</b>	Context Clues	I can find the base word inside bigger words.
<b>DAY 4</b>	Context Clues	I can find clues for solving new words.
<b>DAY 5</b>	Context Clues	I can find clues for solving new words.

# The Comprehension Skills: SET 10

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## Friendships are Everything Changing Behaviors

Week 1	Comprehension Focus	'I can' statement
DAY 1	Reasoning	I can find reasons for using descriptive language.
DAY 2	Reasoning	I can find reasons for the problem in the story.
DAY 3	Reasoning	I can find reasons for what characters say in a story.
DAY 4	Reasoning	I can reasons for why certain words are used.
DAY 5	Reasoning	I can find reasons that support how a problem was solved.

# The Comprehension Skills: SET 10

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## Eli Shows His True Colors

*Making Good Friend Choices*

<b>Week 2</b>	<b>Comprehension Focus</b>	<b>'I can' statement</b>
<b>DAY 1</b>	Self-Monitoring	I can stop and check for understanding.
<b>DAY 2</b>	Self-Monitoring	I can stop and check the meaning of words.
<b>DAY 3</b>	Self-Monitoring	I can stop and retell a text.
<b>DAY 4</b>	Self-Monitoring	I can stop and make connections.
<b>DAY 5</b>	Self-Monitoring	I can stop and analyze a text.

# The Comprehension Skills: SET 10

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## Lending a Helping Hand Learning to Ask for Help

Week 3	Comprehension Focus	'I can' statement
DAY 1	Point of View	I can identify a character's point of view.
DAY 2	Point of View	I can identify the main point of view.
DAY 3	Point of View	I can find other potential points of view.
DAY 4	Point of View	I can find more than one point of view.
DAY 5	Point of View	I can find the most common point of view.

# The Comprehension Skills: SET 10

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## **Poppa's Sweater** *Sentimental Treasures*

<b>Week 4</b>	<b>Comprehension Focus</b>	<b>'I can' statement</b>
<b>DAY 1</b>	Understanding Plot	I can define what a plot means in a story.
<b>DAY 2</b>	Understanding Plot	I can identify the main plot.
<b>DAY 3</b>	Understanding Plot	I can identify details in a plot.
<b>DAY 4</b>	Understanding Plot	I can identify the climax of a story.
<b>DAY 5</b>	Understanding Plot	I can identify how a plot ends in a story.