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# 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 grades 6–8 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!

# Each half page of practice includes:

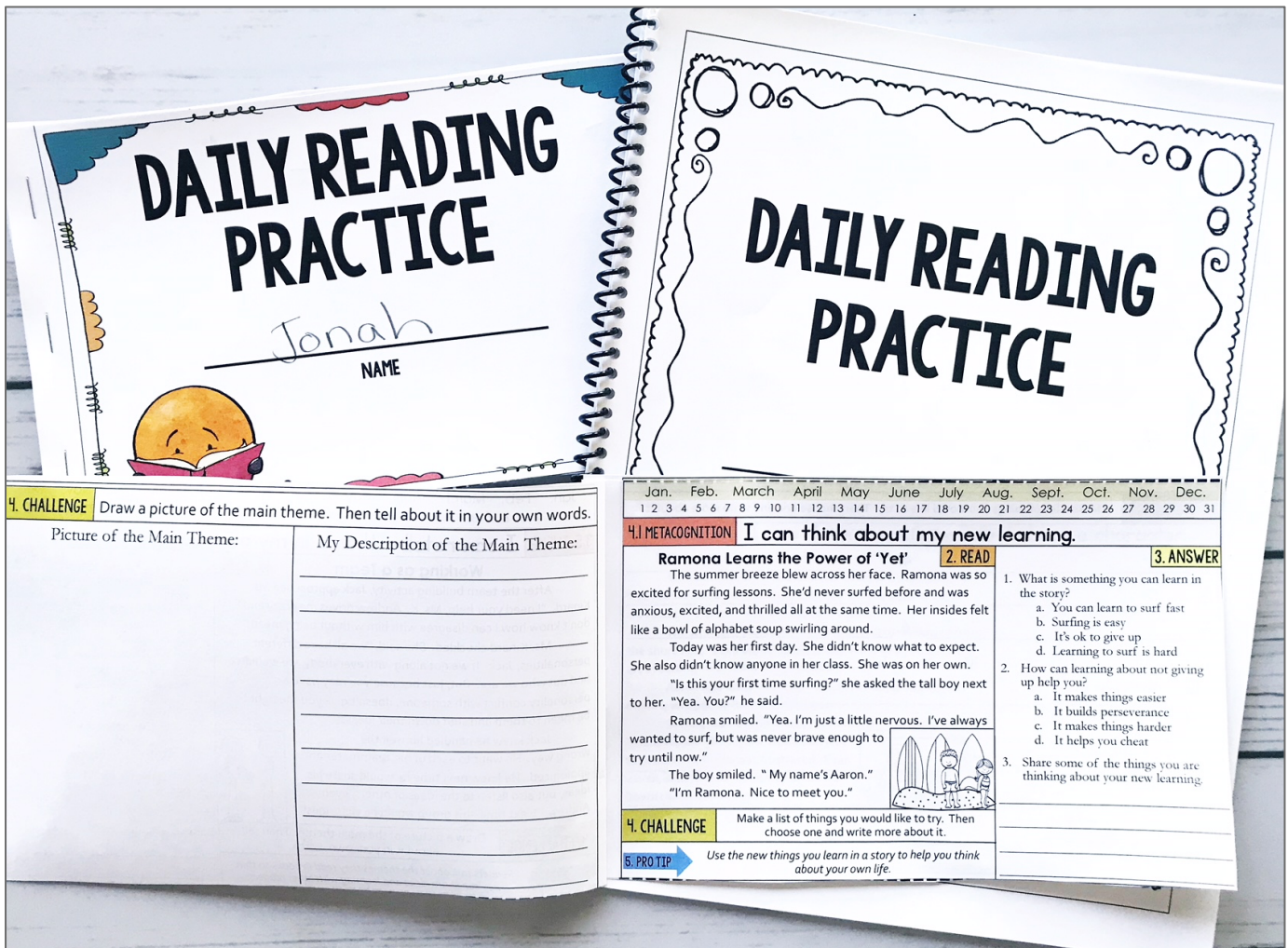
1. An 'I Can' statement with a helpful reading comprehension reminder.
2. An original story for each week. Stories are broken into 5 sections, so that students read a different part of the story each day of the week.
3. A custom illustration to match each day.
4. A challenge activity.
5. A 'Pro Tip' 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 6-8 included in this set, enough for an entire month!**

# 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.



**EACH SET INCLUDES...**

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

**Illustrations and the text to make an inference.**

**Chia** **2. READ**

**3. ANSWER**

...four different curl  
...rivals two adult  
...on when it's humid.  
...efforts to tame my mane by  
using an... of frizz control cream that my  
Mom had recently purchased.

My hope was that the additional product would keep my curls from expanding like spray foam throughout the day.

Each one of those vivacious curls has a mind of it's own, and has been known to exercise free will at the worst possible times.

Just LIKE a teenager!



1. What does the picture on this page tell you about Jade's hair?
  - a. She uses gel every day.
  - b. She washed her hair every day.
  - c. She uses hairspray.
  - d. She doesn't put product in her hair.
2. What can you infer from the picture?
  - a. Jade doesn't care about her hair.
  - b. Jade tried to be like everyone else.
  - c. Jade takes care of her hair.
  - d. Jade doesn't bother trying.
3. What can pictures tell you about a story?

**4. CHALLENGE**

Draw another picture of what could be an illustration for this story. Write about your picture.

**5. PRO TIP**

*As you are reading, think about how you are the same and different from the characters in 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

**3.4 INFERRING FOCUS** **I can infer how other readers might feel about a story.**

**Just Your Average Chia** **2. READ**

**3. ANSWER**

First, second and third period were a dream! My curls stayed defined and fell behaviorally close to my head.

Fourth period, however, I started to sweat. When a curly head starts to sweat, stray hairs begin to bounce and boing.

By fifth period, I had an emergency! It was time to pull out the spray bottle and hard gel. I had to get this quick expansion under control before seventh period.

I have 7<sup>th</sup> period with my crush, jacquez, and he sits right behind me. I remember thinking how embarrassing it would be if my hair blocked his view of the teacher.

I sprayed and twisted and tamed and



1. How do you think other readers will feel about Jade?
  - a. She doesn't care about her hair.
  - b. She worries about her grades.
  - c. She cares most about her hair.
  - d. She should care more.
2. What was Jade most worried about?
  - a. Her hair blocking the view.
  - b. The cold weather.
  - c. Being late for class.
  - d. Saying something embarrassing.
3. What do you think other readers might think about Jade?

**4 ORIGINAL STORIES**

**20 DAYS OF PRACTICE**

**4 FOCUS SKILLS**

**EACH SET  
INCLUDES...**

...that could be an illustration for this story. Write about your picture.

**4. CHALLENGE**

Make a list of all the different things people might say about Jade and how she acts.

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

**CHALLENGE ACTIVITIES FOR EVERY DAY!**

**EACH 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


**2. READ** I can infer how other readers might feel about a story.

**3. ANSWER**

**4. CHALLENGE** Make a list of all the different things people might say about Jade and how she acts.

...Your Average Chia

...third period were a dream! My curls stayed  
 ...ingly close to my head.  
 ...ever, I started to sweat. When a curly head  
 ...y hairs begin to bounce and boing.  
 ...I had an emergency! It was time to pull out the  
 ...d hard gel. I had to get this quick expansion under  
 ...re seventh period.  
 ...7<sup>th</sup> period with my crush, jacquez,  
 ...d he sits right behind me. I remember  
 thinking how embarrassing it would be if  
 my hair blocked his view of the teacher.  
 I sprayed and twisted and tamed and  
 tweaked until all my curls were back in their places.



1. How do you think other readers will feel about Jade?  
 a. She doesn't care about her hair.  
 b. She worries about her grades.  
 c. She cares most about her hair.  
 d. She should care more.

2. What was Jade most worried about?  
 a. Her hair blocking the view.  
 b. The cold weather.  
 c. Being late for class.  
 d. Saying something embarrassing.

3. What do you think other readers might think about Jade?

**20 DAYS OF MORNING WORK**

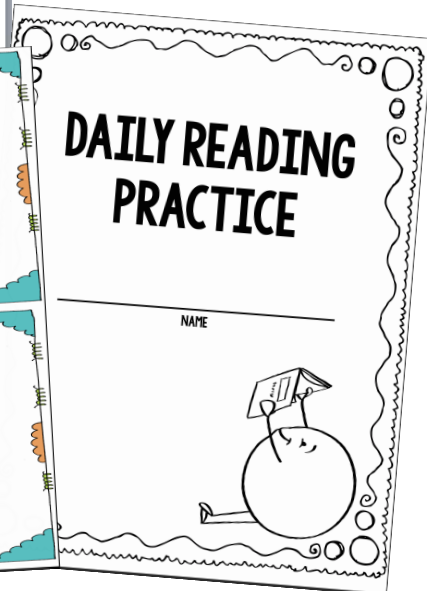
**ANSWER KEYS:**

**ANSWER KEYS INCLUDED**

WEEK TWO	Q.1	Q.2
DAY 1	D	B
DAY 2	B	D
DAY 3	B	C
DAY 4	A	C
DAY 5	C	B

WEEK THREE	Q.1	Q.2
DAY 1	C	B
DAY 2	D	B
DAY 3	A	C
DAY 4	C	A
DAY 5	D	C

WEEK FOUR	Q.1	Q.2
DAY 1		
DAY 2		
DAY 3		
DAY 4		
DAY 5		



**20 COVER OPTIONS!**

# 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!

## Catch My Death

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



# The Comprehension Skills: SET 1

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## Recurring Nightmare

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

# The Comprehension Skills: SET 1

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## Just Your Average Chia

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

# The Comprehension Skills: SET 1

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## Fancy Nancy

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

# The Comprehension Skills: SET 2

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## Hoverboard Hero Discovering Hobbies

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

\*\*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!

## Golden Ticket




## Making Wise Choices

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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Day of the Dog 		Cultural Celebration
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 Elephant in the Room Changes in Junior High

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 mood and how it relates to the setting