

# 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 in 1<sup>st</sup> grade 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!!**



# 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 1<sup>st</sup> graders included in this set, enough for an entire month!**

# Growing Bundle

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**IMPORTANT:** This is a growing bundle. That means that the bundle is not yet complete. The following sets will be added to this bundle NO LATER than the dates listed below. Once you purchase this bundle, you can check back in your 'my purchases' on the dates listed to download the latest updates at no extra cost to you! Thank you for your patience!

<b>DAILY READING SETS:</b>	<b>DATE TO BE ADDED:</b>
MONTH 9	March 18
MONTH 10	April 22

Happy Teaching!

*Jen*

# 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.

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 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.  
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. 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!"



- 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?

**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

# **ASSEMBLE THE WORKBOOKS:**

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**There are several options for putting together the daily reading work.**

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- **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...**

**I learned and what I know to make an inference.**

**Choice** **2. READ**

**3. ANSWER**

choices. He gets in  
He is not mad.  
has too much fun.  
His teacher, Mr. Brown, calls him a class clown.

Mack likes to yell in class.  
"What makes a good choice?" Mr. Brown asked one day.  
"When you do what is fun!" Mack yelled out. He did not raise his hand.



1. What did you learn?
  - a. Mack makes good choices.
  - b. Mr. Brown is not nice.
  - c. Mack is mean.
  - d. Mack does not make good choices.
2. What can you infer about Mack?
  - a. He is quiet.
  - b. He is shy.
  - c. He likes to laugh.
  - d. He likes to sit still.
3. What does it mean to make an inference?

**4. WORD WORK** Circle all the words that have a long sound.

**5. CHALLENGE** Make a list of things you know about Mack.

**3.2 INFERRING FOCUS**

**I can infer what the author was really trying to say.**

**Make a Good Choice** **2. READ**

**3. ANSWER**

Mr. Brown put his hand up. He said, "Mack, do not yell out in class. It is not a good choice."  
Mack laughed. He said that he would raise his hand next time. But he did not.

"A good choice is when you stop and think. Do not just yell." Mr. Brown said. "Let's try it. Who wants to help?"  
Mack raised his hand up high.



1. What did Mr. Brown mean when he put his hand up?
  - a. He wanted Mack to stop.
  - b. He wanted Mack to stand.
  - c. He wanted Mack to sit.
  - d. He wanted Mack to talk.
2. What does it mean to raise your hand up high?
  - a. You do not want to talk.
  - b. You want to talk.
  - c. You are mad.
  - d. You are sad.

**EACH SET  
INCLUDES...**

of things you know about Mack.

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_


4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

**5. CHALLENGE**

Draw a picture of a time you made a good choice. Write about your good choice.

My Picture:



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CHALLENGE ACTIVITIES FOR EVERY DAY!**



**EACH 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

**I can make predictions before I read.**

**Sam's Bubble**

**2. READ**

**3. ANSWER**

Sam's Sam. She helps her feel  
"be okay," Mrs. Smith says.  
drawing."  
She feels better now.  
She has one friend. Her  
name is Beth. Beth knows how  
Sam feels. Her brother has  
autism too.  
4. Beth and Sam like to draw.



1. What do you know about Sam?
  - a. She likes pizza.
  - b. She has lots of friends.
  - c. She likes to draw.
  - d. She does not try.
2. What word do you think best describes Beth?
  - a. mean
  - b. funny
  - c. kind
  - d. mad
3. What do you know about being nice?

**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

**1.4 SUMMARIZING FOCUS**

**I can find the problem and solution.**

**Max Had to Learn**

**2. READ**

**3. ANSWER**

**ANSWER KEYS INCLUDED**

Max did not want to  
"We can not  
help."  
out," said Max.  
t



Max smiled. He was happy.

1. What is the problem?
  - a. Max had a big word.
  - b. Miss Pam was mad.
  - c. Max was happy.
  - d. Max did not read.
2. What is the solution?
  - a. They stopped reading.
  - b. Miss Pam read the word.
  - c. Max did not read.
  - d. Max used a trick to help.
3. What else could happen?

**4. WORD WORK**

Circle all the words that end with the letter 'e'.

**5. CHALLENGE**

Draw a picture of how Max feels in the story.



**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!

## Max had to Learn learning perseverance

Week 1	Comprehension Focus	'I can' statement
DAY 1	Summarizing	I can find important details
DAY 2	Summarizing	I can find the main idea and details
DAY 3	Summarizing	I can tell what I learned
DAY 4	Summarizing	I can find the problem and solution
DAY 5	Summarizing	I can tell what happened in order

# The Comprehension Skills: SET 1

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## Sam's Bubble

*Understanding autism and building empathy*

Week 2	Comprehension Focus	'I can' statement
DAY 1	Predicting	I can use a text to make predictions
DAY 2	Predicting	I can make predictions before I read
DAY 3	Predicting	I can use pictures to make predictions
DAY 4	Predicting	I can predict what might happen next
DAY 5	Predicting	I can look for clues in a text

# The Comprehension Skills: SET 1

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## Make a Good Choice

*Making good choices*

Week 3	Comprehension Focus	'I can' statement
DAY 1	Inferring	I can use what I learn 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 pictures and the text to make an inference
DAY 4	Inferring	I can infer how other readers may feel about a story
DAY 5	Inferring	I can use events from my own life to make an inference

# The Comprehension Skills: SET 1

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## Maya is Brave Dealing with Bullies

Week 4	Comprehension Focus	'I can' statement
DAY 1	Making Connections	I can make think how a story is like my life
DAY 2	Making Connections	I can think how a story is like other stories
DAY 3	Making Connections	I can make think how a story is like the world
DAY 4	Making Connections	I can think about a story and how I feel
DAY 5	Making Connections	I can think about how characters are the same and different

# The Comprehension Skills: SET 2

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## Leo Is Not Neat



## Personal Space

Week 1	Comprehension Focus	'I can' statement
DAY 1	Problem/Solution	I can find problems in a story
DAY 2	Problem/Solution	I can learn from problems in a story
DAY 3	Problem/Solution	I can guess a problem in a story
DAY 4	Problem/Solution	I can find other books with the same problems
DAY 5	Problem/Solution	I can find a way to solve a problem

# The Comprehension Skills: SET 2

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## Fin Plays Soccer → Making Tough Choices

Week 2	Comprehension Focus	'I can' statement
DAY 1	Main Ideas/Details	I can find the main idea in a story
DAY 2	Main Ideas/Details	I can find details in a story
DAY 3	Main Ideas/Details	I can find words that tell about the main idea
DAY 4	Main Ideas/Details	I can think of details to put in a story
DAY 5	Main Ideas/Details	I can learn from the main idea

# The Comprehension Skills: SET 2

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## The New Kid



## Moving to a New School

Week 3	Comprehension Focus	'I can' statement
DAY 1	Vocabulary	I can find big words in a sentence
DAY 2	Vocabulary	I can use clues to think of new words
DAY 3	Vocabulary	I can think of more than one thing to say about a word
DAY 4	Vocabulary	I can use parts of a word to sound it out
DAY 5	Vocabulary	I can think of more words that mean the same thing



# The Comprehension Skills: SET 2

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<b>Vick Does Not Share</b> → Learning to Share		
<b>Week 4</b>	<b>Comprehension Focus</b>	<b>'I can' statement</b>
<b>DAY 1</b>	Setting	I can tell where the story takes place
<b>DAY 2</b>	Setting	I can find details that tell about where the story takes place
<b>DAY 3</b>	Setting	I can say things about where the story takes place
<b>DAY 4</b>	Setting	I can tell how characters feel in the story
<b>DAY 5</b>	Setting	I can tell how much time passes in a story

# The Comprehension Skills: Set 3

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## Sam is Not Thankful



*Being Grateful*

Week 1	Comprehension Focus	'I can' statement
DAY 1	Understanding Characters	I can see how characters feel in a story
DAY 2	Understanding Characters	I can see how characters act in a story
DAY 3	Understanding Characters	I can think about how characters act and talk
DAY 4	Understanding Characters	I can have opinions about characters
DAY 5	Understanding Characters	I can think about what characters might do next

# The Comprehension Skills: Set 3

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**Rowe Does Not Give Up**  *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 as I read
<b>DAY 2</b>	Questioning	I can give my best answer to questions
<b>DAY 3</b>	Questioning	I can ask questions about characters as I read
<b>DAY 4</b>	Questioning	I can ask questions about events as I read
<b>DAY 5</b>	Questioning	I can ask questions before, during, and after reading

# The Comprehension Skills: Set 3

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## Ice Cream Day Dealing with Bullies

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

# The Comprehension Skills: Set 3

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## Cera and the Big Move Learning in Different Ways

Week 4	Comprehension Focus	'I can' statement
DAY 1	Background Knowledge	I can use what I know to solve new words
DAY 2	Background Knowledge	I can use what I know to judge a text
DAY 3	Background Knowledge	I can use what I know think how characters feel
DAY 4	Background Knowledge	I can use what I know to understand the main idea
DAY 5	Background Knowledge	I can use what I know to understand the big message

# The Comprehension Skills: Set 4

\*\*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!

## Pip and Leo Friendship

Week 1	Comprehension Focus	'I can' statement
DAY 1	Evidence	I can find evidence that describes characters
DAY 2	Evidence	I can find evidence that supports the setting
DAY 3	Evidence	I can find evidence that supports the author's purpose
DAY 4	Evidence	I can find evidence that describes the mood in a story
DAY 5	Evidence	I can find evidence that supports my opinions

# The Comprehension Skills: Set 4

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## Molly Goes to Camp 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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## Tom and the Wrong Buddy

*Learning to work 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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## Tika Learns to Surf The Power of 'yet'

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

# The Comprehension Skills: SET 5

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## Ada Helps a Friend

*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

# The Comprehension Skills: SET 5

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## Chester and the Bad Grade 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

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## Making New Friends

*Learning about Friendship*



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

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## Living With Autism Understanding Differences

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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## Ike and Ivy 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

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## Hin Moves to America



*Accepting Many Cultures*

<b>Week 2</b>	<b>Comprehension Focus</b>	<b>'I can' statement</b>
<b>DAY 1</b>	Reader's Purpose	I can identify new learning as I read.
<b>DAY 2</b>	Reader's Purpose	I can make inferences as I read.
<b>DAY 3</b>	Reader's Purpose	I can find reasons for reading a text.
<b>DAY 4</b>	Reader's Purpose	I can connect text events to my own life.
<b>DAY 5</b>	Reader's Purpose	I can identify all the benefits of reading.

# The Comprehension Skills: SET 6

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## Dan Was Not Nice



*Learning to make good choices and be kind*

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

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## Lina's Bad Attitude



*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 events 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!

## Ike and Jax



*Making New Friends*

<b>Week 2</b>	<b>Comprehension Focus</b>	<b>'I can' statement</b>
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

\*\*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!

## Vigo'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!

## Annie's Big Lie 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: SET8

\*\*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!

## Tate and Micah 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

\*\*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 Loudest Kid in the Class Learning to Accept Others

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

# 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!

## Kye Did Not Like School Helping to get Motivated

Week 4	Comprehension Focus	'I can' statement
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.