

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!

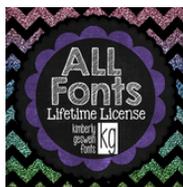
The comprehension skills covered are carefully chosen to reflect what readers at grade 2-3 should be practicing.

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.

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.

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!"



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 2-3 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 details in a text I read.

Haji is only 8 years old, but he loves to show off his reading skills. He always wins. The teacher is good at. He has a hard time reading. Because of this, Haji never wants to read.

"Reading is boring. Why can't I quit?" Haji whines to his teacher, Mr. Adams.

"I know reading feels hard for you Haji, but you can never, ever give up. The only way to get better is to keep trying." Mr. Adams says.

Haji sighs and then keeps reading.



2. READ

3. ANSWER

1. What is the most important detail that happened in the story?
 - a. Haji was in a race.
 - b. Haji didn't give up.
 - c. Haji whined to his teacher.
 - d. Haji took a deep breath.
2. Why does Haji want to quit reading?
 - a. Because it's time for lunch.
 - b. Because he needs a nap.
 - c. Because reading is hard.
 - d. Because reading is easy.
3. Why should readers look for the most important things in a story?

4. CHALLENGE

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

5. PRO TIP

Check the first sentence of every paragraph when looking for the most important parts of a story!

Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.
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1.2 SUMMARIZING FOCUS

I can find the main idea and details when I read.

Haji Does Hard Things

2. READ

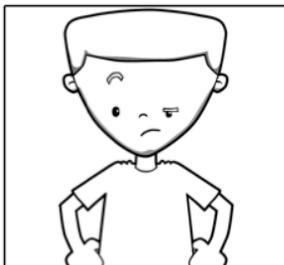
3. ANSWER

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!"



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 ORIGINAL STORIES

20 DAYS OF PRACTICE

4 FOCUS SKILLS

EACH SET INCLUDES...

why Haji should never quit trying to be a better reader.

4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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

can use what I know before reading to make predictions.

2. READ

3. ANSWER

down by giving her a coloring
going to be okay Alyssa," Mrs. Bell
are so good at drawing."
own as she colors with her favorite
s a deep breath. Alyssa feels better now.
good friend in class. Her name is Janna.

brother has autism too. She
understands when Alyssa gets scared and
yells. Janna knows Alyssa isn't yelling to be
mean, or make other kids feel bad.

Janna and Alyssa like to spend lots of
time together drawing



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 Janna?
 - a. mean.
 - b. Kind.
 - c. angry.
 - d. tired.
3. What do you know about people who are kind to others?

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

4.5 CONNECTIONS FOCUS

I can make connections between different characters in a story.

Fifi is Brave

2. READ

3. ANSWER

ANSWER KEYS INCLUDED

they needed to stick up
d.
ow," Mrs. Norwood
bully, or are you going to
d on this side of the
er here."



1. How are Fifi and Blake the same?
 - a. they both like to tattle.
 - b. they are both being bullied.
 - c. they are both bullies.
 - d. they both do not like bullies.
2. What did the kids in the class decide to do?
 - a. make posters.
 - b. ignore bullies.
 - c. stand up to bullies.
 - d. be mean to Fifi.
3. What choice would you make if you were in Mrs. Norwood's class?

your friends, that makes you a bully.

4. CHALLENGE

Do you plan to be a bully or a friend? T
you plan to do after you make your c

5. PRO TIP

You can think about how characters in one book
are the same as other characters in different b



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!

Haji 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

The Comprehension Skills: SET 1

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Alyssa'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

The Comprehension Skills: SET 1

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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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Fifi 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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Patel Gets Organized 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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Mary's Mistake → Making Tough 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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Always the New Kid Moving to a New School

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		 Learning to Fail
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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Hima 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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Evelyn Learns to Persevere  <i>Diligence and perseverance</i>		
Week 2	Comprehension Focus	'I can' statement
DAY 1	Questioning	I can ask myself questions about a text
DAY 2	Questioning	I can give my best answer for questions about a text
DAY 3	Questioning	I can ask questions about characters in a story
DAY 4	Questioning	I can ask questions about events in a story
DAY 5	Questioning	I can ask questions before, during, and after reading

The Comprehension Skills: SET 3

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Mario and the Sno-Cone Money Dealing with Bullies

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

The Comprehension Skills: SET 3

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Sierra is More Than a Test Score 

*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 form opinions about a text
DAY 3	Background Knowledge	I can use what I know to infer 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 central 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!

When Friendships Change  <i>Changing Friendships</i>		
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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New Summer Camp Friends  <i>Accepting Differences</i>		
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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Mara Learns the Power of Yet

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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Niha Learns Compassion 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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Gunner's Bad Choice



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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Tara 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

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Abby Craves 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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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.

The Comprehension Skills: SET 6

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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.

The Comprehension Skills: SET 6

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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.

The Comprehension Skills: SET 6

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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.

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

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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.

The Comprehension Skills: SET 7

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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.

The Comprehension Skills: SET 7

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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

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Learning from a Mistake 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!

Trying to Keep Up 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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The Loudest Kid in Third Grade 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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Noah Had No Goals



*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.

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!

Yamis'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

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Handling a Big Mistake 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

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Standing Up for Yourself Finding Your Voice

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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Aman and Kylian Standing up for what's right

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.

The Comprehension Skills: SET 10

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Enough is Enough 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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Cade Shows His True Colors *Making Good Friend Choices*

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

The Comprehension Skills: SET 10

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Learning to Accept Help



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*

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