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# Chapter 1

## Introduction

Research has shown us that repeated practice, if done correctly, can lead to success. But in order for repeated practice to be effective, it can't be squeezed into two or three weeks. If it is, students will retain the material for that amount of time and then promptly forget it. In order for students to apply skills that they have learned, they need to know the skills on a subconscious level. To achieve this understanding, students "must engage in practice that gradually becomes *distributed*, as opposed to *massed*" (Marzano, Pickering, & Pollock, 2001).

Students should do quick, short, daily reviews on a regular basis so that any learned skills can be forced into long-term memory to be recalled as needed. This process works for math, spelling, grammar, reading, and other subject areas.

Patterned after *Daily Grammar Practice*, *Daily Reading Practice* provides students with one reading selection per week. Students reread the selection every day, each time focusing on a different set of comprehension skills.

Please note that DRP is not a literature curriculum. It is a supplementary reading comprehension series. Students should hone their comprehension skills through DRP, but they should still read and study full-length works of literature as well. Though some DRP passages are literary in nature, most are nonfiction so students can gain experience and practice with a multitude of genres in all subject areas.

The format of DRP is intentionally simple and consistent. Some teachers would like DRP to look like the SAT, ACT, or their state's reading comprehension test. However, DRP, though certainly helpful in preparing students for standardized tests, is more than a test preparation tool. The goal of DRP is to teach students to analyze and understand written texts so they can become life-long readers and learners. Conveniently, this effective teaching will also prepare students for high-stakes reading comprehension tests in any format.

Each DRP passage at the high school level is around 250 words in length. While some teachers might prefer longer passages (again to prepare students for standardized tests), DRP uses shorter passages for two main reasons. First, less is more. Shorter passages allow students to hone their skills without getting bogged down. Once they have mastered the host of comprehension skills addressed throughout this book, they will be able to tackle longer passages with ease and confidence. Second, DRP is designed to be a quick, daily activity. It shouldn't take more than a few minutes each day; your class time is valuable and too short as it is.

With that said, some of the reading passages lend themselves to further writing, discussion, and research activities. For example, students could form a rebuttal to a persuasive passage or search for additional information about an informative passage or perhaps use a descriptive passage as a model for their own descriptive writing. Including such extension activities is entirely up to you.

# The rationale for daily practice

According to research, students who can use self-monitoring techniques when they read have learned a critical component of reading comprehension (Gersten & Baker, 1999). But in order to use these techniques, the students must have them firmly implanted into their long-term memory. These self-monitoring techniques include such activities as rereading parts of the text, figuring out unfamiliar words, summarizing the text in their own words, relating the selection to prior knowledge, visualizing the text, making inferences, and making predictions.

Traditionally, students read a text once and then move on to a new text. However, “repeated readings of a passage make it significantly easier for students to recall its important content” (Gersten & Baker, 1999). Rather than just skimming a passage for answers to a few questions, DRP forces students to slow down and carefully analyze the text. Working with the same text for a few minutes a day is beneficial to students of any ability level and especially so for struggling readers. By Friday, even the struggling readers and English language learners can feel successful with reading and understanding the passage.

## How the approach works

*Daily Reading Practice* is an approach that gives students the daily practice that they need to improve their reading comprehension skills and be able to use these skills forever. It is a simple process that uses repeated practice to force the reading concepts into long-term memory.

The key to *Daily Reading Practice* is that it is daily. You give the students one reading selection each week. Each day of the week, students have different tasks to accomplish with this selection. Your students read the selection each day before starting the activities for the day. Using the Help Pages in Chapter 2, your students work with the whole class, in groups, in pairs, or individually to figure out the answers to the questions. You take a few minutes a day to go over the day’s lesson. You explain any new concepts and answer any questions that they might have about the daily assignment.

Students learn through daily repetition. They carry the skills that they are working with in this program into their other reading assignments. The concepts are revisited on a weekly basis so that they aren’t forgotten.

The concepts build through the week. On Mondays, students work with the subject, the title (simple main idea), the author’s purpose, the genre of the selection, and usually the tone or mood of the selection.

On Tuesdays, students work with the vocabulary in the selection. Synonyms, antonyms, base words, and words in context are a few of the skills practiced on this day. Sometimes they will need to utilize a dictionary in this section.

On Wednesdays, students practice inferences, use prior knowledge, test true/false statements, find problems in the fiction selections, and identify literary and rhetorical techniques.

On Thursdays, students work with information they discussed on the previous days and find evidence and details to support their assumptions. For some selections they build and use graphic organizers to understand the text.

On Fridays, after the students have dug deeply into the selection for four days, they identify key words and use these key words to write a summary of the selection.

The reading selections represent many different topics and genres, and skills are reviewed throughout the year. The selections and skills get harder from grade to grade, and skills are reviewed throughout the levels.

You will see your students' reading comprehension improve as the year goes on. You will see them retrieve the skills and understandings from their long-term memory and build on these skills in their other reading activities.

The more students read, the better readers they become. The better readers they become, the more students read. Reading is **for** life. Reading is **about** life. Reading is life.

## How to do DRP daily

You have several options for presenting DRP to your students:

1. **Workbooks:** The workbook approach is the most teacher friendly and student friendly. You have to buy a workbook for each student, but the books are cost-effective and time-saving. Each workbook provides students with an introduction to the approach, a quick reference guide like the one in Chapter 2, and a separate page for each week's lesson. The workbooks are designed to be inserted easily into a three-ring binder. If you choose the workbook approach, read over the introduction with your students. I suggest you and your students work together on the passage and questions for the first week or two. Later, students should follow directions in their workbooks to complete the tasks. You can find more information about the workbooks or order workbooks at [www.dgppublishing.com](http://www.dgppublishing.com). For your convenience, you can also find an order form in the back of this book.

2. **Reproducible Passages:** Chapter 3 provides reproducible copies of the passages for each week's lessons. They are the same passages that appear in the workbooks. If you use the reproducible passage approach, provide each student with a copy of the passage for the week. They can keep this page in a binder or folder. Also provide them with copies of the Help Pages in Chapter 2 to keep for the year. Have the students refer to these Help Pages on a regular basis. The pages are set up very simply, with only the information that is needed for the particular day of the week. Finally, write the daily questions on the board or overhead, ask them orally, or use the transparencies or CDs that are available from DGP Publishing. Students then use notebook paper to write out the daily assignments.

3. **Interactive Version:** DRP is available for interactive whiteboards (Windows only). The interactive version can be used with or without student workbooks. It has a printable version of the passages for each week so students can interact with the selections at their seats if not using workbooks. It also has a printable version of the student Help Pages.

Regardless of which approach you choose, you need to set aside a time each day to complete *Daily Reading Practice*. You can have students try to work out the day's practice ahead of time, or you can work on it together. It all depends on your group.

Have the students reread the selection each day. Be sure to have them explain their answers and give documentation from the selection. This way you know that they are not just guessing. Also, remind them to use their help pages as needed.

Make sure you use the academic vocabulary during their other reading tasks each day. The more opportunities they have to hear the words, practice the skills, or use the terminology, the easier it will be for the students to remember the concepts and apply them to all of their reading.

The answers to the questions are in Chapter 4 of this teacher's guide. In some cases, answers will vary, so the provided answers are suggestions only. Feel free to add your own questions each day as well or to follow up with some type of extension activity.

SAMPLE

# Chapter 2

## Help Pages

### Monday Notes

#### SUBJECT OF A SELECTION

- Look at the first sentence.
- Look for any repeated words or names.
- Read the selection a second time.

#### TITLES

- The title should hint at what the selection is about.
- The first word should always begin with a capital letter.
- The last word should always begin with a capital letter.
- All important words should begin with capital letters.
- Articles and prepositions don't need to be capitalized unless they are the first or last word of the title.

#### AUTHOR'S PURPOSE

- entertain – The author tells a personal or fictional story that is based on real or imaginary events.
- persuade – The author lets the readers know how he/she thinks about the subject or tries to talk the reader into thinking like the author thinks.
- inform – The author gives information about a subject.
- explain – The author helps the readers understand a subject.
- teach – The author gives directions on how to do something.
- describe – The author paints with words a picture of a person, place, event, or item.

#### GENRE

- Genre is the name used to identify types of literature.
  - ex: *realistic fiction, fantasy, folktale/fairytale, science fiction, poetry, drama, nonfiction, real-world writing, biography, autobiography, letter*

#### TOPE

- Tone is the author's attitude toward his or her subject matter and/or audience.
  - ex: *approval, pride, resentment, amusement*

#### MOOD

- The mood refers to the prevailing atmosphere or feeling of a selection.
- ex: *sad, happy, fearful, comfortable*

# Tuesday Notes

## AFFIX

- Either a prefix or suffix added to a base or root word.

## ANALOGY

- An analogy shows the relationship between two things.
  - ex: **inside : outside :: up : down**
  - This is how you read this analogy: **inside is to outside as up is to down.**
  - The single colon stands for *is to*. The double colon stands for *as*.

## ANTONYMS

- Antonyms are words that are the same part of speech and have opposite or almost opposite meanings.
  - ex: **hot/cold**                      **inside/outside**

## BASE WORD

- A base word is the main part of a word without any prefixes or suffixes.
  - ex: **unhappy = happy**                      **jumping = jump**

## CONNOTATION

- Connotation refers to the beyond-the-surface meaning that a word suggests or implies.
  - ex: Use **home** instead of **house** for a warmer connotation.

## EUPHEMISM

- A euphemism is an agreeable word or phrase used in place of a more harsh or rude one.
  - ex: **restroom** instead of **toilet**

## IDIOM

- An idiom is a group of words or a phrase that has a hidden meaning.
- You can't understand the meaning of an idiom by what the words literally say.
  - ex: **It is raining cats and dogs.**

## PREFIX

- A prefix is the letter or group of letters put at the beginning of a base or root word to change the word's meaning.
  - ex: **un + happy = unhappy**                      **re + new = renew**

## ROOT

- A root is the part of the word that carries the most meaning. Many common roots come from Greek and Latin.
  - ex: **mar = sea**                      **Marine** life lives in the sea.

## SUFFIX

- A suffix is the letter or group of letters put at the end of a word.
  - ex: **quick + ly = quickly**                      **move + able = moveable**

## SYNONYMS

- Synonyms are words that are the same part of speech and have the same or almost the same meaning.
  - ex: **small, tiny**                      **large, big**

# **Chapter 3**

## **Reproducible Student Selections**

The following pages provide reproducible copies of the student selections for each week. If not using workbooks, students should have a copy of each week's selection with which to interact on a daily basis.

SAMPLE



## Week One

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### Title

You are commencing a year-long reading comprehension program called *Daily Reading Practice* (or DRP for short). You will have quick, short, daily reviews of many different skills you need to be a good reader. Doing the daily activities will help you practice these skills so you can use them when you read novels, newspapers, magazines, reference materials, and even information on the Internet. The exercises will also help you prepare for standardized tests.

You will work with a different reading passage each week. Follow the directions for each day. Your whole class might do the work together, you might work in small groups, or your teacher might tell you to do the work by yourself. Either way, your teacher will check each day to see if you have tried the assignment. It's okay if you get some of the answers wrong, but you should give it your best shot. Your class will then go over the correct answers together. If you have made any errors, you should correct them in your consumable workbook or on your notebook paper.

You will spend only a few minutes each day on DRP, but you should reread the reading selection daily. You will have to answer questions about the passage; sometimes you may have to draw a picture or make a graphic organizer. Refer to your help pages each day to be sure you're doing your assignments correctly. If you have any questions, be sure to ask your teacher. For the first few weeks, the daily tasks might be difficult, but don't worry. The more DRP you do, the easier it will become!

## Week Two

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### Title

One of the most active volcanoes in Cook Inlet is Augustine, whose symmetrical cone rises 1,254 meters above the sea. Since Captain James Cook discovered and named it in 1778, Augustine has erupted in 1812, 1883, 1935, 1963-64, 1976, and 1986. Curiously, the quiet intervals between these eruptions apparently have shortened from 70 to 10 years. Augustine's 1986 eruption was similar to the pattern of events observed in 1976. After eight months of earthquake activity beneath the volcano, a violent explosion began on March 26. Billowing ash plumes rose more than 10 kilometers above the vent, pyroclastic flows sped down the volcano's flanks into the sea, and ash spread throughout Cook Inlet. A second stage began April 23, when lava began erupting near the volcano's summit and added about 25 meters to the top of the existing lava dome. Small pyroclastic flows accompanied growth of the dome.

Scientists were worried that this eruption might trigger a giant landslide from Augustine's steep upper cone, which could enter the sea to create a tsunami (powerful seismic sea wave). At least 12 landslides are known to have occurred at Augustine. The most recent slide took place at the onset of the 1883 eruption when a part of the volcano's summit collapsed into the sea. Within one hour, a tsunami as high as 9 meters crashed ashore on the coast of the Kenai Peninsula 80 kilometers away. No one was killed and property damage was only minor because the tsunami hit at low tide. Subsequent eruptions have rebuilt a steep cone of overlapping lava domes similar to the cone that existed just before the 1883 landslide.

# Chapter 4

## Answer Keys

Some of the answers will vary.  
Suggested answers and graphics  
are given for each question.

SAMPLE

# Week One

## Just a Little Dose a Day

### Title

You are commencing a year-long reading comprehension program called *Daily Reading Practice* (or DRP for short). You will have quick, short, daily reviews of many different skills you need to be a good reader. Doing the daily activities will help you practice these skills so you can use them when you read novels, newspapers, magazines, reference materials, and even information on the Internet. The exercises will also help you prepare for standardized tests.

You will work with a different reading passage each week. Follow the directions for each day. Your whole class might do the work together, you might work in small groups, or your teacher might tell you to do the work by yourself. Either way, your teacher will check each day to see if you have tried the assignment. It's okay if you get some of the answers wrong, but you should give it your best shot. Your class will then go over the correct answers together. If you have made any errors, you should correct them in your consumable workbook or on your notebook paper.

You will spend only a few minutes each day on DRP, but you should reread the reading selection daily. You will have to answer questions about the passage; sometimes you may have to draw a picture or make a graphic organizer. Refer to your help pages each day to be sure you're doing your assignments correctly. If you have any questions, be sure to ask your teacher. For the first few weeks, the daily tasks might be difficult, but don't worry. The more DRP you do, the easier it will become!

Monday – Read the selection carefully.

1. The selection is about doing Daily Reading Practice.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to teach (provide instructions).
4. The genre of this selection is nonfiction (instructional).
5. The author's tone can best be described as \_\_\_\_.  
 condescending    concerned    encouraging    indifferent

Tuesday – Read the selection carefully.

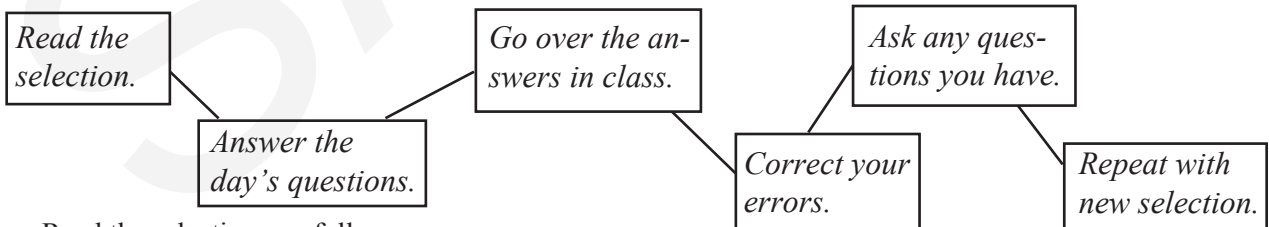
6. Find in the selection a word that means meant to be used up. consumable
7. What does the word program mean in this selection?  
 a list of events    curriculum    to enter data
8. The word commencing in the selection is an antonym of \_\_\_\_.  
 beginning    ending    ignoring    enjoying
9. Circle the idiom in the selection. It means make your best effort/try as hard as you can.

Wednesday – Read the selection carefully.

10. The selection doesn't say, but your DRP will probably be graded on \_\_\_\_.  
 accuracy    completion
11. Underline different types of texts mentioned in the selection. What are some other types of texts you might read? letters, instruction manuals, scripture, reviews, poems, stories, etc.
12. You should read each selection \_\_\_\_.  
 once    two or three times    five times
13. If you're unfamiliar with a concept you're asked about in DRP, where should you look for help? I should look at my help pages.

Thursday – Read the selection carefully.

14. Draw a story string showing the steps involved in successfully completing DRP each week.



Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: Daily Reading Practice, passage, answers, few minutes, reread, help pages

Suggested Summary: We will be doing Daily Reading Practice this year. We will spend a few minutes each day answering questions about a different passage each week. If we have trouble, we should check our help pages or ask our teacher for help.

# Week Twenty-six

## To Walk in the Shadows of Grandeur

### Title

But Europe held forth the charms of storied and poetical association. There were to be seen the masterpieces of art, the refinements of highly-cultivated society, the quaint peculiarities of ancient and local custom. My native country was full of youthful promise; Europe was rich in the accumulated treasures of age. Her very ruins told the history of times gone by, and every mouldering stone was a chronicle. I longed to wander over the scenes of renowned achievement—to tread, as it were, in the footsteps of antiquity—to loiter about the ruined castle—to meditate on the falling tower—to escape, in short, from the commonplace realities of the present, and lose myself among the shadowy grandeurs of the past.

I had, besides all this, an earnest desire to see the great men of the earth. We have, it is true, our great men in America; not a city but has an ample share of them. I have mingled among them in my time, and been almost withered by the shade into which they cast me; for there is nothing so baleful to a small man as the shade of a great one, particularly the great man of a city. But I was anxious to see the great men of Europe; for I had read in the works of various philosophers, that all animals degenerated in America, and man among the number. A great man of Europe, thought I, must therefore be as superior to a great man of America, as a peak of the Alps to a highland of the Hudson; and in this idea I was confirmed, by observing the comparative importance and swelling magnitude of many English travellers among us, who, I was assured, were very little people in their own country. I will visit this land of wonders, thought I, and see the gigantic race from which I am degenerated.

Monday – Read the selection carefully.

1. The selection is about the author's desire to visit Europe.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to explain.
4. The genre of this selection is nonfiction (personal essay).
5. The author's attitude toward Europe can best be described as \_\_\_\_.  
 unimpressed    sarcastic    sympathizing    idealistic

Tuesday – Read the selection carefully.

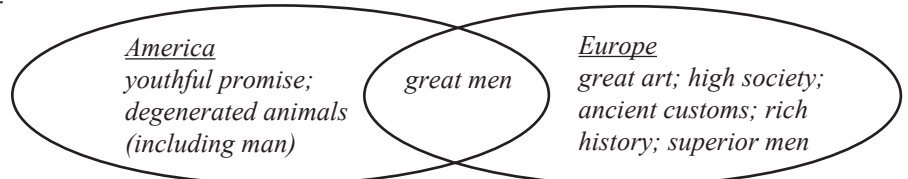
6. Find in the selection a word that means declined in value. degenerated
7. What does the word race mean in this selection?    a contest of speed    a group of people    an urgent need
8. Circle at least five words in the passage that mean old or refer to old things or times.
9. The word baleful in the selection means \_\_\_\_\_.    refreshing    miserable    evil    beneficial

Wednesday – Read the selection carefully.

10. The author's desire to go to Europe is based on \_\_\_\_\_.    books he has read and stories he has heard  
 his desire to prove that Americans are not inferior to Europeans  
 his desire to elevate his position in society    curiosity stemming from previous trips abroad
11. The double-underlined portion of the passage serves to demonstrate \_\_\_\_\_.    the author's infatuation with the English    the greatness of other men in Europe    the scarcity of great men in America  
 the insignificance of most Englishmen
12. The phrase "every mouldering stone was a chronicle" provides an example of \_\_\_\_\_.  
 simile    metaphor    personification    allusion
13. The phrase "ruins told the history of times gone by" provides an example of \_\_\_\_\_.  
 simile    metaphor    personification    allusion    imagery

Thursday – Read the selection carefully.

14. Make a Venn diagram comparing and contrasting the author's opinions about America and Europe.



Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: Europe, America, great men, superior, read, visit

Suggested Summary: The author wishes to visit Europe because he has read and heard about its rich history, sophisticated society, and artistic masterpieces. He has also heard that the men of Europe are superior to the men of America, and he believes it to be true.

# Curriculum Objectives Addressed at Each Grade Level

Throughout the course of the year, each student will

	1	2	3	4	5	6	7	8	9	10
compare and contrast				●	●	●	●	●	●	●
complete analogies				●	●	●	●	●	●	●
determine characterization									●	●
distinguish between true and false statements	●	●	●	●	●	●	●	●	●	●
draw and use graphic organizers	●	●	●	●	●	●	●	●	●	●
figure out words in context	●	●	●	●	●	●	●	●	●	●
form an opinion about a selection		●	●	●	●	●	●	●	●	●
identify a base word	●	●	●	●	●	●	●	●	●	●
identify a fiction selection	●	●	●	●	●	●	●	●	●	●
identify a nonfiction selection	●	●	●	●	●	●	●	●	●	●
identify a metaphor						●	●	●	●	●
identify a prefix	●	●	●	●	●	●	●	●	●	●
identify a realistic selection	●	●	●	●	●	●	●	●	●	●
identify a root								●	●	●
identify a simile		●	●	●	●	●	●	●	●	●
identify a suffix	●	●	●	●	●	●	●	●	●	●
identify alliteration	●	●	●	●	●	●	●	●	●	●
identify allusion									●	●
identify an opinion in a selection		●	●	●	●	●	●	●	●	●
identify and use chronological order			●	●	●	●	●	●	●	●
identify antonyms	●	●	●	●	●	●	●	●	●	●
identify cause-effect		●	●	●	●	●	●	●	●	●
identify compound words	●	●	●	●	●	●	●	●		
identify contractions	●	●	●	●	●	●	●	●		
identify detail sentences				●	●	●	●	●	●	●
identify facts in a selection		●	●	●	●	●	●	●	●	●
identify homophones (homonyms)	●	●	●	●	●	●	●	●		
identify homographs		●	●	●	●	●	●	●		
identify key words in a selection	●	●	●	●	●	●	●	●	●	●
identify person – 1 <sup>st</sup> and 3 <sup>rd</sup>		●	●	●	●	●	●	●	●	●
identify rhyming words	●	●	●							
identify singular/plural				●	●	●	●	●		
identify synonyms	●	●	●	●	●	●	●	●	●	●
identify the author’s purpose for writing a selection	●	●	●	●	●	●	●	●	●	●
identify the difference between fact and opinion		●	●	●	●	●	●	●	●	●
identify the difference between objective and subjective									●	●

	1	2	3	4	5	6	7	8	9	10
identify the genre of a selection	●	●	●	●	●	●	●	●	●	●
identify the main idea or thesis of a selection		●	●	●	●	●	●	●	●	●
identify the mood of a selection		●	●	●	●	●	●	●	●	●
identify personification									●	●
identify the problem in a selection	●	●	●	●	●	●	●	●	●	●
identify the reader's purpose for reading selection						●	●	●		
identify the solution in a selection			●	●	●	●	●	●	●	●
identify the subject of a selection	●	●	●	●	●	●	●	●	●	●
identify the tone of a selection									●	●
identify the topic sentence				●	●	●	●	●		
identify the viewpoint from which a text is written				●	●	●	●	●	●	●
identify multiple layers of a text									●	●
make inferences about a selection		●	●	●	●	●	●	●	●	●
make predictions from selection content			●	●	●	●	●	●	●	●
paraphrase a sentence									●	●
recognize characters in a selection	●	●	●	●	●	●	●	●	●	●
recognize hyperboles								●	●	●
recognize imagery									●	●
recognize plot in a selection		●	●	●	●	●	●	●	●	●
recognize rhetorical questions									●	●
recognize setting in a selection	●	●	●	●	●	●	●	●	●	●
recognize words with multiple meanings	●	●	●	●	●	●	●	●	●	●
relate new information to prior knowledge	●	●	●	●	●	●	●	●	●	●
reread a selection if the meaning is not clear	●	●	●	●	●	●	●	●	●	●
skim through a selection for information	●	●	●	●	●	●	●	●	●	●
summarize selection content	●	●	●	●	●	●	●	●	●	●
understand an idiom		●	●	●	●	●	●	●	●	●
understand euphemisms									●	●
understand that reading is a process of seeking meaning	●	●	●	●	●	●	●	●	●	●
understand the connotations of words									●	●
understand the effects of literary devices									●	●
use a dictionary to understand unknown words	●	●	●	●	●	●	●	●	●	●
use information in text to draw conclusions			●	●	●	●	●	●	●	●
use self-monitoring and self-correcting strategies	●	●	●	●	●	●	●	●	●	●
visualize a selection	●	●	●	●	●	●	●	●	●	●
write a title using correct punctuation and capitalization	●	●	●	●	●	●	●	●	●	●
write a title using correct spelling		●	●	●	●	●	●	●	●	●