

# Introduction

You are starting a year-long reading comprehension program called *Daily Reading Practice* (or DRP for short). In this program you will have quick, short, daily reviews of many different skills you need to be a good reader. Doing the activities in this workbook 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.

Each week, you will do a new page of your workbook. Follow the directions for each day. Your whole class might do the work together, 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 try your best. Your class will then go over the correct answers together. If you have made any errors, you should correct them in your workbook.

You will spend only a few minutes each day on DRP, but you should reread the reading selection (or passage) each day. You will have to answer questions about the selection; 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!

# 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: *fiction, essay, review, news article, poetry, drama, nonfiction, journal entry, biography, autobiography, letter*

### tone

- 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*

# 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!

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Monday – Read the selection carefully.

1. The selection is about \_\_\_\_\_.
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 \_\_\_\_\_.
4. The genre of this selection is \_\_\_\_\_.
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. \_\_\_\_\_
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 \_\_\_\_\_.

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? \_\_\_\_\_
  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? \_\_\_\_\_
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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.
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