

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.
- Words like *a*, *an*, and *the* don't need to be capitalized unless they are the first 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 gives a picture with words of a person, place, event, or item.

READER'S PURPOSE

- There are many reasons you might have for reading the selection.
 - ex: *gain information, learn something, understand a difficult subject, be entertained, etc.*

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*

Tuesday Notes

WORDS

- **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 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*
- **contraction** – A contraction is a word that is made from two words. An apostrophe is put in where the letters are left out.
 - ex: *cannot = can't* *is not = isn't*
- **homograph** – A homograph is a word that is spelled the same as another word, but is sometimes pronounced differently and has a different meaning.
 - ex: *live – live* *project - project*
- **homophones** – (sometimes called **homonyms**) Homophones are words that sound alike, but are spelled differently and have different meanings.
 - ex: *two, to, too* *weak, week*
- **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** – The 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.
- **singular/plural** – These are words in which the suffixes are added or removed to show number.
 - ex: *house + s = houses* *families – ies + y = family*
- **suffix** – A suffix is the letter or group of letters put at the end of a word or part of a word.
 - ex: *quick + ly = quickly* *move + able = moveable*
- **synonyms** – Synonyms are words that have the same or almost the same meaning.
 - ex: *small, tiny* *large, big*
- **unknown words** – The author uses a word that you don't know or understand.
 - Sometimes you need to look up the word in a dictionary.

Week One

Title

Most people think of the top two generals of the Civil War as opposites. General Robert E. Lee was an intellectual gentleman-soldier from Virginia who was distressed by the secession of the southern states, but could not abandon his own state of Virginia that he dearly loved. General Ulysses S. Grant, an Ohioan, was a stubbornly determined soldier, who had resigned his commission in 1854, but returned to military service to lead the northern states.

The two men did have some features in common. They both graduated from West Point, both served with honor in the Mexican War of 1846, both were descendants of fighters of the Revolutionary War, and both earned the respect and loyalty of their soldiers. Both men had a similar mission in the war effort. They had to turn untrained volunteers and uncooperative draftees into disciplined soldiers.

Lee did not have the supplies and resources of the North, but had to depend on the courage of his men as they defended their own land. Being a daring leader, he won many battles for the South through surprise and quick action. Grant, with the vast resources of the North, led his soldiers into many battles that eventually spelled victory for the North. At the conclusion of the war, both men understood the need for reconciliation between the North and the South.

Monday – Read the selection carefully.

1. The subject of this selection is _____.
2. At the top of this page, write a title for this selection.
3. The author's purpose in writing this selection is to _____.
4. My purpose in reading this selection is to _____.
5. The genre of this selection is _____.

Tuesday – Read the selection carefully.

6. A synonym for compromise in the selection is _____.
7. What does the word distressed mean in this selection? troubled made to look old
8. The base word of uncooperative is _____.
9. The word ancestors means the opposite of _____ in this selection.

Wednesday – Read the selection carefully.

10. Both generals had the loyalty of their soldiers. True False
11. From the selection, I can infer that Lee and Grant might have ___ before the war.
 hated each other known each other
12. What is the main idea of this selection? _____
13. This selection is an example of which type of writing? _____

Thursday – Read the selection carefully.

14. Make a Venn diagram comparing Lee and Grant.

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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