

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: *realistic fiction, fantasy, folktale/fairytale, science fiction, poetry, drama, nonfiction, real-world writing, biography, autobiography, letter*

STONE

- 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*.

ANTONYM

- 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

Title

Most students will tell you that reading comprehension tests are difficult. Why? Because the lengthy passages require you to stay focused! In order to stay awake and to concentrate, you must remember one important rule: Stay engaged with the text. In other words, interact with the passage in front of you. Here's how:

First, write on the passage. Underline information that you think may be important. Underline transitional or signal words such as *however*, *therefore*, *since*, *nevertheless*, and *above all*. Circle words that are unfamiliar to you. Put stars next to examples the author provides. Make brief notes in the margins about the author's purpose, point, or attitude. Writing on the passage serves three important purposes. It helps you to make more sense of what you're reading; it helps you to remember what you've read; and it helps you to stay tuned in while you're reading!

The second way to stay engaged with the text is to keep a conversation going in your head while you're reading. Go ahead. No one else will know. Talk back to the author of the passage. Ask him or her questions like "What point are you trying to make?" or "Why did you describe the situation that way?" Make accusations like "Wow, you obviously don't like this character very much." or "Well, I can tell you think global warming is nothing but a scam." Get inside the author's head by saying "You're trying to be sarcastic, aren't you?" or "Oh, I see where you're going with this example." These conversations may feel awkward at first, but good readers have them all the time. They help you to think like the author (which means you'll have an easier time answering the questions), and they help you to (once again) stay tuned in to the reading!

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 tone of the selection can best be described as _____.

Tuesday – Read the selection carefully.

6. Find in the selection a synonym for hoax. _____
7. What does the word engaged mean in this selection? involved pledged to be married
8. The base word of accusations is _____.
9. The idiom get inside the author's head means to _____.

Wednesday – Read the selection carefully.

10. List two ways to stay focused on a reading passage: _____
 11. List three reasons writing on the passage can be helpful: _____
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Thursday – Read the selection carefully.

12. Circle transitional or signal words that appear throughout the passage.
13. Underline specific examples the author uses in the passage.

Friday – Read the selection carefully.

14. 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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