

# **Daily Reading Practice**

**Teacher Guide  
Student Selections  
Answer Keys  
Hi-Lo Edition**

**Interest: 7-12+  
Readability: 2.0-6.0**

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# Daily Reading Practice Hi-Lo Edition

## What we know, but sometimes forget

You know, as a parent or a former kid, that when children are first learning to walk, ride a bike, or roller skate, they want to do this activity again and again. Kids don't realize that they are practicing certain motor skills; they think they're just having fun. As with any new physical skill that is learned, that skill needs to be done often in order to attain mastery.

The same thing happens with mental skills. We sometimes wish a child would "finally start talking." Then, when it happens, we wish for a little peace and quiet! We know that when children begin working puzzles or building with blocks, they want to do the same puzzles or build the same castles over and over. They want you to read them the same stories, and they help you read the same stories numerous times.

We, as teachers, have students practice addition facts, multiplication facts, spelling words, handwriting, and many other skills again and again. We try to vary the means of practice. Games, relay races, Mad Minute, flashcards, and other activities help students become proficient at the various skills needed for further learning.

Research has shown us that this repeated practice, if done correctly, can lead to success. But the problem with this kind of practice is that in order for it to be effective, it can't be squeezed into two or three weeks. The students will retain the material for that amount of time and then promptly forget it. Spelling words are learned for the Friday test and can't be spelled correctly two weeks later on a writing assignment. Vocabulary words are memorized for the end of the unit test and then put aside. Parts of speech are remembered for the grammar test and then can't be recalled later when needed.

The problem with this kind of "drill and kill" is that the learned information goes into short-term memory but never makes it to long-term memory. Research has proven that 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, children "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.

The *Daily Grammar Practice* program by Dawn Burnette of DGP Publishing, Inc., is a proven example of how the practice of distributing-the-learning works. Students have unbelievable understanding and recall of grammar skills when this program is implemented in the classroom.

*Daily Reading Practice* is patterned after *Daily Grammar Practice*. Students use one reading selection for a whole week, and they practice skills with that selection on a

daily basis. Teachers who have been using *Daily Grammar Practice* and know that it works have asked for the same help with reading. Read on!

## The rationale for daily practice

Reading is everywhere. It's a part of everything that we do. Reading is the most critical part of a student's learning. It is the most important skill that a person needs to learn to function in the world today. All of these statements are true, and you're saying, "Yes, I know all that!"

We, as educators, also know that people learn in a variety of ways. In schools today, many different methods of teaching reading are practiced. So why not present students with a brief collage of methods every day? Using a short passage with repeated readings and repeated practicing of various skills will move these skills into long-term memory.

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). Working with the same text a few minutes a day is beneficial to students of any ability level and especially so for struggling readers and for English learners. I have used this plan for years in my classroom and found that students don't get bored reading the same short text for a week; rather, they enjoy revisiting it to work with different aspects of the text. Besides, by Friday, all readers can feel successful with reading and understanding the passage.

## How the curriculum works

*Daily Reading Practice – Hi-Lo* is a program that gives students the daily practice they need to improve their understanding of English as well as their reading comprehension skills and be able to use these skills forever. It's a simple process that uses repeated practice that forces the reading concepts into long-term memory.

The key to *Daily Reading Practice – Hi-Lo* 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 Appendix A, 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. While it is likely that each selection will present words that your struggling readers or English learners don't know, after reading and analyzing the selection for five days in a row, students will easily grasp new words, phrases, and sentence structures.

The concepts build through the week. On Monday, students work with the subject, title (simple main idea), author's purpose, and genre of the selection.

On Tuesday, 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 Wednesday, students practice inferences, use prior knowledge, test true/false statements, find problems in the fiction selections, and determine point of view. They also examine any idioms that appear in the selection.

On Thursday, students work with information they discussed on the previous days and find the main idea, topic sentence, and details. For some selections they practice skimming, use figurative language, or create graphic organizers to understand the text.

On Friday, 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 in *Daily Reading Practice – Hi-Lo* begin at a second grade reading level and gradually increase to a sixth grade reading level as the year goes on. Skills get harder from one week to the next, and skills are reviewed throughout the year.

You will see your students' understanding of English and their reading comprehension improve as the year goes on. You'll 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

As teachers, we are fond of using terms such as morning activity, problem of the day, sponge activity, or bell-ringer. We then create activities, or find a book with them already created for us, to fit into these categories. Over the years, I have done WOTD (Word of the Day), DD (Daily Dictionary), DL (Daily Language), IOTD (Idiom of the Day), and on and on. Some I created, and some I borrowed. Of course it is much easier to use a program that is already done for you. *Daily Reading Practice – Hi-Lo* is ready for you to use.

You have two 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 program, a quick reference guide like the one in Appendix A, 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 few weeks. Later, students follow directions in their workbooks to complete the tasks.

**Suggestion:** You might want the students to complete their graphics on drawing paper. You can then display their pictures and graphic organizers in the classroom.

You can find more information about the workbooks or order workbooks at [www.dgppublishing.com](http://www.dgppublishing.com). Digital workbooks are also available for one-to-one settings.

2. **Reproducible passages:** Appendix B provides pages of 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. Write the daily questions on the board or overhead, use the CD that is available from DGP Publishing, or ask the questions orally. Also provide students with copies of the Help Pages to keep for the year. Some teachers copy these on different colored paper for each day of the week, some laminate them, and some copy them on tagboard. 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. Then, students will use notebook paper to do the daily assignments.

You need to set aside a time to complete **DRP**. The "D" stands for daily, so you need to do it every day. The "P" stands for practice. Let your students know they are practicing activities that will help them with reading at other times. You can have them try to work out the day's practice ahead of time, or you can work on it together. It all depends on your group. You will probably want to do the first several weeks' lessons together until they get comfortable with the process.

Have the students reread the selection each day. Be sure to have the students explain their answers and give documentation from the selection. This way you know that they are not just guessing.

Make sure you use the vocabulary and reading terms 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 the teacher's guide. Some of the answers will vary and not be a right or wrong answer (including the selection titles). In that case, I have just given you suggestions for reference.

Good luck. I know you and your students will benefit from using *Daily Reading Practice*.

You might also want to try some of our other materials:

***Daily Grammar Practice (grades 1-college)***

***Daily Reading Practice (grades 1-10)***

***Daily Spelling Practice (levels 1-4) (Intensive)***

***Vocabulary: An Elementary Approach (grades 1-5)***

***Vocabulary: A Novel Solution (grades 6-12)***

***You Can Picture It: Fiction***

***You Can Picture It: Nonfiction***

***You Can Picture It: Poetry***

***Burnette Writing Process (middle grades, high school, college)***

***Focused Writing – An Elementary Writing Process (grades K-8)***

A complete list is on our website at [www.dgppublishing.com](http://www.dgppublishing.com).

SAMPLE



# Appendix A

## Help Pages

### Monday Notes

#### **SUBJECT of a selection and how to find it in the selection**

- The subject refers to what the selection is about.
- Look at the first sentence.
- Look for any repeated words or names.
- Read the selection a second time.

#### **TITLES and how to write a good one**

- 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 is why the author wrote the selection.**

- 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 a picture with words of a person, place, event, or item.

#### **GENRE names the kind of writing.**

- fiction – The author writes about imaginary events and/or people.
- realistic fiction – The author writes about imaginary events that could be true.
- nonfiction – The author writes about real events, people, or facts.
- poem – The author writes in verse that sometimes rhymes.
- biography – The author writes about the life of a real person.
- recipe – The author gives instruction on how to cook something.
- directions – The author tells you how to do something.
- letter – The author writes a message to another person.

## Tuesday Notes

- **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**
- **compound word** – A compound word is one word made up of two words.
  - ex: **downtown**                      **into**                      **playground**
- **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 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 word to change the word's meaning.
  - ex: **un + happy = unhappy**                      **re + new = renew**
- **rhyiming words** – Rhyming words sound the same.
  - ex: **light – night**                      **brown – down**                      **man – fan**
- **singular/plural words** – These are words in which the suffixes are added or removed to show the number of things. Singular words indicate one thing. Plural words indicate more than one thing.
  - 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 to change the word's meaning or part of speech.
  - 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.
- **words in context** – When you read a word that you don't know, it sometimes helps to read the rest of a sentence or story to be able to figure out the meaning of that word.

# Appendix B

## Student Selections for Hi-Lo

### Teaching Points

When working on **Monday** activities, be sure to

- remind the student to use the Monday Help Notes.
- explain the word selection to the student. This word is used throughout the program to identify a story, poem, letter, etc.
- have the student explain how he/she found the subject.
- have the student create an interesting title. (All About Elephants, for example, would not be creative.)
- have the student choose the most appropriate author's purpose and explain choice.
- have the student give examples from the selection to support choice.
- add any questions of your own to the daily lesson.

When working on **Tuesday** activities, be sure to

- remind the student to use the Tuesday Help Notes.
- have the student explain his/her answer and give documentation from selection.
- have the student refer to a dictionary when necessary.
- add any questions of your own to the daily lesson.

When working on **Wednesday** activities, be sure to

- remind the student to use the Wednesday Help Notes.
- have the student give documentation from selection for answer choice.
- remind the student to use complete sentences to answer questions when required.
- add any questions of your own to the daily lesson.

When working on **Thursday** activities, be sure to

- remind the student to use the Thursday Help Notes.
- have the student give documentation from selection for answer choice.
- expect the student to create organized and neat graphics and use extra paper if needed.
- add any questions of your own to the daily lesson.

When working on **Friday** activities, be sure to

- remind the student to use the Friday Help Notes.
- have the student explain Key Word choices.
- expect the student to write complete sentences with correct spelling, capitalization, and punctuation.
- add any questions of your own to the daily lesson.

# Appendix C

## Answer Keys

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

SAMPLE

# Week One

## A Little Each Day

### Title

This book is called *Daily Reading Practice* (or DRP for short). Every day, you will practice skills you need to be a good reader. You will work with a different reading selection each week. Follow the directions 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. Your teacher will check each day to see if you have tried the work. (It's) okay if you get some of the answers wrong. Give it your best shot. Your class will talk about the answers together. If you have made mistakes, you should correct them.

You should read the selection each day. Look at your help pages to be sure (you're) doing the activities correctly. If you have questions, ask your teacher. At first, DRP might be difficult, but don't worry. The more DRP you do, the easier it will be!

**Monday** – Listen and follow along as your teacher reads the selection.

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 \_\_\_\_\_.  entertain  teach
4. The genre of this selection is \_\_\_\_\_.  directions  biography

**Tuesday** – Read the selection with your teacher.

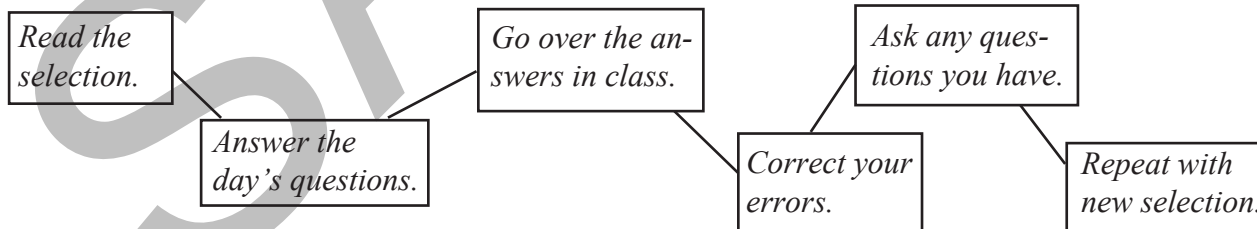
5. Circle the contractions in the selection.  
The first one means it is. The second one means you are.
6. Which word in the selection is a synonym of errors? mistakes
7. Which word in the selection is an antonym of correct? wrong
8. Write the base word for each of the following words from the selection: reading read  
activities activity correctly correct easier easy

**Wednesday** – Read the selection with your teacher.

9. The selection doesn't say, but your DRP will probably be graded on \_\_\_\_\_.  getting it right  trying
10. What does the idiom give it your best shot mean in the selection? try as hard as you can
11. You should read each selection \_\_\_\_\_.  once  two or three times  five times
12. If you're unfamiliar with a concept you're asked about in DRP, where should you look for help?  
the help pages

**Thursday** – Read the selection to yourself.

13. Draw a story string showing the steps for doing DRP each week.



**Friday** – Read the selection to your teacher or to a friend.

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.

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

*Suggested Summary:* I will be doing Daily Reading Practice this year. I will spend a few minutes each day answering questions about a different selection each week. If I need help, I should check my help pages or ask my teacher.

## Week Twelve

### *Birds of Prey*

#### Title

There are over 400 kinds of raptors found in the world. They live in cities, grasslands, jungles, mountains, woodlands, and on ocean coasts. Raptors are members of a group of birds called “birds of prey.” The word “raptor” comes from Latin, and it means “plunderer,” or one who takes by force. Raptors are predators, and the animals they hunt are called prey. Some raptors are nocturnal. Owls are part of this group. Other raptors hunt by day. These are called diurnal animals. Kites, hawks, and eagles are part of this group of raptors.

Raptors have special characteristics that make them very good hunters. They have strong wings; eyes that let them see ten times better than humans; great hearing; strong flight muscles that help them take off, fly, and land while carrying their food; and long, sharp, curved talons for grasping live prey.

Raptors are important to the earth’s environment. They control the number of rodents by hunting. They also get rid of weak or unhealthy animals. Some raptors hunt and feed on carrion. They are like nature’s cleanup crew because they help keep the earth and nature in balance.

**Monday** – Listen and follow along as your teacher reads the selection.

1. The subject of this selection is raptors.
2. At the top of this page, write a title for this selection.
3. The author’s purpose for writing this selection is to \_\_\_\_\_.  inform  teach
4. The genre of this selection is nonfiction.

**Tuesday** – Read the selection with your teacher.

5. What does the word prey mean? animal hunted for food
6. What does the word nocturnal mean in this selection?  
 wise  large  active at night
7. Circle the compound words in the selection.
8. What does the word carrion mean? dead animal
9. What word in the selection is a synonym for the word holding? grasping

**Wednesday** – Read the selection with your teacher.

10. Raptors eat only live prey.  True  False
11. Predators eat other animals.  True  False
12. Name two things that would happen if raptors disappeared. Answers will vary.

13. The selection doesn’t say, but raptors live on every continent except \_\_\_\_\_.  
 Europe  Africa  Antarctica  Asia

**Thursday** – Read the selection to yourself.

14. Skim the passage and underline the names of different kinds of raptors.
15. The main idea of this selection is \_\_\_\_\_.  
 raptors are important to nature  raptors are scary birds

**Friday** – Read the selection to your teacher or a friend.

16. Highlight 5-6 key words in the selection. Work with your teacher to write a 3-4 sentence summary of the selection using your highlighted key words. You don’t need to use all of your key words.

Suggested Key Words: raptors, environment, nature, carrion, balance

Suggested Summary: Raptors are important to our environment. They clean up carrion and hunt unhealthy animals. Raptors work day or night to keep nature in balance.

# Curriculum Objectives Addressed in Daily Reading Practice – Hi-Lo

- apply reading skills across all content areas
- compare and contrast
- distinguish between true and false statements
- draw and use graphic organizers
- figure out words in context
- form an opinion about a selection
- identify a biography
- identify a fact in a selection
- identify a fiction selection
- identify a letter
- identify a nonfiction selection
- identify a poem
- identify a realistic selection
- identify a recipe
- identify alliteration
- identify an instructional selection
- identify an opinion in a selection
- identify and define a base word
- identify and define a base word
- identify and define a prefix
- identify and define a suffix
- identify and understand a simile
- identify and understand an idiom
- identify and understand antonyms
- identify and understand cause-effect
- identify and understand compound words
- identify and understand contractions
- identify and understand homographs
- identify and understand homophones (homonyms)
- identify and understand point of view
- identify and understand synonyms
- identify and use chronological order
- identify detail sentences
- identify facts in a selection
- identify key words in a selection
- identify rhyming words
- identify singular and plural words
- identify the author's purpose for writing a selection
- identify the difference between fact and opinion
- identify the genre of a selection
- identify the main idea of a selection
- identify the problem in a selection
- identify the subject of a selection
- identify the topic sentence
- learn new vocabulary
- make inferences about a selection
- read with fluency and confidence
- read with focus on details
- read with understanding
- recognize characters in a selection
- recognize setting in a selection
- 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 that reading is a process of seeking meaning
- use information in text to draw conclusions
- use self-monitoring and self-correcting techniques
- visualize a selection
- write a title using correct punctuation and capitalization
- write a title using correct spelling