

Contents

Acknowledgements/About the Author		Page i
What we know, but sometimes forget		Page 1
The rationale for daily practice		Page 2
How the program works		Page 2
How to do DRP daily		Page 3
Appendix A	Help Pages	Page 5
Appendix B	Student Selections	Page 11
Appendix C	Answer Keys	Page 27
Curriculum Objectives		Page 59
Order Form		Page 61
Product List		Page 63

Daily Reading Practice

What we know, but sometimes forget

You know, as a parent or a former kid, 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 are 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, cursive writing, 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 children 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 children 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 into the classroom.

The *Daily Reading Practice* program is patterned after *Daily Grammar Practice*. A reading selection is used for a whole week, and skills are practiced 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 is a part of everything that we do. Reading is the most critical part of a child's learning. It is the most important skill that a child needs to learn to function in the world today. All of these statements are true, and you are saying, "Yes, I know all that!"

We, as educators, also know that children 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. 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, but enjoy revisiting it to work with different aspects of the text. Besides, by Friday, even the struggling readers can feel successful with reading and understanding the passage. This approach works especially well with beginning and second language readers.

How the program works

Daily Reading Practice is a program that gives kids the daily practice they need to improve their reading comprehension skills and be able to use these skills forever. It is a simple process using repeated practice that forces the reading concepts into long-term memory.

The key to *Daily Reading Practice* is that it is daily. 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, 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. Then 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 they are working with in this program into their other reading assignments. The concepts are revisited on a weekly basis so they aren't forgotten.

The concepts build through the week. On Monday, students work with the subject and title of the selection.

On Tuesday, students work with the author's purpose for writing the selection and decide if the selection is fiction, realistic fiction, or nonfiction.

On Wednesday, 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 Thursday, students use prior knowledge, test true/false statements, find problems in the fiction selections, use visualization skills, and identify setting or mood of the selection. On some selections students build and use 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. This is not a skill that beginning readers are capable of handling independently. In first grade, the teacher works with the students to develop sentences that summarize the selection. Then the teacher writes the sentences on chart paper, overhead, or board so that all the students can see and read them. **Suggestion:** Make a big book or display of the summaries and include any graphic organizers or pictures created by the students.

The reading selections begin easy and get more difficult as the year goes on, 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. They will retrieve the skills and understandings from their long-term memory and build on these skills in their other reading activities.

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

How to do DRP daily

As elementary 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* 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 half of the year. Later, students follow directions in their workbooks to complete the tasks. You can find more information about the workbooks or order workbooks at www.dgppublishing.com. For your convenience, you can also find an order form in the back of this book.

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, or ask them 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. For your convenience, DGP Publishing offers overhead transparencies and overheads on CD so you can project each week's questions rather than write them out yourself. See www.dgppublishing.com for more information.

You need to set aside a time to complete the **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. The directions ask the students to read the passage in a different manner each day. For some questions the students need to draw a picture, make a list, or create a graphic organizer. If the students are using workbooks, you might have them do their graphics and summaries on other paper. Be sure to have the students explain their answers and give documentation from the selection. In 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. 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 programs:

Daily Grammar Practice (grades 1-college)

Daily Spelling Practice (levels 1-4)

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

Focused Writing

A complete list is in the back of this book or on our website at www.dgppublishing.com.

Appendix A

Help Pages

Monday Notes

WHAT THE SELECTION IS ABOUT – HOW TO FIND IT

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

TITLES – HOW TO WRITE 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.

Tuesday Notes

AUTHOR'S PURPOSE

- entertain – The author tells a personal or fictional story that is based on real or imaginary events.
- explain – The author helps the readers understand a subject.
- teach a lesson – The author explains how to learn something new.
- describe – The author gives a picture with words of a person, place, event, or item.

FICTION/NONFICTION

- fiction – The author describes imaginary events and people.
- realistic fiction – The author describes imaginary events that could be true.
- nonfiction – The author describes real events, people, or facts.

Wednesday Notes

WORDS

- **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 some letters are left out.
 - ex: **cannot = can't** **is not = isn't**
- **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**
- **rhyming words** – Rhyming words sound the same.
 - ex: **light – night** **brown – down** **man – fan**
- **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 have the same or almost the same meaning.
 - ex: **small, tiny** **large, big**

Appendix B

Student Selections for Grade One 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 give examples from the selection to support answers.
- 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 choose the most appropriate author's purpose and explain choice.
- have the student explain his/her answer and give documentation from selection.
- 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 in the workbook or on additional paper.
- 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.
- work with the student to write complete sentences with correct capitalization and punctuation.
- use chart paper, etc. to write the sentences the student dictates.
- have students write their own sentences when you feel they are ready to do so.
- add any questions of your own to the daily lesson.

Appendix C

Answer Keys for Grade 1

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

SAMPLE

Week One

Tigers in the Water

Title

Most cats don't like water. There is one very big cat, called a tiger, that loves water. Sometimes it will lie in the water to cool off. Sometimes it will go in the water to get away from insects that bite it. A tiger will even swim and play in the water.

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

1. This selection is about tigers.
2. At the top of this page, write a title for the selection.

Tuesday – Read the selection with your teacher.

3. The author wrote this selection to _____. entertain describe
4. This selection is fiction. nonfiction (Circle one.)

Wednesday – Read the selection with your teacher.

5. Circle the contraction in the selection.
This contraction means do not.
6. A synonym for bugs found in the selection is insects.

Thursday – Read the selection to yourself.

7. All cats like water. True False
8. Visualize a tiger. Draw a picture of a tiger near a river.

Pictures will vary.

Friday – Read the selection to a friend.

9. Highlight 4-5 key words in the selection.
10. Work with your teacher to write a 2-3 sentence summary of the selection using your highlighted key words. You don't need to use all of your key words. Be sure to use correct capitalization and punctuation.

Suggested Key Words: cats, tiger, water, swim

Suggested Summary: Most cats stay away from water. A tiger likes to go in the water.

Week Twenty-six

Shoes or No Shoes

Title

Mead, the centipede, had more than thirty legs. He walked very well with all those legs. One day he said, "I need some shoes for all my feet." He went to the shoe store with great speed.

"With all those shoes you will not succeed in walking very fast," the man said. "Why don't you just buy shoes for your back feet?"

Mead thought it over and agreed. "Indeed, I need just two shoes." He got his shoes and bumped on home. Even then, he walked more slowly than before.

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

1. This selection is about Mead, the centipede.
2. At the top of this page, write a title for the selection.

Tuesday – Read the selection with your teacher.

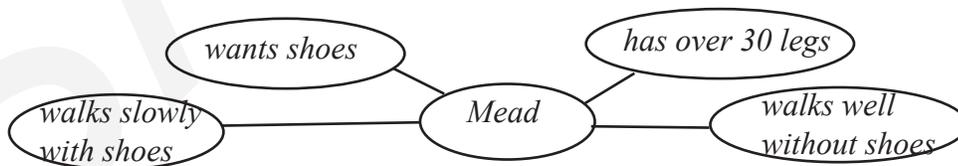
3. The author wrote this selection to entertain. entertain teach
4. This selection is fiction. realistic fiction. (Circle one.)

Wednesday – Read the selection with your teacher.

5. Circle all of the words in the selection that rhyme with Mead.
6. What does the word succeed mean in this selection?
 do well work

Thursday – Read the selection to yourself.

7. Mead found out that he walked better without shoes.
 he walked well in shoes he walked better without shoes
8. Make a character web about Mead. Use four detail circles.



Friday – Read the selection to a friend.

9. Highlight 4-5 key words in the selection.
10. Work with your teacher to write a 2-3 sentence summary of the selection using your highlighted key words. You don't need to use all of your key words. Be sure to use correct capitalization and punctuation.

Suggested Key Words: Mead, centipede, legs, shoes, walk

Suggested Summary: Centipede Mead wanted shoes for all his feet. He walked much better without any shoes.

Appendix D

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 st and 3 rd		•	•	•	•	•	•	•	•	•
identify rhyming words	•	•	•							
identify singular/plural				•	•	•	•	•		
identify synonyms	•	•	•	•	•	•	•	•	•	•
identify the author’s purpose for writing a selection	•	•	•	•	•	•	•	•	•	•
identify the difference between fact and opinion		•	•	•	•	•	•	•	•	•

	1	2	3	4	5	6	7	8	9	10
identify the difference between objective and subjective									●	●
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		●	●	●	●	●	●	●	●	●