How to Use Daily Reading Comprehension

Daily Reading Comprehension provides a unique integration of instruction and practice in both comprehension strategies and comprehension skills.

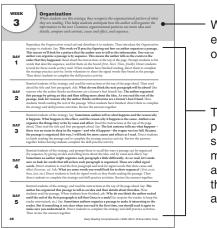
Strategies—such as visualizing or asking questions—are general, meta-cognitive techniques that a reader uses to better understand and engage with the text. Skills—such as finding a main idea or identifying a sequence of events—focus on particular text elements that aid comprehension. See page 6 for a complete list of strategies and skills covered in *Daily Reading Comprehension*.

The first six weeks of *Daily Reading Comprehension* introduce students to comprehension strategies they will apply throughout the year. Weeks 7–30 focus on specific skill instruction and practice. All 30 weeks follow the same five-day format, making the teaching and learning process simpler. Follow these steps to conduct the weekly lessons and activities:

- The weekly teacher page lists the strategy or skills that students will focus on during that week and provides a brief definition of the strategy or the skills. Read the definition(s) aloud to students each day before they complete the activities, or prompt students to define the skills themselves. You may also wish to reproduce the comprehension skill definitions on page 8 as a poster for your classroom. Then reproduce the strategy visual aids on pages 9–14 and distribute them to students.
- The teacher page provides an instructional path for conducting each day's lesson and activities. Use the tips and suggestions in each day's lesson to present the skills and introduce the passage.
- **STEP 3** Each student page begins with directions for reading the passage. These directions also serve as a way to establish a purpose for reading. Help students see the connection between setting a purpose for reading and improving comprehension.
- Because much of reading comprehension stems from a reader's background knowledge about a subject, take a moment to discuss the topic with students before they read a passage. Introduce unfamiliar phrases or concepts, and encourage students to ask questions about the topic.
- After students have read a passage, two comprehension activities give students an opportunity to practice the strategies and skills. In weeks 1–6, the first activity is an open-ended writing or partner activity that encourages students to reflect on the reading process, applying the weekly strategy. The second activity provides three constructed response items that practice the week's skills in a test-taking format.

In weeks 7–30, students complete the constructed response activity before practicing the strategy activity. The teacher page for these weeks offers suggestions for teaching the skills and gives tips for reminding students of the strategy(ies). Throughout the week, encourage students to refer to the strategy visual aids. Use the Student Record Sheet on page 15 to track student progress and to note which skills or strategies a student may need additional practice with.

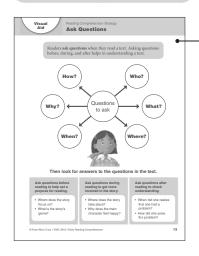
Weekly Teacher Page



Weekly skills are explained at the top of each teacher page.

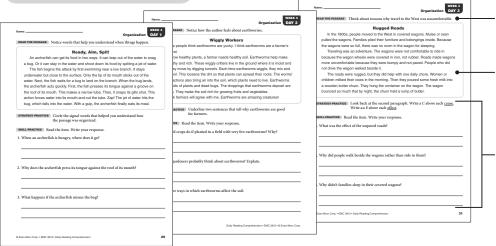
The daily instruction path provides suggestions for modeling the skill and guiding students through the passage and activities.

Strategy Visual Aid



A definition and graphic image for each strategy help students to understand the concept and provide a reference as they complete the activities.

Daily Student Pages

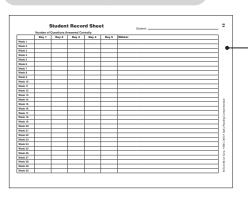


Activity directions help students establish a purpose for reading.

Grade-appropriate text supports comprehension.

Each passage is followed by three constructed response items, practicing specific comprehension skills, as well as an open-ended strategy-based activity. In weeks 1–6, the strategy activity precedes the skill activity.

Student Record Sheet



The record sheet allows you to record students' progress and identify areas in which individuals need improvement.



Comprehension Strategies and Skills

In *Daily Reading Comprehension*, students learn and practice the following commonly tested comprehension strategies and skills, all proven to increase students' abilities to read and understand a wide range of text types. Reproduce and post the strategy visual aids on pages 9–14. You may also wish to post or distribute copies of page 8, which provides a student-friendly list of skills and helpful questions that students can ask themselves as they read.

Strategies

Make Connections

Students make connections to the text to aid their comprehension. Connections can be made to personal experiences or to things the students have seen or read.

Visualization

Students make mental images of what they are reading. They learn to look for vivid language, including concrete nouns, active verbs, and strong adjectives.

Organization

Students learn to find the organizational pattern of a text. This allows them to anticipate what they are reading and helps them focus on the author's central message or important ideas.

Determine Important Information

Students learn to categorize information based on whether or not it supports an author's central message or is important for a specific purpose.

Ask Questions

Students learn to ask questions before reading to set a purpose for reading, during reading to identify when their comprehension breaks down, or after reading as a way to check their understanding of a passage.

Monitor Comprehension

Students learn to pay attention to their own reading process and notice when they are losing focus or when comprehension is breaking down. They then can employ another strategy to help them overcome their difficulty.

Skills

Main Idea and Details

Students identify what a passage is mostly about and find important details that support the main idea.

Sequence

Students look for the order in which things happen or identify the steps in a process.

Cause and Effect

Students identify what happens (effect) and why it happens (cause).

Fact and Opinion

Students determine which statements can be proved true (fact) and which statements tell what someone thinks or believes (opinion).

Compare and Contrast

Students note how two or more people or things are alike and different.

Make Inferences

Students use their background knowledge and clues from the text to infer information.

Prediction

Students use their background knowledge and clues from the text to figure out what will happen next.

Character and Setting

Students identify who or what a story is about and where and when the story takes place.

Fantasy vs. Reality

Students determine whether something in a story could or could not happen in real life.

Author's Purpose

Students determine why an author wrote a passage and whether the purpose is: to entertain, to inform, to persuade, or to teach.

Nonfiction Text Features

Students study features that are not part of the main body of text, including subheadings, captions, entry words, and titles.

Visual Information

Students study pictures, charts, graphs, and other forms of visual information.