

Reading Success, Effective Comprehension Strategies (Level A)
Alignment with Nevada Content Standards for English Language Arts,
Grade 4

Standard 1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text.

Nevada Content Standard	Reading Success Program (Level A)
<p>1.4.2 Use knowledge of phonics, structural elements, and syntax to read and determine the meaning of unfamiliar words in context.</p> <p>1.4.5 Use knowledge of vocabulary and context clues to determine the meanings of unknown words.</p>	<p>Standard 2: Main Idea</p> <p>2.1 When presented with a sentence, the student is able to identify the pronoun that refers to the noun or noun phrase in each sentence; Lesson 1</p> <p>2.2 When presented with a reading passage, the student is able to improve it by using pronouns to replace noun phrases; Lesson 1</p> <p>2.3 When presented with a reading passage, the student is able to identify who or what is talked about the most in the passage; Lessons 1, 2</p> <p>2.4 When presented with a reading passage with missing pronouns, the student is able to complete the passage using the appropriate pronouns; Lesson 3</p> <p>2.5 When presented with a reading passage, the student is able to identify every use of a character's name in the passage (e.g. name, pronouns, or other words); Lessons 3, 4</p> <p>2.6 When presented with a list of phrases, the student is able to classify the items in the list; Lessons 2, 3, 4</p> <p>2.7 When presented with a reading passage, the student is able to identify every use of a character's name in the passage (e.g. name, pronouns, or other words) and classify who or what was talked about the most in the passage; Lesson 6</p> <p>2.8 When presented with a reading passage, the student is able to identify every use of a character's name in the passage (e.g. name, pronouns, or other words), classify who or what was talked about the most in the passage, and classify details from the passage; Lesson 7</p>

Standard 1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text. (continued)

Nevada Content Standard	Reading Success Program (Level A)
<p>1.4.2 Use knowledge of phonics, structural elements, and syntax to read and determine the meaning of unfamiliar words in context.</p> <p>1.4.5 Use knowledge of vocabulary and context clues to determine the meanings of unknown words.</p>	<p>2.9 When presented with a reading passage, the student is able to identify who or what is talked about the most in the passage and classify details from the passage; Lesson 8</p> <p>Reviewed in Lessons 23, 26, 27, 28, 32, 33, 36, 37, 38, 46, 47, 48, 51, 52, 53, 66, 68, 71, 72, 73, 74, 77, 79</p> <p>Standard 8: Vocabulary (Word Meanings)</p> <p>8.1 When presented with an underlined word in a sentence, the student is able to select an alternate sentence that uses the underlined word in the same way as the first sentence; Lessons 33, 34, 36, 37, 38, 42, 43, 44, 46, 47, 49</p> <p>8.2 When presented with an underlined word in a sentence, the student is able to select the correct definition of the word from a list; Lessons 41, 42, 43, 44, 46</p> <p>Reviewed in Lessons 39, 49, 52, 54, 56, 57, 61, 63, 66, 71, 73, 74, 76, 77, 78, 79</p> <p>Standard 9: Vocabulary ("Bonus Words")</p> <p>9.1 The student is able to define anaphora as "a pronoun or other words used to refer to some other word or name"; Lessons 1, 2, 3, 4, 12, 23, 28, 29, 33, 36, 44, 52, 67, 74</p> <p>9.2 The student is able to define inference as "guessing about something from another thing that you already know"; Lessons 6, 7, 8, 9, 12, 23, 28, 36, 48, 66</p> <p>9.3 The student is able to define skimming as "to quickly learn what a passage is about by reading headings, reading the first sentence in every section, and the first sentence of paragraphs, and reading captions under pictures"; Lessons 11, 12, 13, 14, 24, 28, 33, 37, 49, 62, 69</p> <p>9.4 The student is able to define literal questions as "questions that can be found in the passage" that he or she is reading"; Lessons 16, 17, 18, 19, 22, 27, 34, 37, 42, 53, 64, 71</p> <p>9.5 The student is able to define expository as "writing that informs or explains"; Lessons 21, 22, 23, 24, 38, 57, 63, 68</p>

Standard 1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text. (continued)

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<p>1.4.2 Use knowledge of phonics, structural elements, and syntax to read and determine the meaning of unfamiliar words in context.</p> <p>1.4.5 Use knowledge of vocabulary and context clues to determine the meanings of unknown words.</p>	<p>9.6 The student is able to define paraphrase as "to say the same thing in other words"; Lessons 26, 27, 28, 29, 32, 34, 37, 38, 71</p> <p>9.7 The student is able to define summary as "the highlights, chief points, or main idea of a passage"; Lessons 31, 32, 33, 34, 39, 44, 69</p> <p>9.8 The student is able to define fiction as "an imaginative (made up) story"; Lessons 36, 37, 38, 39, 43, 54, 72</p> <p>9.9 The student is able to define homonym as "words that have the same spelling and the same pronunciation but different meanings"; Lessons 41, 42, 43, 44, 47, 58, 59, 68</p> <p>9.10 The student is able to define persuade as "to speak to someone in a way that will make them agree to think something or agree to do something"; Lessons 46, 47, 48, 49, 57, 66</p> <p>9.11 The student is able to define narrative as "the same thing as a story (e.g., events with a beginning, middle, and end)"; Lessons 51, 52, 53, 54, 72, 74</p> <p>9.12 The student is able to define figurative language as "a way of describing how things are similar to one another in some ways"; Lessons 56, 57, 58, 59, 64, 67, 73</p> <p>9.13 The student is able to define stanza as "a group of lines that stand together in a poem"; Lessons 61, 62, 63, 64, 73</p>

Standard 2.0: Students use reading process skills and strategies to build comprehension.

Nevada Content Standard	Reading Success Program (Level A)
<p>2.1.1 Identify pre-reading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension.</p> <p>2.1.2 Select and use self-correcting strategies to gain meaning from text.</p> <p>2.1.3 Apply skills and strategies of summarizing, paraphrasing, and drawing conclusions to aid comprehension.</p> <p>2.1.4 Use note-taking, outlining, and summarizing to organize and understand information from text.</p>	<p>Standard 1: Inference</p> <p>1.6 When presented with a reading passage, the student is able to predict what is going to happen next in the passage from a list, and explain why they chose that answer; Lessons 24, 26, 27 Reviewed in Lessons 24, 26, 27, 28, 31, 32, 33, 34, 36, 37, 38, 39, 44, 46, 48, 49, 52, 53, 54, 56, 58, 59, 62, 64, 67, 69, 71, 73, 74, 76, 77, 78, 79</p> <p>Standard 2: Main Idea</p> <p>2.10 When presented with a reading passage, the student is able to do the following: decide who or what is talked about the most; classify a list of details from the passage; and write a main idea statement for the passage; Lessons 9, 11, 12</p> <p>2.11 When presented with a reading passage, the student is able to select the main idea of the passage from a list; Lessons 9, 11, 12</p> <p>2.12 When presented with a reading passage, the student is able to write a statement of the passage's main idea; Lessons 13, 16, 18</p> <p>2.13 When presented with a reading passage, the student is able to discriminate between statements of the passage's main idea and statements that tell details from the passage; Lessons 21, 39</p> <p>2.14 When presented with a reading passage, the student is able to do the following: decide who or what is talked about the most; classify a list of details from the passage; and write a good summary statement for the passage; Lessons 29, 52</p> <p>2.15 When presented with a reading passage, the student is able to write a good summary statement for the passage; Lesson 31</p> <p>2.16 When presented with a reading passage, the student is able to discriminate between statements of the passage's title and statements that tell details from the passage; Lessons 54, 56, 61</p>

Standard 2.0: Students use reading process skills and strategies to build comprehension. (continued)

Nevada Content Standard	Reading Success Program (Level A)
<p>2.1.5 Identify pre-reading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension.</p> <p>2.1.6 Select and use self-correcting strategies to gain meaning from text.</p> <p>2.1.7 Apply skills and strategies of summarizing, paraphrasing, and drawing conclusions to aid comprehension.</p> <p>2.1.8 Use note-taking, outlining, and summarizing to organize and understand information from text.</p>	<p>2.17 When presented with a reading passage, the student is able to discriminate between statements that summarize the passage and statements that tell details from the passage, and write a paraphrase of the summary statement; Lessons 41, 44</p> <p>2.18 When presented with a reading passage, the student is able to discriminate between statements that tell what the passage is mostly about and statements that tell details from the passage, and write a paraphrase of the sentence that tells what the passage is mostly about; Lessons 42, 43, 64</p> <p>2.19 When presented with a reading passage, the student is able to discriminate between statements that summarize the passage and statements that tell details from the passage; Lesson 62</p> <p>2.20 When presented with a reading passage, the student is able to write a good title for the passage; Lessons 58, 59, 69</p> <p>2.21 When presented with a reading passage, the student is able to write a good summary statement for the passage; Lesson 67</p> <p>Reviewed in Lessons 23, 26, 27, 28, 32, 33, 36, 37, 38, 46, 47, 48, 51, 52, 53, 66, 68, 71, 72, 73, 74, 77, 79</p> <p>Standard 6: Paraphrase</p> <p>6.1 When presented with a sentence, the student is able to write a paraphrase of the sentence by first changing the word order, and then by replacing phrases with other phrases that have similar meaning; Lessons 27, 28, 31</p> <p>6.2 When presented with a sentence, the student is able to select a paraphrase of the sentence from a list; Lesson 29</p> <p>6.3 When presented with a sentence, the student is able to write a paraphrase of the sentence when part of the paraphrase is provided as a prompt; Lessons 32, 33, 36, 37</p> <p>6.4 When presented with a sentence, the student is able to write a paraphrase of the sentence; Lessons 38, 39, 44</p> <p>Reviewed in Lessons 34, 41, 52, 54, 58, 62, 64, 68</p>

Standard 2.0: Students use reading process skills and strategies to build comprehension. (continued)

Nevada Content Standard	Reading Success Program (Level A)
<p>Standard 2.0: Students use reading process skills and strategies to build comprehension.</p> <p>2.1.9 Identify pre-reading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension.</p> <p>2.1.10 Select and use self-correcting strategies to gain meaning from text.</p> <p>2.1.11 Apply skills and strategies of summarizing, paraphrasing, and drawing conclusions to aid comprehension.</p> <p>2.1.12 Use note-taking, outlining, and summarizing to organize and understand information from text.</p>	<p>Standard 7: Rewriting Passages</p> <p>7.1 When presented with a reading passage, the student is able to rewrite the passage in his or her own words when a summary list of details from the passage is provided as a prompt; Lessons 46, 47, 48, 49, 51, 53, 57, 59</p> <p>7.2 When presented with a reading passage, the student is able to rewrite the passage in his or her own words; Lessons 47, 74</p> <p>7.3 When presented with a reading passage, the student is able to make a summary list of details from the passage and then rewrite the passage in his or her own words; Lessons 61, 63, 66, 68, 71, 72</p>

Standard 3.0: Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times. (continued)

Nevada Content Standard	Reading Success Program (Level A)
<p>3.4.1 Use knowledge of character, setting, plot, conflict, and resolution to comprehend a variety of works.</p> <p>3.4.2 Make inferences about and compare characters' traits; make predictions about conflicts and resolutions; check text for verification.</p> <p>3.4.5 Locate figurative language, including simile, metaphor, and personification in text.</p>	<p>Standard 1: Inference</p> <p>1.3 When presented with a reading passage, the student is able to write a short explanation of the setting—where the action takes place—using evidence from the passage; Lesson 8</p> <p>1.4 When presented with a reading passage, the student is able to use evidence from the passage to answer questions about the passage; Lessons 11, 12, 14, 17, 22</p> <p>1.5 When presented with a reading passage, the student is able to select the setting from a list, and explain why they chose that answer; Lessons 18, 19</p> <p>1.6 When presented with a reading passage, the student is able to predict what is going to happen next in the passage from a list, and explain why they chose that answer; Lessons 24, 26, 27</p> <p>Reviewed in Lessons 8, 9, 12, 23, 24, 26, 27, 28, 31, 32, 33, 34, 36, 37, 38, 39, 44, 46, 48, 49, 52, 53, 54, 56, 58, 59, 62, 64, 67, 69, 71, 73, 74, 76, 77, 78, 79</p>

Standard 3.0: Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times. (continued)

Nevada Content Standard	Reading Success Program (Level A)
<p>3.4.1 Use knowledge of character, setting, plot, conflict, and resolution to comprehend a variety of works.</p> <p>3.4.2 Make inferences about and compare characters' traits; make predictions about conflicts and resolutions; check text for verification.</p> <p>3.4.5 Locate figurative language, including simile, metaphor, and personification in text.</p>	<p>Standard 9: Vocabulary ("Bonus Words")</p> <p>9.1 The student is able to define anaphora as "a pronoun or other words used to refer to some other word or name"; Lessons 1, 2, 3, 4, 12, 23, 28, 29, 33, 36, 44, 52, 67, 74</p> <p>9.8 The student is able to define fiction as "an imaginative (made up) story"; Lessons 36, 37, 38, 39, 43, 54, 72</p> <p>9.11 The student is able to define narrative as "the same thing as a story (e.g., events with a beginning, middle, and end)"; Lessons 51, 52, 53, 54, 72, 74</p> <p>9.12 The student is able to define figurative language as "a way of describing how thing are similar to one another in some ways"; Lessons 56, 57, 58, 59, 64, 67, 73</p> <p>9.13 The student is able to define stanza as "a group of lines that stand together in a poem"; Lessons 61, 62, 63, 64, 73</p> <p>Standard 10: Figurative Language</p> <p>10.1 Presented with short verse, the student is able to identify and explain uses of figurative language; Lessons 57, 58, 59, 61, 62, 63, 64, 66, 67, 68, 69, 71, 72</p> <p>10.2 Presented with short verse, the student is able to identify and explain uses of comparisons; Lessons 73, 74, 76, 77, 78</p> <p>Reviewed in Lesson 79</p>

Standard 4.0: Students read to comprehend, interpret, and evaluate informational texts for specific purposes. (continued)

Nevada Content Standard	Reading Success Program (Level A)
<p>4.4.1 Use information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to comprehend text.</p> <p>4.4.5 Identify authors' purposes for writing.</p>	<p>Standard 4: Literal Comprehension</p> <p>4.2 When presented with a poster, the student is able to answer literal questions about the poster; Lesson 17 Reviewed in Lessons 23, 31, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 44, 47, 49, 51, 53, 56, 57, 63, 67, 72, 76, 77, 78, 79</p> <p>Standard 5: Author's Purpose</p> <p>5.1 When presented with a reading passage, the student is able to use a set of criteria to determine if the author's purpose is to inform or to entertain; Lessons 21, 22, 23, 27</p> <p>5.2 When presented with a reading passage, the student is able to use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade; Lessons 58, 59, 61, 62</p> <p>5.3 When presented with a reading passage, the student is able to select a statement of the author's specific purpose from a list; Lessons 29, 32, 33, 36, 37, 43, 44, 53, 54, 57, 63, 64, 66, 67, 68, 69</p> <p>5.4 When presented with a reading passage, the student is able to write a statement of the author's specific purpose (e.g., to inform, entertain, or persuade); Lessons 38, 46, 47, 48, 49, 50, 51, 52, 53, 54, 56 Reviewed in Lessons 24, 26, 34, 39, 41, 42, 48, 49, 76, 78</p>

Reading Success Level B Alignment with Nevada Reading Content Standards for Grade 5

Nevada Reading Content Standards	Reading Success
<p>1.5.5 Use context clues such as restatement, definitions, and examples to determine the meaning of unknown words.</p>	<p>Standard 10: Vocabulary (Word Meaning)</p> <p>10.1 Given a model sentence with a word or phrase missing, students are able to use context clues in order to list words or phrases that would make sense in the sentence.</p> <p>10.2 Given a model sentence using an unfamiliar word, students are able to use context clues to choose the meaning of the word from a list of possible answers.</p> <p>10.3 When presented with an underlined word in a sentence, students are able to select an alternate sentence that uses the underlined word in the same way as the first sentence.</p>
<p>2.5.3 Select and use a variety of skills and strategies during reading such as identifying main ideas, identifying fact and opinion or cause and effect, verifying predictions, summarizing, paraphrasing, and drawing conclusions to aid comprehension.</p>	<p>Standard 2: Inference</p> <p>2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p> <p>2.2 When presented with a reading passage, students are able to write a short explanation of the feelings of the characters using evidence from the passage.</p> <p>2.6 When presented with a reading passage, students are able to infer one or more character traits of characters in the passage, and to provide details that support their inferences.</p> <p>2.7 When presented with a reading passage, students are able to recognize the setting of the passage and provide supporting details from the passage.</p>

Standard 3: Main Idea

3.1 When presented with a reading passage, students are able to decide who or what is talked about the most, to classify details from the passage, and to write a main idea statement for the passage.

3.3 When presented with a reading passage, students are able to differentiate between statements of the passage's main idea and statements that tell details from the passage.

3.10 When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and the statement that tells the main theme of the passage.

3.12 Students learn that statements about what a passage is mostly about, summary statements, statements that would make a good title, statements that mostly describe, and statements that tell the main theme, are all different ways of identifying the main idea of a passage.

Standard 4: Fact and Opinion

4.1 When presented with a statement, students are able to determine whether the statement is a fact or opinion, and to write a sentence explaining their decision.

Standard 8: Paraphrase

8.1 Given a sentence, students are able to provide a paraphrase of the sentence.

8.2 Given the main idea of a passage, students are able to

	paraphrase the main idea.
3.5.1 Distinguish main incidents of a plot that lead to climax, and explain how the problem or conflict is resolved.	Standard 11: Vocabulary (Bonus Words) 11.14 Students learn the meaning, spelling, and origin of the word plot. Students are also able to recognize and describe plot in passages.
3.5.2 Make inferences supported by the text about characters' traits and motivations and make predictions about conflicts and resolutions	Standard 2: Inference 2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage. 2.6 When presented with a reading passage, students are able to infer one or more character traits of characters in the passage, and to provide details that support their inferences.
3.5.5 Locate and interpret figurative language, including simile, metaphor, and personification in text.	Standard 7: Poetry 7.1 Presented with short verse, students are able to identify and explain the use of figurative language. Standard 11: Vocabulary (Bonus Words) 11.5 Students learn the meaning, spelling, and origin of the word metaphor. Students are also able to recognize and describe metaphor in poems and passages. 11.6 Students learn the meaning, spelling, and origin of the word alliteration. Students are also able to recognize and describe alliteration in poems and passages. 11.7 Students learn the meaning, spelling, and origin of the word idiom. Students are also able to recognize and describe idiom in poems and passages. 11.10 Students learn the meaning, spelling, and origin of the word personification. Students are also able to recognize and

	<p>describe personification in poems and passages.</p> <p>11.11 Students learn the meaning, spelling, and origin of the word onomatopoeia. Students are also able to recognize and describe onomatopoeia in poems and passages.</p> <p>11.13 Students learn the meaning, spelling, and origin of the word alliteration. Students are also able to recognize and describe alliteration in poems and passages.</p>
4.5.4 Draw conclusions and make inferences about text supported by textual evidence and experience.	<p>Standard 2: Inference</p> <p>2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p> <p>2.6 When presented with a reading passage, students are able to infer one or more character traits of characters in the passage, and to provide details that support their inferences.</p> <p>2.7 When presented with a reading passage, students are able to recognize the setting of the passage and provide supporting details from the passage.</p> <p>Standard 5: Literal Comprehension</p> <p>5.1 When presented with a reading passage, students are able to use prior knowledge and evidence from the passage to answer questions about the passage.</p>
4.5.5 Identify authors' ideas and purposes in texts, including advertisements and public documents.	<p>Standard 6: Author's Purpose</p> <p>6.1 When presented with a reading passage, students are able to use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade.</p> <p>6.5 When presented with a passage, students are able to recognize</p>

	the author's purpose for different parts of the passage.
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Reading Success Level C Alignment with Nevada Reading Content Standards for Grade 6

Nevada Reading Content Standards	Reading Success
<p>1.6.5 Identify differences between literal and figurative language in text.</p>	<p>Standard 11: Poetry</p> <p>11.4 Presented with poetry, students are able to identify and explain the use of figurative language.</p> <p>11.6 Presented with a poem, students are able to recognize and discuss symbolism within the poem.</p> <p>11.7 Presented with a poem, students are able to identify and explain the use of idiom.</p> <p>11.9 Presented with a poem, students are able to identify and explain the use of metaphor.</p>
<p>2.6.3 Identify and explain the relationships between main ideas and supporting details in text.</p>	<p>Standard 5: Main Idea</p> <p>5.1 When presented with a reading passage, students are able to decide who or what is talked about the most, to classify details from the passage, and to write a main idea statement for the passage.</p> <p>5.2 When presented with a reading passage, students are able to differentiate between statements of the passage's main idea and statement that tell details from the passage.</p> <p>5.8 Given a list of details from a reading passage, students are able to write a main idea statement for a passage.</p> <p>5.9 Given the main idea statement of a reading passage, students are able to write a detail from the passage that supports the main idea.</p>

	<p>5.10 Given several details and a statement that is too general to be a main idea statement, students are able to write a main idea statement for a reading passage.</p> <p>5.12 Students learn that statements about what a passage is mostly about, summary statements, statements that would make a good title, statements that mostly describe, and statements that tell the main theme, are all different ways of identifying the main idea of a passage.</p>
2.6.4 Summarize information from several sources.	<p>Standard 10: Summarize Passage</p> <p>10.1 Using a summary statement list, students are able to write a summary of a reading passage in their own words.</p> <p>10.2 Presented with a reading passage, students can write a summary statement list and use the list to write a short summary of the passage.</p>
3.6.1 Analyze the influence of setting on characters and on how the problem or conflict is resolved.	<p>Standard 3: Inference</p> <p>3.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p> <p>3.2 When presented with a reading passage, students are able to infer the setting of a passage, and to write a short explanation of the information they used to make the prediction.</p> <p>3.3 When presented with a reading passage, students are able to answer inference questions about the passages and give an explanation of their answer.</p> <p>3.4 When presented with a reading passage, students are able to infer one or more character traits of characters in the passage,</p>

	<p>and to provide details that support their inferences.</p> <p>3.5 When presented with a reading passage, students are able to make predictions about events or characters in the passage.</p>
3.6.2 Make logical predictions about characters' actions and plot development based on evidence from the text.	<p>Standard 3: Inference</p> <p>3.5 When presented with a reading passage, students are able to make predictions about events or characters in the passage.</p>
3.6.5 Recognize the effect and appropriateness of the rhythm and sounds used by an author in a selection.	<p>Standard 11: Poetry</p> <p>11.3 Students are able to recognize the rhyming pattern of a poem.</p> <p>11.8 Presented with a poem, students can analyze the metrical feet, internal rhyme, and number of lines per stanza of the poem.</p>
3.6.6 Describe how an author creates mood by choosing words with specific connotations.	<p>Standard 11: Poetry</p> <p>11.2 Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the poem.</p> <p>11.4 Presented with poetry, students are able to identify and explain the use of figurative language.</p> <p>11.6 Presented with a poem, students are able to recognize and discuss symbolism within the poem.</p> <p>11.7 Presented with a poem, students are able to identify and explain the use of idiom.</p> <p>11.9 Presented with a poem, students are able to identify and explain the use of metaphor.</p>
4.6.5 Evaluate how authors' ideas and purposes in shape the	Standard 8: Author's Purpose

<p>context of texts, such as advertisements and public documents.</p>	<p>8.1 When presented with a reading passage, students are able to use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade.</p> <p>8.2 When presented with a passage, students are able to select a statement of the author's specific purpose from a list.</p> <p>8.3 When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.</p>
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