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SAMPLE

Chapter 1

Introduction

Research has shown us that repeated practice, if done correctly, can lead to success. But in order for repeated practice to be effective, it can't be squeezed into two or three weeks. If it is, students will retain the material for that amount of time and then promptly forget it. 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, students "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.

Patterned after *Daily Grammar Practice*, *Daily Reading Practice* provides students with one reading selection per week. Students reread the selection every day, each time focusing on a different set of comprehension skills.

Please note that DRP is not a literature curriculum. It is a supplementary reading comprehension series. Students should hone their comprehension skills through DRP, but they should still read and study full-length works of literature as well. Though some DRP passages are literary in nature, most are nonfiction so students can gain experience and practice with a multitude of genres in all subject areas.

The format of DRP is intentionally simple and consistent. Some teachers would like DRP to look like the SAT, ACT, or their state's reading comprehension test. However, DRP, though certainly helpful in preparing students for standardized tests, is more than a test preparation tool. The goal of DRP is to teach students to analyze and understand written texts so they can become life-long readers and learners. Conveniently, this effective teaching will also prepare students for high-stakes reading comprehension tests in any format.

Each DRP passage at the 11+ level is 300-400 words in length. While some teachers might prefer longer passages (again to prepare students for standardized tests), DRP uses shorter passages for two main reasons. First, less is more. Shorter passages allow students to hone their skills without getting bogged down. Once they have mastered the host of comprehension skills addressed throughout this book, they will be able to tackle longer passages with ease and confidence. Second, DRP is designed to be a quick, daily activity. It shouldn't take more than a few minutes each day; your class time is valuable and too short as it is.

With that said, some of the reading passages lend themselves to further writing, discussion, and research activities. For example, students could form a rebuttal to a persuasive passage or search for additional information about an informative passage or perhaps use a descriptive passage as a model for their own descriptive writing. Including such extension activities is entirely up to you.

The rationale for daily practice

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). Rather than just skimming a passage for answers to a few questions, DRP forces students to slow down and carefully analyze the text. Working with the same text for a few minutes a day is beneficial to students of any ability level and especially so for struggling readers. By Friday, even the struggling readers and English language learners can feel successful with reading and understanding the passage.

How the approach works

Daily Reading Practice is an approach that gives students the daily practice that they need to improve their reading comprehension skills and be able to use these skills forever. It is a simple process that uses repeated practice to force the reading concepts into long-term memory.

The key to *Daily Reading Practice* 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 Chapter 2, 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.

The concepts build through the week. On Mondays, students work with the subject, the title (simple main idea), the author’s purpose, the genre of the selection, and usually the tone or mood of the selection.

On Tuesdays, 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 Wednesdays, students practice inferences, use prior knowledge, test true/false statements, find problems in the fiction selections, and identify literary and rhetorical techniques.

On Thursdays, students work with information they discussed on the previous days and find evidence and details to support their assumptions. For most selections they build and use graphic organizers to understand the text.

On Fridays, 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 represent many different topics and genres, 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. You will 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

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 approach, a quick reference guide like the one in Chapter 2, 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 week or two. Later, students should follow directions in their workbooks to complete the tasks. You can find more information about the workbooks or order workbooks at www.dgppublishing.com.
2. **Reproducible Passages:** Chapter 3 provides reproducible copies of the 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. Also provide them with copies of the Help Pages in Chapter 2 to keep for the year. 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. Finally, write the daily questions on the board or overhead, ask them orally, or project a workbook or the CDs that are available from DGP Publishing. Students then use notebook paper to write out the daily assignments.

Regardless of which approach you choose, you need to set aside a time each day to complete *Daily Reading Practice*. You can have students try to work out the day's practice ahead of time, or you can work on it together. It all depends on your group.

Have the students reread the selection each day. Be sure to have them explain their answers and give documentation from the selection. This way you know that they are not just guessing. Also, remind them to use their help pages as needed.

Make sure you use the academic vocabulary 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 Chapter 4 of this teacher's guide. In some cases, answers will vary, so the provided answers are suggestions only. Feel free to add your own questions each day as well or to follow up with some type of extension activity.

Chapter 2

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, essay, real-world writing, biography, autobiography, letter*

TONE

- 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*

Chapter 3

Reproducible Student Selections

The following pages provide reproducible copies of the student selections for each week. If not using workbooks, students should have a copy of each week's selection with which to interact on a daily basis.

Credits for passages not owned by Ansley Burnette:

Week 2: from *Giant Brains* by Edmund Callis Berkeley

Week 5: by Audrey Myers

Week 10: Leopold Auer quoted in *Violin Mastery: Talks with Master Violinists and Teachers* by Frederick H. Martens

Week 11: from *The Practical Magician and Ventriloquist's Guide* by Professor Raymond

Week 12: generated by Chat GPT

Week 13: from *The Common Rocks and Minerals of Missouri* by Walter David Keller

Week 14: from *Greek Athletic Sports and Festivals* by Edward Norman Gardiner

Week 16: from *Antiquities of the Jews* by Flavius Josephus

Week 17: K.E.S. "The Wind and I" from *A Book of Verse: Volume One* by Trinity Publishers of NGA

Week 18: from *Not That It Matters* by A. A. Milne

Week 20: from *Ray's Daughter* by General Charles King

Week 21: from *The Autobiography of Benjamin Franklin* by Benjamin Franklin

Week 22: from *The Practical Magician and Ventriloquist's Guide* by Professor Raymond

Week 23: from *Wonderful Balloon Ascents* by F. Marion

Week 24: from Thomas Jefferson's first inaugural address

Week 25: from "Araby" by James Joyce

Week 26 part 1: from *Free Thought and Official Propaganda* by Bertrand Russell

Week 27: from a letter to John Adams from his wife, Abigail

Week 28: from *The Medicinal Plants of the Philippines* by T.H. Pardo de Tavera

Week 29: from *Rosmersholm* by Henrik Ibsen

Week 30: from a 1906 speech by Theodore Roosevelt

Week One

Title

In 1918, Katherine Johnson was born in White Sulphur Springs, West Virginia, and by the age of 10, she had breezed through the eighth grade. Because she was of African descent, no further education was available to her in her town. Therefore, her father moved the family 120 miles to Institute, West Virginia, where they lived while she attended high school. After graduating from high school at the age of 14, she enrolled at West Virginia State College. Since her skills were so advanced, her teachers had to add new mathematics courses just for her. At just 18 years of age, she graduated with degrees in both mathematics and French and accepted a teaching job in a high school in Marion, Virginia. In September of 1939, Katherine chose to get married and raise a family. In 1952, however, she heard a new call and went to work as a “computer” at the National Advisory Committee for Aeronautics (NACA), which later became NASA. In 1961, Katherine calculated the trajectory for Alan Shepard, the first American to travel to space. Just a year later, her accuracy and attention to details ensured the success of John Glenn’s orbit around the earth. Her meticulous calculations also played a crucial role in the historic Apollo 11 moon landing in 1969. Until Katherine received the Presidential Medal of Freedom in 2015, few people knew about her achievements, but a book titled *Hidden Figures*—and a film of the same title—drew wide-spread attention to her story in 2016. She passed away four years later, at the age of 101. In an era marked by racial and gender discrimination, Katherine Johnson left an indelible mark on the field of space exploration and proved that talent knows no boundaries. Her brilliance and unwavering commitment to excellence paved the way for future generations of women and minorities to pursue careers in STEM fields.

Week Two

Title

We can foresee the development of machinery that will make it possible to consult information in a library automatically. Suppose that you go into the library of the future and wish to look up ways for making biscuits. You will be able to dial into the catalogue machine “making biscuits.” There will be a flutter of movie film in the machine. Soon it will stop, and, in front of you on the screen, will be projected the part of the catalogue which shows the names of three or four books containing recipes for biscuits. If you are satisfied, you will press a button; a copy of what you saw will be made for you and come out of the machine. After further development, all the pages of all books will be available by machine. Then, when you press the right button, you will be able to get from the machine a copy of the exact recipe for biscuits that you choose. We are not yet at the end of foreseeable development. There will be a third stage. You will then have in your home an automatic cooking machine operated by program tapes. You will stock it with various supplies, and it will put together and cook whatever dishes you desire. Then, what you will need from the library will be a program or routine on magnetic tape to control your automatic cook. And the library, instead of producing a pictorial copy of the recipe for you to read and apply, will produce a routine on magnetic tape for controlling your cooking machine so that you will actually get excellent biscuits! In the future many kinds of automatic control will be common. We shall have automatic pilots for flying and landing airplanes. . . . An article in the magazine *Fortune* for November 1946 described the automatic factory. This is a factory in which there would be automatic arms for holding stuff being manufactured, and automatic feed lines for supplying material just where it is needed. All this factory would be controlled by machines that handle information automatically and produce actions that respond to information. This prospect fills us with concern as well as with amazement. How shall we control these automatic machines, these robots, these Frankensteins? What will there be left for us to do to earn our living?

Chapter 4

Answer Keys

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

SAMPLE

Week One

Breaking Boundaries on Earth and in Space

Title

In 1918, Katherine Johnson was born in White Sulphur Springs, West Virginia, and by the age of 10, she had breezed through the eighth grade. Because she was of African descent, no further education was available to her in her town. Therefore, her father moved the family 120 miles to Institute, West Virginia, where they lived while she attended high school. After graduating from high school at the age of 14, she enrolled at West Virginia State College. Since her skills were so advanced, her teachers had to add new mathematics courses just for her. At just 18 years of age, she graduated with degrees in both mathematics and French and accepted a teaching job in a high school in Marion, Virginia. In September of 1939, Katherine chose to get married and raise a family. In 1952, however, she heard a new call and went to work as a “computer” at the National Advisory Committee for Aeronautics (NACA), which later became NASA. In 1961, Katherine calculated the trajectory for Alan Shepard, the first American to travel to space. Just a year later, her accuracy and attention to details ensured the success of John Glenn’s orbit around the earth. Her meticulous calculations also played a crucial role in the historic Apollo 11 moon landing in 1969. Until Katherine received the Presidential Medal of Freedom in 2015, few people knew about her achievements, but a book titled *Hidden Figures*—and a film of the same title—drew wide-spread attention to her story in 2016. She passed away four years later at the age of 101. In an era marked by racial and gender discrimination, Katherine Johnson left an indelible mark on the field of space exploration and proved that talent knows no boundaries. Her brilliance and unwavering commitment to excellence paved the way for future generations of women and minorities to pursue careers in STEM fields.

Monday – Read the selection carefully.

1. The selection is about *Katherine Johnson’s brilliant contributions to STEM fields*.
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 _____. describe persuade inform teach
4. The genre of this selection is _____. fiction/novel nonfiction/personal essay nonfiction/autobiography
 nonfiction/biography
5. The author’s tone can be best described as _____. indifferent amused admiring informal

Tuesday – Read the selection carefully.

6. Find in the selection a euphemism for died. *passed away*
7. Find a word in the selection that is a synonym for permanent. *indelible*
8. The word descent in this selection means _____. moving down deterioration line of ancestry acceptable
9. The suffix of historic is *-ic*. What impact does this suffix have on a word? *It turns a noun (history) into an adjective.* Think of two other words that use the same suffix. *poetic, acrobatic*
10. List at least three idioms in the selection and tell what each one means. *breezed through (completed easily), left a mark (did something memorable), knows no boundaries (has no limits), paved the way (made something easier for others), heard a new call (motivated to take a new opportunity)*

Wednesday – Read the selection carefully.

11. We can infer from the selection that the job of a “computer” at NACA was to *manually figure out all the math necessary for flight and for space travel (Non-human computers were not yet available!)*.
12. Underline words and phrases in the selection that suggest why Katherine was valuable as a “computer.”
13. We can infer that Katherine’s family viewed education as a priority. true false
14. When Katherine started working at NACA, she was probably _____. replaceable by a non-human computer
 highly respected by other employees important but not in the spotlight
15. The information in this selection is primarily _____. objective subjective

Thursday – Read the selection carefully.

16. Draw a box around each time reference in the selection. Then make a timeline of major events in Katherine Johnson’s life.
- | 1918 | age 10 | age 18 | 1939 | 1952 | 1961-1969 | 2015 | 2016 | age 101 |
|------|-----------------------------|--------------------------------|---------------------------|--------------------|---|--|------------------------------|---------|
| born | moved to continue education | earned degree/started teaching | married and raised family | began work at NACA | calculations helped with space missions | received Presidential Medal of Freedom | book and film told her story | died |

Friday – Read the selection carefully.

17. 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 your key words.

Katherine Johnson, mathematics, NACA, women, minorities, computer
Katherine Johnson excelled in mathematics, and her family ensured that she received an education. After teaching and raising a family, she went to work as a computer for NACA. Her calculations were instrumental in several important space missions. A book and film about her story have encouraged other women and minorities to pursue work in STEM fields.

Week Twenty-four

Jefferson Takes the Reins

Title

Called upon to undertake the duties of the first executive office of our country, I avail myself of the presence of that portion of my fellow-citizens which is here assembled to express my grateful thanks for the favor with which they have been pleased to look toward me, to declare a sincere consciousness that the task is above my talents, and that I approach it with those anxious and awful presentiments which the greatness of the charge and the weakness of my powers so justly inspire. To you, then, gentlemen, who are charged with the sovereign functions of legislation, and to those associated with you, I look with encouragement for that guidance and support which may enable us to steer with safety the vessel in which we are all embarked amidst the conflicting elements of a troubled world. I repair, then, fellow-citizens, to the post you have assigned me. With experience enough in subordinate offices to have seen the difficulties of this the greatest of all, I have learnt to expect that it will rarely fall to the lot of imperfect man to retire from this station with the reputation and the favor which bring him into it. Without pretensions to that high confidence you reposed in our first and greatest revolutionary character, whose preeminent services had entitled him to the first place in his country's love and destined for him the fairest page in the volume of faithful history, I ask so much confidence only as may give firmness and effect to the legal administration of your affairs. I shall often go wrong through defect of judgment. When right, I shall often be thought wrong by those whose positions will not command a view of the whole ground. I ask your indulgence for my own errors, which will never be intentional, and your support against the errors of others, who may condemn what they would not if seen in all its parts. The approbation implied by your suffrage is a great consolation to me for the past, and my future solicitude will be to retain the good opinion of those who have bestowed it in advance, to conciliate that of others by doing them all the good in my power, and to be instrumental to the happiness and freedom of all. (from Thomas Jefferson's first inaugural address)

Monday – Read the selection carefully.

1. The selection is about taking over the office of President of the United States.
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 _____. persuade describe inform entertain
4. The genre of this selection is _____. nonfiction/speech nonfiction/essay fiction nonfiction/letter
5. The tone of the selection is _____. boastful/confident humble/sincere fearful/hesitant rousing/lighthearted

Tuesday – Read the selection carefully.

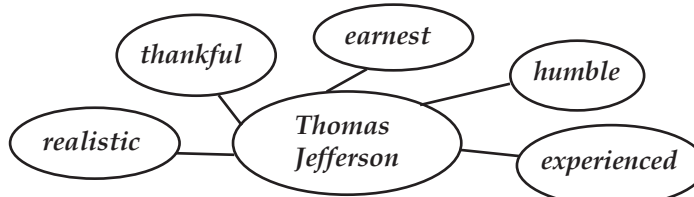
6. Find in the selection an antonym for disapproval. approbation
7. Explain the connotation of the term "fellow-citizens." suggests a feeling of unity and camaraderie
8. Find in the selection a synonym for apprehensions. presentiments
9. Based on its use in the selection, conciliate means _____. anger win over ignore serve
10. The word repair in this selection means _____. to fix to renew to go to refuse

Wednesday – Read the selection carefully.

11. What metaphor does Jefferson use to refer to the country? "the vessel in which we are all embarked"
12. The selection is written in which point of view? first person second person third person
13. How does Jefferson compare himself to George Washington? He doesn't expect to be considered greater than Washington or to be respected as highly.
14. Jefferson says most leaders are ____ popular when they finish their terms than when they begin them. more less
15. Explain Jefferson's thoughts about making mistakes as a leader. He knows he will unintentionally make mistakes. He asks for forgiveness and for support when others mistakenly think he is wrong.
16. Paraphrase the final sentence. I am encouraged by the approval you gave me through your votes. I hope to keep your good favor, to earn the favor of those who didn't vote for me by helping them as much as I can, and to promote happiness and freedom for everyone.

Thursday – Read the selection carefully.

17. Make a character web and include at least four different traits of Thomas Jefferson. Underline evidence of the traits in the selection.



Friday – Read the selection carefully.

18. 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 your key words.

duties, guidance, wrong, happiness, country, Jefferson
In Jefferson's first inaugural address, he admits that he will not be a perfect president, but he promises to do his best to fulfill his duties. He is grateful for the support of fellow citizens and asks for guidance of legislators. His wish is to help all people in the country as much as possible.

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	11
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		•	•	•	•	•	•	•	•	•	•

