

Greene ESC
2008 7th Grade
Reading

Item Analysis

Greene County ESC 2008 7th Grade Reading

The Tulip Touch

Anne Fine

1 You shouldn't tell a story till it's over, and I'm not sure this one is. I'm not even certain when it really began, unless it was the morning Dad thrust my bawling brother Julius back into Mum's arms, and picked up the ringing telephone.

2 "The Palace? Why would they ever want me at the Palace?"

3 Anyone listening might have begun to think of royal garden parties, or something. But even back then, when I heard people saying things like "the Black Horse" or "the Palace," I got a different picture. And that's because I've lived in hotels all my life. I don't even remember the first one, the Old Ship. Mum says it was small and ivy-covered, with only six bedrooms. Then Dad was manager of the North Bay. And later he was moved to the Queen's Arms, where we were living then.

4 "So what's the Palace's problem?"

5 He listened so long, and sighed so heavily, that Mum had looked up from trying to placate Julius with his favorite furry rabbit even before we heard Dad say,

6 "And I suppose you've forgotten I already have thirty beds to run here, not to mention a small son who makes sure nobody can even *think*."

7 That's when he noticed us watching, and, turning his back, finished almost in a whisper.

8 "All right. I'll drive over. Just to take a look."

9 I don't know what time he got back, but it was late. Our apartment was above the kitchens, and the huge extractor fans¹ had stopped humming. The only sounds left were the usual muffled telephones and scurrying footsteps.

10 At breakfast, he said to me:

11 "You ought to see it, Natalie. It's enormous. It's got over sixty bedrooms, and it sits on its lawns like a giant great wedding cake set out on a perfect green tablecloth."

12 "When can we come?"

¹extractor fans: fans used to remove smoke and fumes

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13 He glanced at Mum, worn out from another bad night with Julius.

14 “Soon. Before I finish there. I’ll take you over for the day.”

15 But when we finally saw it, it wasn’t for the day. It was with suitcases and boxes and bags.

16 “I’m sorry about this,” Dad kept saying. “I really did think this was going to be a short job.”

17 Mum tried to resettle Julius in the hot crush of his car seat. He squawked and struggled. And, tense from the packing, she complained the whole way.

18 “A few lumps of plaster falling in the guests’ hair, you told me. Three weeks at most, till all the ceilings were fixed. And now it’s wet rot. And dry rot. And problems with the plumbing, and the fire doors. Why can’t the old manager cope? He’s the one who let it all happen.”

19 Dad knew there was no point in answering. He just drove.

20 “One man not up to his job,” Mum grumbled. “And suddenly three weeks is three months, and Natalie has to come out of school a week before vacation, and—”

21 We swung around the last bend, and she broke off. Before us stood the Palace, vast and imposing, silencing petty complaints.

22 Dad switched off the engine and Mum scrambled out. Julius immediately stopped struggling and fell quiet. Mum unstrapped him and lifted him into her arms. And as she carried him up the wide stone steps to the Palace, suddenly behind her the whole sky was ablaze. And on the lawns on either side of her, the peacocks spread their glimmering fans.

23 “See?” Dad whispered to me, triumphant. “A good omen!”

24 But I felt differently. I felt so strange. I think I must have been dizzy from the ride. I stumbled out of the car, and suddenly the sky seemed too high above me, the grass too green. And then one of the peacocks let out the most unholy cry, and I was filled with such unease.

25 Everyone thinks they can see things when they look back. It’s nonsense, really, I’m sure.

From THE TULIP TOUCH by Anne Fine. Copyright © 1997 by Anne Fine. By permission of Little, Brown and Company, Inc.

Greene County ESC 2008 7th Grade Reading

Q#	Question	% Correct			Std	Bmk	Indicator
		Ans	State				
1	<p>How does the reader learn that Dad is good at solving problems with hotels?</p> <p>A. The narrator directly states this fact about Dad to the reader.</p> <p>B. The narrator reports Dad's inner thoughts about problem solving.</p> <p>C. The narrator observes another character describing Dad as an excellent hotel manager.</p> <p>D. The narrator describes a phone conversation in which Dad is urged to take on a problem.</p>	D	61%	<p>7% of total students who took this test chose "A" as their answer</p> <p>12% of total students who took this test chose "B" as their answer</p> <p>20% of total students who took this test chose "C" as their answer</p> <p>61% of total students who took this test chose "D" as their answer</p>	LT	D	Grade 7 – Indicator 4 - Identify and compare subjective and objective points of view and how they affect the overall body of a work
2	<p>"He listened so long, and sighed so heavily, that Mum had looked up from trying to placate Julius with his favorite furry rabbit even before we heard Dad say,</p> <p>" 'And I suppose you've forgotten I already have thirty beds to run here, not to mention a small son who makes sure nobody can even <i>think</i>.' "</p> <p>Which word is a synonym for placate in the first sentence above?</p> <p>A. teach</p> <p>B. soothe</p> <p>C. protect</p> <p>D. understand</p>	B	84%	<p>4% of total students who took this test chose "A" as their answer</p> <p>84% of total students who took this test chose "B" as their answer</p> <p>6% of total students who took this test chose "C" as their answer</p> <p>5% of total students who took this test chose "D" as their answer</p>	AV	B	Grades 6 and 7 – Indicator 3 and 3 Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms.

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Std = Standard
Bmk. = Benchmark

AV = Acquisition of Vocabulary
IT = Informational Text

LT = Literary Text
RP = Reading Process
PA = Phonemic Awareness

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
1	narrator, directly, states, fact, reports, inner, thoughts, observes, character, describes, phone conversation				Differentiate between the points of view in narrative text.	Students need to identify how details are used to help a reader understand characters by evaluating information supplied from another character.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=816
2	synonym		first, above		Infer word meaning through identification and analysis of analogies and other word relationships.	Students need to use context clues, or words or sentences around words, to figure out the meanings of words they do not know. Then they must make an inferential link between the target word and an appropriate synonym.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=307

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Q#	Question	% Correct			Std	Bmk	Indicator
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3	<p>How does Mum's attitude begin to change in the passage?</p> <p>A. from selfish to kind B. from hopeful to bored C. from concerned to helpful D. from frustrated to interested</p>	D	72%	<p>6% of total students who took this test chose "A" as their answer 7% of total students who took this test chose "B" as their answer 16% of total students who took this test chose "C" as their answer 72% of total students who took this test chose "D" as their answer</p>	LT	A	Grade 7 – Indicator 1 - Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.
4	<p>"We swung around the last bend, and she broke off. Before us stood the Palace, vast and imposing, silencing petty complaints.</p> <p>"Dad switched off the engine and Mum scrambled out."</p> <p>In the last sentence above, how does the phrase scrambled out suggest that Mum is feeling?</p> <p>A. eager B. worried C. cautious D. confused</p>	A	79%	<p>79% of total students who took this test chose "A" as their answer 10% of total students who took this test chose "B" as their answer 7% of total students who took this test chose "C" as their answer 4% of total students who took this test chose "D" as their answer</p>	AV	C	Grades 7 – Indicator 2 - Apply knowledge of connotation and denotation to determine the meaning of words.

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3			begin to change		Describe and analyze the elements of character development.	Students need to analyze the elements of character development (how characters change throughout a story) in order to understand how they are affected by major events in the plot.	http://ohio3-8.success-ode-state-oh-us.info/ http://english.unitecnoogy.ac.nz/resources/units/survival/home.html
4	phrase		last, above		Apply knowledge of connotation and denotation to learn the meanings of words.	In this question, students need to apply knowledge of a connotative device in order to determine the meaning of a target phrase in the passage.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=75

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5	<p>How does the Palace create a problem for the family?</p> <p>A. It costs them a great deal of money in repairs and remodeling.</p> <p>B. It disrupts their lives by forcing them to pack up and move there.</p> <p>C. It causes them to drop what they are doing and help Dad with tasks every day.</p> <p>D. It makes them concerned about Dad because he is so tired and worried all the time.</p>	B	63%	<p>15% of total students who took this test chose "A" as their answer</p> <p>63% of total students who took this test chose "B" as their answer</p> <p>12% of total students who took this test chose "C" as their answer</p> <p>9% of total students who took this test chose "D" as their answer</p>	LT	C	Grade 7 and 6 – Indicator 3 and 3- Identify the main and minor events of the plot, and explain how each incident gives rise to the next.
6	<p>Use a specific detail from the passage to describe Julius' behavior. Then explain how one of the characters reacts to him.</p> <p>Write your answer in the Answer Document. (2 points)</p>		27.41%	<p>27.41% of total students who took this test got this question right</p> <p>15.83% of total students who took this test scored 1 point for their response</p> <p>55.91% of total students who took this test scored 0 points for their response</p>	LT	A	Grade 7 and 6 – Indicator 1 and 1- Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.

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5	costs, disrupts, causes, makes, concerned				Identify the elements of plot and establish a connection between an element and a future event.	Students need to identify minor events within the plot and understand how they influence what happens later in the story. Students can understand this chain of events by analyzing how one element of the plot directly impacts the one that follows it.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=135
6	behavior		specific , one	use a specific detail from the passage to describe, explain how one of the characters reacts to him	Process Describe and analyze the elements of character development.	Students need to analyze the elements of character development in order to explain conflicts and interactions between major and minor characters in the story. Then, they need to apply that knowledge to understand how these relationships affect the main events of the plot.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=245

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7	<p>By the end of the passage, how do Mum and Dad both seem to feel about the Palace?</p> <p>A. It is a beautiful but frightening new hotel.</p> <p>B. It is an annoying assignment they must endure.</p> <p>C. It is a difficult problem someone else should solve.</p> <p>D. It is an amazing but challenging place to call home.</p>	D	67%	<p>21% of total students who took this test chose "A" as their answer</p> <p>5% of total students who took this test chose "B" as their answer</p> <p>6% of total students who took this test chose "C" as their answer</p> <p>67% of total students who took this test chose "D" as their answer</p>	RP	C	Grade 7 – Indicator 6 - Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
	Items 8-22 have not been slated for public release in 2008.						
	Items 23-28 are field-test items, which are not released.						

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7	passage, endure		end, seem to feel		Make meaning through asking and responding to a variety of questions related to text.	Students need to make an inference, or draw a conclusion, by evaluating details of the passage.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.peacecorps.gov/ws/educators/lessonplans/lesson.cfm?lpid=416

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A Healing Place for Wild Animals

Sandra Kirkland

1 At some time in a child's life, an injured or orphaned bird or animal finds its way across her path. While the urge to nurse the poor creature back to health or give it a home is strong, it's not a good idea.

2 None of us is equipped to help these animals. That's why there is a Nature's Nursery where they can be brought for healing and rehabilitation.

3 Nature's Nursery (NN) provides protection, shelter and care for wild animals. Their mission is to improve the well-being of Northwest Ohio's wildlife population through rehabilitation and education. This non-profit, tax-exempt¹ group in Whitehouse, Ohio has been fulfilling its mission since 1989.

4 The present facility has become too small, so the organization is thrilled to partner with Toledo Metroparks and to expand into the Toledo Metropark's Blue Creek Conservation Area "as soon as the grant² comes in."

5 Now in its fifteenth year, NN is run by founder and director Debbie Cooper, staffer Pam Parquette and many volunteers. Ms. Cooper was once the education specialist at the Toledo Zoo, where she received hundreds of calls from people asking what to do with a wild animal they had found. There was no place she could refer these people to, so she decided to provide one.

6 Ms. Parquette, a paramedic, once picked up an injured squirrel and transported it to NN in the ambulance. She works with the animals daily and goes out to teach children and adults about the wonderful wildlife that shares their neck of the woods with us.

7 Veterinarian and wildlife enthusiast Mike Shields volunteers his services to Nature's Nursery two to three times a week to check on the animals' conditions and performs surgeries when required.

8 Where do other volunteers come from? Ms. Parquette answers, "Most of the volunteers come from area colleges and universities, but we also get many retirees. In many instances, someone brings out an injured animal and decides to volunteer.

9 "We ask that volunteers do a four hour shift. There's plenty to do from sunup to sundown, such as cleaning pens and cages, giving meds and answering the hotline. The phone rings 24 hours every day. We'll get 60 to 70 calls a day."

10 On a beautiful day in April, Ms. Parquette was on the bank of Mallard Lake in Oak Openings teaching Archbold Middle School's seventh graders about owls, possum and other critters. She also told them how important it is that we preserve wildlife habitats.

¹tax-exempt: pays no taxes

²grant: money given for a specific purpose

11 Reading teacher Kevin Miller says, "The kids think this is absolutely cool — to see wild animals so up close."

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12 Student Jordan Fruchey shares his views on the program. "I liked Icarus the owl best, the way it looked and how it turns its head. I learned what to do if I find a baby wild animal."

13 Classmate Sarah Stuckey also rated Icarus as her favorite animal in the program and said that she'd maybe volunteer at Nature's Nursery in the future. Critter Tales

14 At Nature's Nursery, there can be many sad endings when rescued animals don't survive. But there are more happy endings when the animals heal, are rehabilitated and placed back in nature. Pam and Debbie's best are eagle releases.

15 "We once found a young, premature, emaciated bald eagle with a fractured hand (the tip of its wing). It weighed only six pounds when it should have weighed ten. Dr. Shields operated on him, and we nursed the eagle for about eight weeks. He recovered, and when he was ready, we took him out to the Magee Marsh and Crane Creek Preserve and released him. As we threw him up in the air, we weren't sure he'd really be able to fly, but he swooped, circled and flew away."

"A Healing Place for Wild Animals" by Sandra Kirkland, *Toledo*, June 2004. Used with permission of The Blade.

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Q#	Question	% Correct			Std	Bmk	Indicator
		Ans	State				
29	<p>"None of us is equipped to help these animals." (Paragraph 2)</p> <p>What point is the author making in the sentence above?</p> <p>A. Nature's Nursery cannot help every one of the animals that people take there.</p> <p>B. People should buy special equipment if they want to treat injured animals.</p> <p>C. Injured animals need to be treated in the proper facilities.</p> <p>D. There is little that anyone can do to help injured animals.</p>	C	64%	<p>16% of total students who took this test chose "A" as their answer</p> <p>6% of total students who took this test chose "B" as their answer</p> <p>64% of total students who took this test chose "C" as their answer</p> <p>14% of total students who took this test chose "D" as their answer</p>	IT	D	Grade 7 – Indicator 7 – Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.
30	<p><i>Wild Animals of Ohio</i></p> <p>Table of Contents</p> <p>Chapter 1: Behavior and Environment</p> <p>Chapter 2: Problems Faced by Wildlife</p> <p>Chapter 3: Legislation to Protect Wildlife</p> <p>Chapter 4: Rehabilitation of Wildlife</p> <p>In which chapter of <i>Wild Animals of Ohio</i> would you locate information on what to do if you find an injured wild animal?</p> <p>A. Chapter 1</p> <p>B. Chapter 2</p> <p>C. Chapter 3</p> <p>D. Chapter 4</p>	D	52%	<p>6% of total students who took this test chose "A" as their answer</p> <p>23% of total students who took this test chose "B" as their answer</p> <p>19% of total students who took this test chose "C" as their answer</p> <p>52% of total students who took this test chose "D" as their answer</p>	IT	A	Grade 7 – Indicator 1 – Use text features, such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
29	point, author		above		Identify arguments and persuasive techniques used in informational text.	Students need to analyze a quotation in order to identify an author's viewpoint in the text.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.nytimes.com/learning/teachers/lessons/20010413friday.html
30	table of contents, environment, legislation, chapter			in which chapter, would you locate information	Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.	Students need to analyze graphic information to gain additional understanding of a topic	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=90

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Q#	Question	% Correct			Std	Bmk	Indicator
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31	<p>Identify the mission of Nature’s Nursery and provide three examples from the passage that demonstrate how the organization is meeting its mission.</p> <p>Write your answer in the Answer Document. (4 points)</p>		17.60%	<p>17.60% of total students who took this test got this question right</p> <p>22.11% of total students who took this test scored 3 points for their response</p> <p>16.48% of total students who took this test scored 2 points for their response</p> <p>19.15% of total students who took this test scored 1 point for their response</p> <p>22.54% of total students who took this test scored 0 points for their response</p>	RP	B	Grade 7 – Indicator 4 - Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.
32	<p>Why did Debbie Cooper start Nature’s Nursery?</p> <p>A. She spoke with many people who wanted to volunteer in a shelter.</p> <p>B. There was no local place for people to take injured wild animals.</p> <p>C. She was an educator at a zoo and wanted to apply her skills in a new field.</p> <p>D. There was no place for local students to observe animals under controlled conditions.</p>	B	79%	<p>5% of total students who took this test chose "A" as their answer</p> <p>79% of total students who took this test chose "B" as their answer</p> <p>12% of total students who took this test chose "C" as their answer</p> <p>3% of total students who took this test chose "D" as their answer</p>	IT	B	Grade 7, 6, and 5 – Indicator 2, 2, and 2 – Analyze examples of cause and effect and fact and opinion.

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31	mission, passage, organization		three	identify the mission, provide three examples from the passage that demonstrate how the organization is meeting its mission	Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas.	Students need to identify a key idea and support it with summarized information from the text..	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=65
32					Recognize the difference between cause and effect and fact and opinion to analyze text.	Students need to know how to recognize and analyze cause-and-effect relationships, or how specific events in a story have a direct impact on other events that occur later in the story.	http://ohio3-8.success-ode-state-oh-us.info/ http://english.unitecology.ac.nz/resources/units/extra/home.html

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33	<p>“We ask that volunteers do a four hour shift. There’s plenty to do from sunup to sundown, such as cleaning pens and cages, giving meds and answering the hotline.” (Paragraph 9)</p> <p>shift (shiff) <i>n.</i> 1) a change in direction. 2) a period of scheduled time. 3) a change from one individual or position to another. 4) an underhanded scheme.</p> <p>Which definition of shift is used in the sentence above?</p> <p>A. definition 1 B. definition 2 C. definition 3 D. definition 4</p>	B	86%	<p>3% of total students who took this test chose "A" as their answer</p> <p>86% of total students who took this test chose "B" as their answer</p> <p>9% of total students who took this test chose "C" as their answer</p> <p>1% of total students who took this test chose "D" as their answer</p>	AV	F	<p>Grades 7 – Indicator 8 - Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>
34	<p>Which Web site would contain reliable information on environmental problems that face the bald eagle?</p> <p>A. a personal Web site on which a bird lover records observations of bald eagles</p> <p>B. a commercial Web site devoted to the bald eagle as a symbol of the United States</p> <p>C. a university Web site for a science department that conducts research on bald eagles</p> <p>D. a school Web site on which elementary students can post essays about bald eagles</p>	C	74%	<p>12% of total students who took this test chose "A" as their answer</p> <p>8% of total students who took this test chose "B" as their answer</p> <p>74% of total students who took this test chose "C" as their answer</p> <p>5% of total students who took this test chose "D" as their answer</p>	LT	C	<p>Grade 7 – Indicator 3 - Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic.</p>

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33	definition		above		Use multiple resources to enhance comprehension of text.	Students need to choose from different definitions of a word in a dictionary entry to identify the one that fits correctly in the context of the quoted phrase. To identify the correct definition listed in a dictionary, students need to use context clues from the sentences they read.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=307
34	web site, reliable, environmental, personal web site, records, observations, commercial web site, devoted, symbol, university web site, conducts research, school web site, essays				Explain how main ideas connect to each other in a variety of sources.	Students need to identify a secondary source (another text or database) that offers information relevant to the main idea of the text, which would provide more information on a specific topic.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.eduscapes.com/reading/bud/index.htm

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35	<p>Identify the opinion in the first paragraph that is supported in the passage. Then, provide the detail that supports that opinion.</p> <p>Write your answer in the Answer Document. (2 points)</p>		33.07 %	<p>33.07% of total students who took this test got this question right</p> <p>30.21% of total students who took this test scored 1 point for their response</p> <p>34.26% of total students who took this test scored 0 points for their response</p>	LT	B	Grade 7 – Indicator 2 - Analyze examples of cause and effect and fact and opinion.
36	<p>Why does the author end the passage with the story of the bald eagle?</p> <p>A. to inform readers what to do in a similar situation</p> <p>B. to challenge readers to learn more about this subject</p> <p>C. to impress readers with the serious problems faced by wildlife</p> <p>D. to show readers how rewarding the work of Nature’s Nursery can be</p>	D	56%	<p>13% of total students who took this test chose "A" as their answer</p> <p>7% of total students who took this test chose "B" as their answer</p> <p>23% of total students who took this test chose "C" as their answer</p> <p>56% of total students who took this test chose "D" as their answer</p>	LT	D	Grade 7 – Indicator 7 - Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text..

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35	opinion, supported		first	identify the opinion in the first paragraph that is supported in the passage, provide the detail that supports that opinion	Recognize the difference between cause and effect and fact and opinion to analyze text.	Students need to identify the author's opinion in the passage and provide a detail from the text that supports their argument.	http://ohio3-8.success-ode-state-oh-us.info/ http://english.unitecnology.ac.nz/resources/units/extra/home.html
36	author, passage, inform, challenge, impress, show				Identify arguments and persuasive techniques used in informational text.	Students need to identify a persuasive technique used in an informational text. By understanding the main argument of a passage, students can analyze how details and images support the author's viewpoint.	http://ohio3-8.success-ode-state-oh-us.info/ http://english.unitecnology.ac.nz/resources/units/guilty/home.html

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Q#	Question	% Correct			Std	Bmk	Indicator
		Ans	State				
37	<p>What is an appropriate reason for reading this passage?</p> <p>A. to research educational facilities that improve wildlife campsites</p> <p>B. to learn about a community resource that offers care to wildlife</p> <p>C. to enjoy a story about an eagle’s recovery from an injury</p> <p>D. to learn specific techniques for treating injured wildlife</p>	B	73%	<p>10% of total students who took this test chose "A" as their answer</p> <p>73% of total students who took this test chose "B" as their answer</p> <p>4% of total students who took this test chose "C" as their answer</p> <p>12% of total students who took this test chose "D" as their answer</p>	RP	A	Grade 7 – Indicator 1 - Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
Items 38-42 have not been slated for public release in 2008.							

Greene County ESC 2008 7th Grade Reading

Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
37	appropriate, reason, passage, research, learn, enjoy,		appropriate		Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.	Students need to identify the purpose for reading this passage in order to determine the author's main idea.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=255