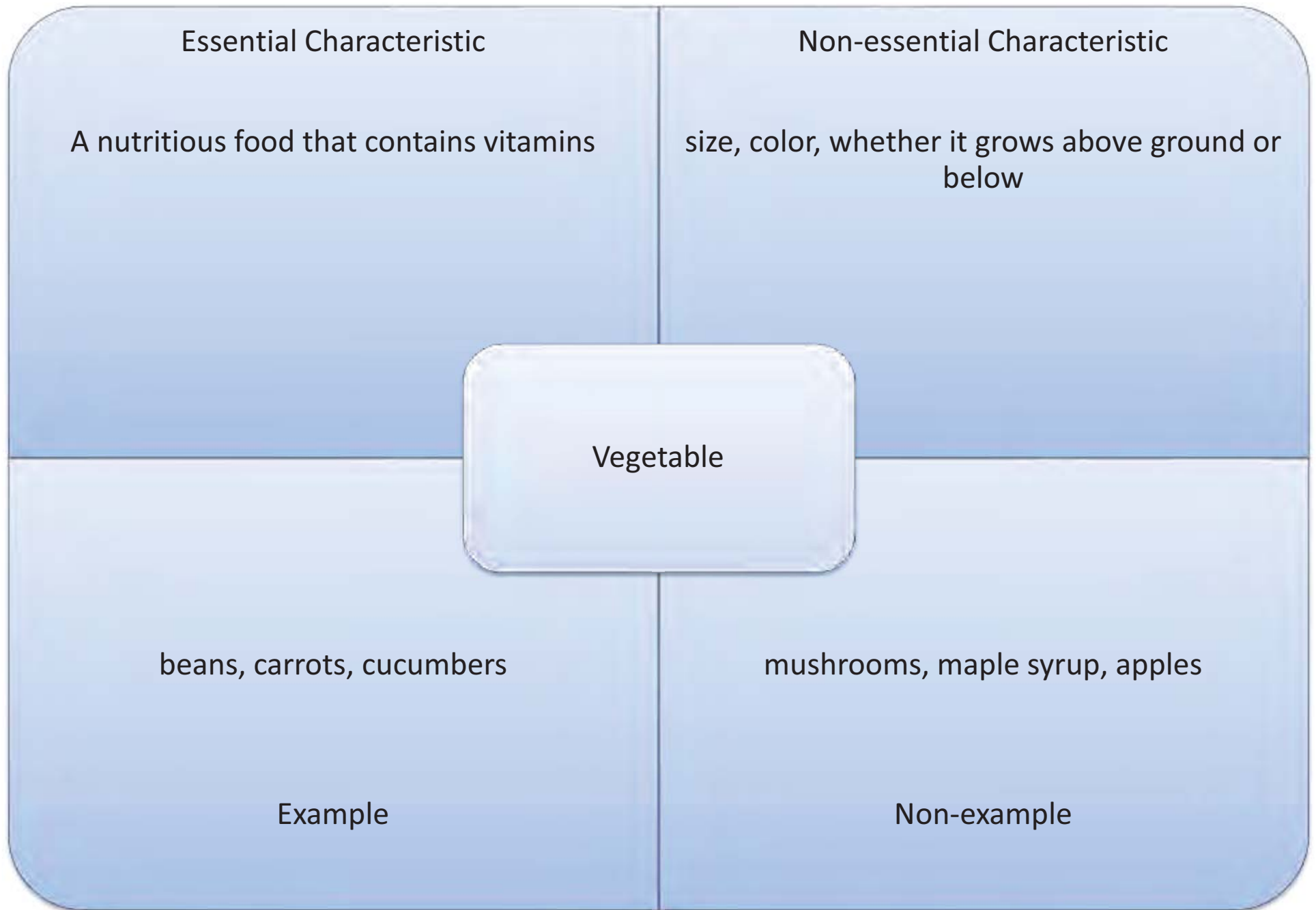


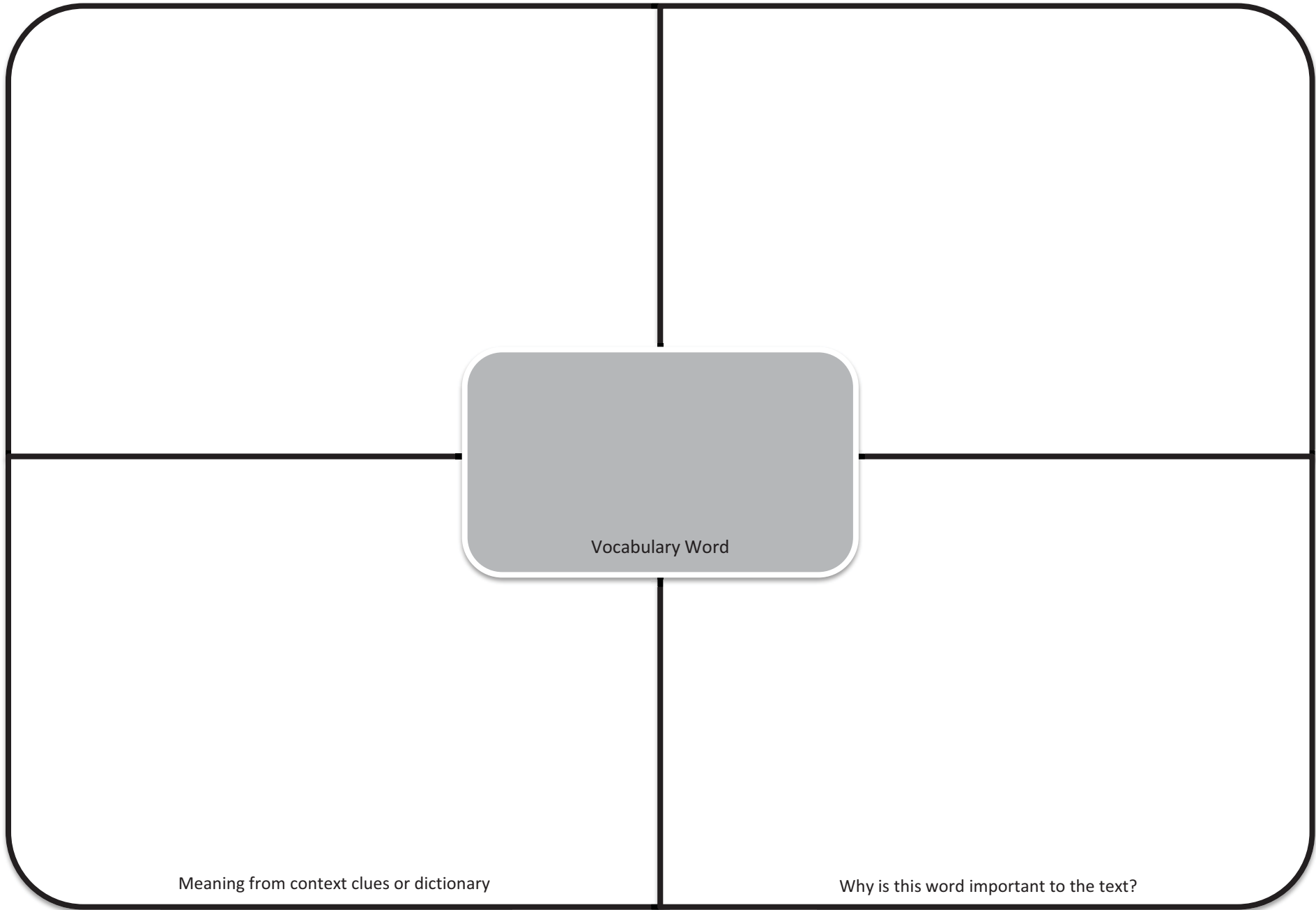
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p>Story Maps for Retelling Non-Fiction Stories. Story retelling is an authentic way of assessing if the reader can identify key story elements. In story retelling, students are asked to recount what they have read. Through the retelling, students identify major elements. Teachers can allow students to use a story map to guide their retelling. This can be used for biographies, autobiographies, historical or current events. Details included may be: People, location, time period, major challenge/accomplishment/event, and life/event details.</p> <p>SQ3R. Survey, Question, Read, Recite, Review is a study strategy students may use throughout the reading process. Using this strategy, students first preview texts in order to make predictions and generate questions to help direct their reading. As students read, they actively search for answers to questions. When students finish reading, they summarize what they have read and review their notes. In this way students monitor and evaluate their own comprehension (Robinson, 1961).</p> <p>Strategy Procedure:</p> <p><u>Survey</u>- Preview titles, headings, pictures, and visual aids in the selection. Scan and review questions, introductory and concluding paragraphs.</p> <p><u>Question</u>- The reader thinks about what he already knows about the topic and generates questions that might be answered in the material.</p> <p><u>Read</u>- Attempt to answer questions brought about during the “Question” step.</p> <p><u>Recite</u>- The reader may stop after each section and “recite” what was just read, summarizing the information. The reader orally answers any of his questions found within the section read.</p> <p><u>Review</u>: Reread portions of the text where answers were provided.</p>	<p>Students have two signal cards. One says Agree and one says Disagree. The teacher reads a question, and the students have to raise the card to tell if the question is about the text. If the question is about details in the story, they raise the Agree card. If not, they raise the Disagree card. Grouping: whole or small</p> <p>Students are given question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. Whatever question word they land on, they must write a sentence using that word about the text. The teacher can inform the students as to how many times they roll the cube. Grouping: small or individual</p> <p>Students could use the question cubes with a partner. One student rolls the cube, and asks a question using the word the cube shows. The other student answers the questions. (This can be done orally or by both students writing down their responses.) Grouping: partner</p> <p>The teacher can use a large hand graphic organizer to model retelling the story orally or to create a written summary. Grouping: whole or small</p> <p>Students complete a “Give Me Five”. Students will trace their hands and write five questions related to the text asking who, where and so forth. Another option: Students could then swap hands and answer each other’s questions. Grouping: partner or individual</p> <p>Students design a questionnaire about the text with a partner. The teacher can collect them and give to a different partner group. Each group must answer the questions on the questionnaire they are given. Grouping: partner</p>	
<p>References F. Robinson, <i>Effective Study</i> (New York: Harper and Row, 1961).</p>		

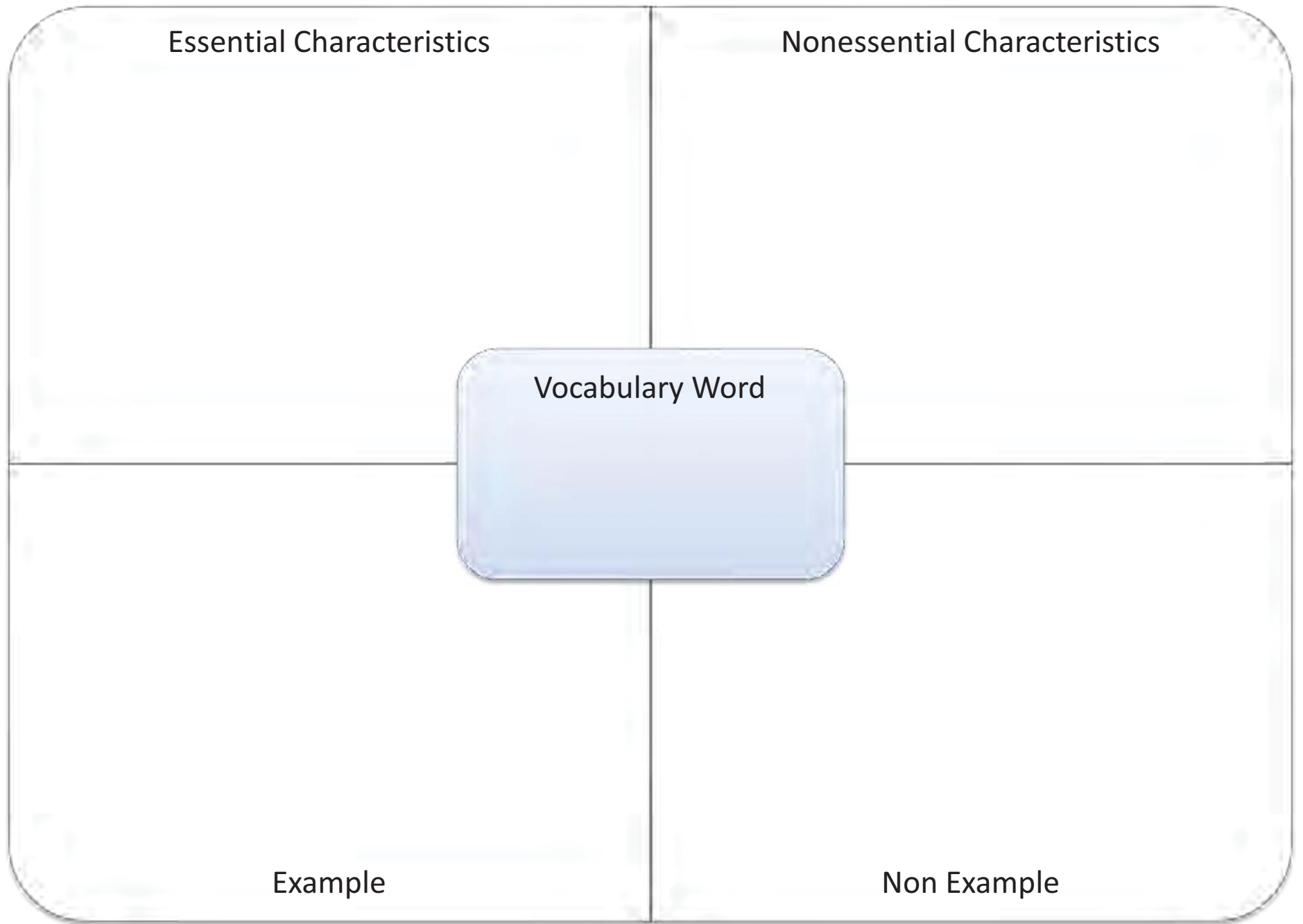
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
	Strategy/Lesson Suggestions	Formative Assessment Suggestions
<p>Very Important Words. Explain that authors give readers clues about the most important information in the text. One clue can be the use of Very Important Words. These are usually a few words that relate closely to the topic and may be used several times in the text. After reading and discussing an informational selection, have students dictate the Very Important words from the text. Write these words on chart paper and talk about why these are (or are not) Very Important Words. Assist students in using these words to dictate sentences with key information about the topic.</p> <p>What's the Big Idea Mural. Before reading a nonfiction selection, activate students' prior knowledge about the topic and ask them to listen for the most important information the author shares about the topic. Let students know that they will draw pictures of the most important parts. After reading, ask each student to share an important part of the story. Record these first on chart paper, and then on a long sheet of butcher paper stretched lengthwise across the floor or wall as students help place important parts in logical order. Divide the paper into sections for each important idea, and ask students to select a picture to work on with a partner or small group. After the pictures are completed, involve students in writing a summary.</p> <p>Sticky Note (whole group/teacher-led): During the rereading of a read-aloud of an informational text, use sticky notes or highlighter tape to mark the big ideas. Discuss how information not highlighted contains information about these big ideas but does not contain the most important ideas in the selection</p> <p>Sticky Note (independent reading): Students read independently, marking with sticky notes any sections they desire to return to or discuss. These may be sections they understand and can explain, sections that need further clarification, or places for creating their own explanations, pictures, and diagrams (Santa, Havens & Maycumber, 1996).</p>		<p>Students will read a multi-paragraph informational text from any periodical, science or social studies text and locate repeated words or signal words within the text that identify the main topic and the focus of the supporting paragraphs.</p> <p>Give a Hand. Have students trace their hands. The main topic/idea sentence can go in the palm. Some, or all, of the fingers can contain the supporting details. Make sure students write sentences that support their main idea. Display the hands around the classroom so students can look at each others' work. Grouping: small, partner, individual</p> <p>Students draw an illustration that depicts the main idea of the passage and adds a caption stating the main topic or idea. Grouping: partner or individual</p> <p>Main Idea Can. Each student has a cup or soup can. They write the main topic or idea of the text on a strip of paper and glue it to the outside of the cup or can. Students then write the focus for each paragraph in the text on a strip of paper and write the paragraph number on the back of each strip and insert into the cup or can. Students can then share with a small group or the class. When sharing, the students could even pull their strips out and then have the class tell them the correct sequence of the strips. Grouping: partner or individual</p>
<p>References: Santa, C.M., Havens, L.T. and Maycumber, E.M. (1996). <i>Project CRISS</i> (Dubuque, Iowa: Kendall/Hunt).</p>		

RI.2.3	Describe the connection between a series of historical events, scientific events or concepts, or steps in technical procedures in a text.	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p>Sticky Notes. Sticky notes are used to mark sections in a text that students would like to return to, difficult sections for which they require clarification, for instance, or to note a connection between a series of events, concepts or steps. These stopping places can be used to foster discussion and inspire writing (Santa, Havens & Maycumber, 1996).</p> <p>Questioning the Author. Questioning the Author is a comprehension strategy that enables students to construct meaning from texts. Since many texts can be confusing to students this strategy can help students focus in on the connections between events, concepts or steps. This strategy asks readers to engage with text in a meaningful way (McKeown, Beck, & Worthy, 1993).</p> <p>Selective Colored Underlining. Selective underlining is a study strategy that enables students to understand what the author is trying to say and to organize information in texts. To enable students to make connections, colored pencils or highlighters can be used so students can connect steps or events using the same color (Adapted from Santa, Havens, Maycumber, 1996).</p> <p>Read-Pair-Share. The Read-Pair-Share strategy is based on the idea that readers summarize and clarify more easily with peer support. Summarizing helps students demonstrate literal comprehension, and clarifying helps students ask and answer questions about text. This strategy will help students keep the connections clear in the students’ minds (Larson and Dancewear, 1986).</p>	<p>If the students have read a text with steps in procedures, have the students list in order the steps to make the item. You could also take out one of the steps, and then discuss how and why that might affect the final product. Students could rate the importance of the missing step and explain their rating. Grouping: whole or small</p> <p>After reading a set of books of related historical events, have the students draw a timeline of the events from the various stories in order. i.e., Read Underground Railroad, Tubman, and Lincoln; Moving to Jesse Own, Rosenwald (1920), Rosa Parks (1955), Ruby Bridges and the Greensboro Sit-In (1960), and, finally, Martin Luther King, Jr. Grouping: partner or individual</p> <p>After reading and discussing historical or scientific events in a text, give each student a lunch bag. On one side of the bag, the student writes the historical or scientific event, draws a picture, and writes two pieces of information that make that event unique from the event on the other side. On the other side of the bag, the students write the name of another event, draws a picture, and write two pieces of information that make that event unique from the event on the other side. On a piece of paper or index card write two commonalities the events have in common and put it in the bag , or the student could place an object in the bag that would represent a commonality of the two events. Grouping: partner or individual</p>	
<p>References: Larson, C. and Dansereau, D. (1986). Cooperative Learning in Dyads. <i>Journal of Reading</i> 29, 1986: 516–520. McKeown, M.G., Beck, I.L., and Worthy, M.J. (1993). Grappling with Text Ideas: Questioning the Author. <i>The Reading Teacher</i> 46, 1993: 560–566. Santa, C.M., Havens, L.T. and Maycumber, E.M. (1996). <i>Project CRISS</i> (Dubuque, Iowa: Kendall/Hunt).</p>		

RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2nd topic or subject area.	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p>Fruer Model. This graphic organizer allows students to place the new vocabulary term in the center and lists essential characteristics, nonessential characteristics, examples and non-examples (Fruer, Frederick & Klausmeier, 1969). A sample suggestion is provided.</p> <p>Strategy Procedure. A concept/word is selected to be analyzed. A 4-block organizer is completed in pairs or small groups. The categories of the 4 blocks are: Definition (in own words), Characteristics, Examples (from text or own life), and Non-Examples.</p> <p>Concept Definition Map. This map is a graphic representation that helps students understand the essential attributes, qualities, or characteristics of a word’s meaning. It is also a strategy for teaching students the meaning of a key concept by having students describe the concept and cite examples of it.</p> <p>Experience Text Relationship (ETR). ETR is particularly helpful with English Language Learners because their background knowledge and experiences needed to comprehend English are, likely, in their first language. ETR accesses prior knowledge needed to connect with a particular text.</p> <p>E (Experience)- Teacher and students discuss students’ knowledge and experiences related to the topic or theme of the text.</p> <p>T (Text)- Next examine the title and pictures. A purpose for reading is given by the teacher, and students make predictions. Then, students are assigned short sections of text to read on their own. After reading each section, a discussion takes place to verify purposes for reading and make predictions. This continues throughout the analysis of text.</p> <p>R (Relationship)- Teacher poses questions and leads a discussion that emphasizes the relationships between student experiences and text information.</p>	<p>Give a group of students a set of cards with short passages or sentences written on them that have words or phrases underlined. Give them a set of cards that has the meanings of those underlined words or phrases. The students are to work together to match the two sets of cards. Grouping: small or partner</p> <p>During small group time while reading, stop and ask a student the meaning of a certain word or phrase in the text. Ask what clues did they use to determine the meaning(s). You can record their responses. Remind them to use context clues and background knowledge. Grouping: small</p>	
<p>References: Fruer, D., Frederick, W., & Klausmeier, H. (1969). <i>A schema for testing the level of cognitive mastery</i> (Working paper No. 16). Madison, WI: Wisconsin Research and Development Center.</p>		







RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
Strategy/Lesson Suggestions		Formative Assessment Suggestions
<p>Text Features. Ask students to open a content area book and discuss the features that assist them with finding information. Students could be asked to discuss text features they notice instead of having them pointed out by the teacher.</p> <p>Feature Chart. Have students create a classroom chart showing the purpose of each feature and why each feature is useful. This chart can remain up throughout the year.</p> <p>Using a website such as the ones listed above, allow students to locate the same type of text features on a web page. How are they similar? (colors and font variations, tabs to click on like a table of contents, bold faced words, icons) Are there any advantages to using a book over a webpage? Vice-versa? How do text features help a reader understand informational text? Several units on text features for grade levels 1-5 are designed at the Center for Innovation at Indiana University’s website.</p> <p>Additional resources can be accessed here, here, and here.</p>		<p>Students participate in a text feature scavenger hunt. Give students a list of features to look for in the text. They are to record the feature with the page number, and write each feature’s purpose. Grouping: partner or individual</p> <p>With a partner, students search through a given text and record any text features they encounter and write its purpose. Grouping: partner</p> <p>In a text, review the title, subheadings, bold words, and captions. Have students write on a sticky note what they think the passage is mainly about, and a question they would like to have answered. Then have students share what they wrote with the group. Grouping: whole or small</p> <p>Ask students questions about the text where they will need to use various text features to find the answers. Have students explain what text feature they used and give the answer to the question. Teachers could use a graphic organizer for students to record. Grouping: small or individual</p> <p>Have each student point to text feature that the teacher asks about from the book. Invite a student to explain how the feature helps him understand the passage. Grouping: whole or small</p>
References:		

RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
	Strategy/Lesson Suggestions	Formative Assessment Suggestions
	<p>Two-Column Notes. Two-column notes help students think critically about text and provide focused comprehension practice. Students divide their papers into two columns. They should label the left column Main Idea and the right column Details. As students read and take notes, they should write the main idea on the left and the details of that main idea in the right hand column. As a new subtopic is introduced, students should add new main ideas and details next to the main idea. Other variations of Two-Column notes include Question/Answer and Cause/Effect.</p> <p>3-2-1 Strategy. Students can use the 3-2-1 strategy to identify the main purpose of the text. This strategy involves writing about three discoveries, two interesting ideas, and one question students still have after reading the text. After teacher modeling, students read a text independently and use the 3-2-1 strategy to comprehend what they read (Zygouris, Wiggins & Smith, 2004).</p> <p>Questioning the Author. Begin by discussing with students that nonfiction books are written by authors with various writing styles which may be unclear or confusing to some. Students then read passages from selected texts. The teacher then asks questions such as: “What is the author trying to tell you? Why is the author trying to tell you that? Is that expressed clearly?” As students identify confusions in the text, the teacher prompts them to communicate those ideas in a language that is clearer to them by asking questions such as: “How could the author have expressed the ideas more clearly? What would you want the author to have written instead?” By transforming the author’s ideas into their own, students display comprehension (Beck, McKeown, Hamilton & Kugan, 1997).</p>	<p>Give students a description, ask what the author’s purpose is and have them explain their answers. (e.g., Sydney’s mom wrote a note to Mrs. Davis to explain why she would be absent the next two days. Author’s purpose: to inform, Explain: The note was written to give the teacher information.) Do this orally in small group using several descriptions. Grouping: small</p> <p>Descriptions are written on cards. Students work with a partner, take turns reading a description and telling the author’s purpose. Next students explain responses. Grouping: partner</p> <p>Students write a description on one side of a card. On the other side, they write the author’s purpose and an explanation. Students create three cards of the author’s purpose: to inform, to persuade, and to entertain. Working with a partner, students exchange cards. They each read the description on a card and tell the other what the author’s purpose is. Next each student explains his response. Grouping: partner or individual</p>
<p>References: Beck, I.L., & McKeown, M.G., Hamilton, R.L., & Kugan, L. (1997). <i>Questioning the Author: An Approach for Enhancing Student Engagement with Text</i>. Newark, DE: International Reading Association. Zygouris-Coe, V., Wiggins, M.B., & Smith, L.H. (2004). <i>Engaging students with text: The 3-2-1 strategy</i>. <i>The Reading Teacher</i>, 58(4), 381–384.</p>		




RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify text.	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p>Sticky Notes. Click on the digital images located here. Some photos are not labeled as a diagram but could easily be made into a diagram. This strategy suggestion will work with any book that has diagrams. A link above will assist in finding free images for diagrams. Allow students to view a diagram. Using a sticky note, cover the labels on a diagram and study the picture closely. As students are able to guess what they will be studying, ask questions such as what is missing from the diagram that might be useful? One by one, uncover the words and discuss what information the author gives. Ask students to explain how the image provides clarity and contributes to their understanding (Harvey & Goudvis, 2000).</p> <p>Divide and Conquer. When reading informational text, divide students into groups of no more than three. Assign each group an image to analyze. Tell each group to list and share the key ideas each image communicates. Groups also analyze whether the image clarifies or does not clarify the meaning of the text.</p> <p>Missing Text. Give students a diagram without labels or text. In pairs have the students create a caption or text they think will match the diagram. They can also give the diagram a title.</p>	<p>Have students create a diagram and label it to show how something works. If working as partners, share and discuss with another partner group or if done individually, they can share and discuss with another student, small group, or the whole class. Encourage the students to ask questions about the other person's or group's diagram. Grouping: partner or individual</p> <p>Given a diagram, students can write two to three sentences explaining what the diagram is showing and how it connects to the text. Grouping: partner or individual</p> <p>After reading a piece of informational text, allow students to work with a group of 2-4 students. Each group is to create a diagram to go with the text. Remind the students that the diagram should help explain the text. Then have each group share their diagram and explain how it helps clarify what the text says. Grouping: small</p>	
<p>References: Harvey, S., & Goudvis, A. (2000). <i>Strategies that work: Teaching comprehension to enhance understanding</i>. Portland, ME: Stenhouse.</p>		

RI.2.8 Describe how reasons support specific points the author makes in a text.

Strategy/Lesson Suggestions	Formative Assessment Suggestions												
<p>Read to Discover. This strategy helps students learn to locate information related to a given prompt, provide reasons for their answers, and identify pertinent information in nonfiction text by rereading and retrieving information. The teacher explains to the students they are going to practice looking for specific information while reading. Students read independently, and the teacher pulls a pre-written “prompt” out of “prompt container.” Students then reread to locate appropriate information to respond to the prompt and support their response. Students then signal when they have located the information. Responses can be shared in small groups or partners.</p> <p>Selective Underlining. Teacher models the use of underlining as one way to organize information in texts. By projecting a text for the class to see, the teacher reads through the selection. Then students reread and begin underlining words and phrases that represent key ideas. As these think-alouds progress, main ideas can be underlined in one color, while details are underlined in another color. When main points are not explicit, words can be generated and written in margins in the appropriate color.</p> <p>Read and Reread. In order for students to describe the reasons an author makes specific points, many students will need to read a text more than once. When reading a second or even a third time, students will need to make notes or marks to show their thinking each time they read. Students should note how the author presents and supports a specific point in a text. They can record these points on a sticky note or graphic organizer (Beers, 2003).</p>	<p>After reading an informational text piece, ask students to identify the key/specific points. Then ask students what reasons are in the text to support those key/specific points and how the reasons support the key/specific points. Grouping: whole, small</p> <p>Students complete the graphic organizer below. The teacher will fill in the author’s point, and the students fill in the other two columns titled “Reasons” and “How/Why does the reason support the point?” Students can then share some of their recordings. Grouping: small, partner, individual</p> <table border="1" data-bbox="1066 719 1986 938"> <thead> <tr> <th data-bbox="1066 719 1373 829">Author’s Point</th> <th data-bbox="1373 719 1680 829">Reasons</th> <th data-bbox="1680 719 1986 829">How/why does the reason support the point?</th> </tr> </thead> <tbody> <tr> <td data-bbox="1066 829 1373 867">Teacher provides</td> <td data-bbox="1373 829 1680 867"></td> <td data-bbox="1680 829 1986 867"></td> </tr> <tr> <td data-bbox="1066 867 1373 904">Teacher provides</td> <td data-bbox="1373 867 1680 904"></td> <td data-bbox="1680 867 1986 904"></td> </tr> <tr> <td data-bbox="1066 904 1373 938">Teacher provides</td> <td data-bbox="1373 904 1680 938"></td> <td data-bbox="1680 904 1986 938"></td> </tr> </tbody> </table> <p>After reading an informational text piece, give students a copy of a fish graphic organizer. Each student is to locate a key point that the author makes and write it in the center of the fish and then write any supporting reason on the bones going diagonally. Students can then turn the paper over and write a sentence or two explaining how those reasons support the key point.</p>	Author’s Point	Reasons	How/why does the reason support the point?	Teacher provides			Teacher provides			Teacher provides		
Author’s Point	Reasons	How/why does the reason support the point?											
Teacher provides													
Teacher provides													
Teacher provides													

References:
 Beers, K. (2003). When Kids Can't Read What Teachers Can Do: A Guide for Teachers 6-12. Portsmouth, NH: Heinemann.

RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	
	Strategy/Lesson Suggestions	Formative Assessment Suggestions
	<p>Semantic Feature Analysis. A chart is used to compare terminology/subjects by its features or characteristics. An SFA is a visual representation of how the terms/subjects are similar or different. Semantic Feature Analysis can be used with any content subject area.</p> <p><i>Strategy Practice:</i> Choose a subject of study, create a table with the subjects of study in the left column, and list the features or characteristics common to the subject in the top row. As students read/reflect on reading- they will place a + sign to indicate where the feature applies to the subjects. The completed table will provide a visual tool for comparison (Anders & Box, 1986).</p> <p>Think-Pair-Share. A discussion strategy that enables each student to be an active participant. Begin by suggesting a topic or asking a question. Ask students to think for a few minutes about how they will respond. Pair students, and ask them to discuss their ideas. Conclude by having students share their ideas they discussed in their pair within a whole group discussion. (Lyman, 1981)</p> <p>2-2-2. Students read two texts on the same topic. After reading, students identify two similarities and two differences between the texts. This can be adapted to 3-3-3, to be completed in the same way as 2-2-2.</p>	<p>Students create a checklist of key points the texts have in common, as well as make a list of points each text has as its own. Grouping: small, partner, individual</p> <p>Students complete a Venn diagram to compare and contrast the texts. They could write responses on the chart paper, handout, or use sticky notes to put on a chart. Grouping: small, partner, individual</p> <p>Students write two sentences that tell how the texts are alike and two sentences that tell how they texts are different. Grouping: partner or individual</p> <p>After reading two texts on the same topic (teacher-read or student- read). All students can complete this activity with the same two texts. Or the teacher can organize students into groups and allow students to choose the two texts and topic they would like to read more about. Students then create a tri-fold brochure out of a large 11x14 or 12x18 piece of construction paper. They can decorate the front of their brochure to reflect the topic of the two readings. When it is opened flat, students write the title of one text on the left and will list information that is specific to this text. They will write the title of the second text at the top of the right side and will list information that is specific to this text. The middle is for information that both texts have in common. Students can write and/or draw on all three sections. Students can then share their information. Grouping: small, partner, individual</p>
<p>References: Anders, P. L., & Bos, C. S. (1986). Semantic feature analysis: An interactive strategy for vocabulary development text comprehension. <i>Journal of Reading</i>, 29, 610-617. Lyman, F. T. (1981). The responsive classroom discussion: The inclusion of all students. In A. Anderson (Ed.), <i>Mainstreaming Digest</i> (pp. 109-113). College Park: University of Maryland Press.</p>		

RI.2.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Strategy/Lesson Suggestions		Formative Assessment Suggestions
<p>Reciprocal Teaching. Created by Palinscar and Brown (1984), Reciprocal Teaching involves for comprehension strategies: summarizing, questioning, clarifying, and predicting. Students can work in groups of four while reading a selection. Each student has a role: summarizer, questioner, clarifier, or predictor. Each role has a defined task: Summarizer- highlight key ideas, Questioner- identifies unclear or puzzling parts of the text and poses any questions about the text, Clarifier- attempts to clarify and answer any questions the Questioner may have had, Predictor- offers possibilities of what may come next in the reading. There is no set order for each role to participate. The comprehension conversation should flow in a natural order, which each student assuming their assigned role. Student roles should change regularly.</p> <p>Tracking Symbols. While reading a selection, students track their thinking by using symbols to mark the text. Some symbols may include: “?” for words that couldn’t be decoded or confusing parts of the text, “!” for new information, “*” (asterisk) for interesting parts of the text. These symbols are used to guide meaningful conversations after reading. Depending on the type of text used, students can write directly on the page or write symbols on small sticky notes and mark points in the text with sticky notes.</p>		<p>3-2-1 Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered. Grouping: individual</p> <p>Annotation Notation Rubric. Have students use the following symbols to show understanding of the text:</p> <p> The main idea (Draw a box around the main idea.)</p> <p> Details (Underline the details.)</p> <p> Words to remember (Circle key words to remember.)</p> <p>Write a summary</p> <p>Grouping: partner or individual</p> <p>Have students read an article or piece of nonfiction at the appropriate grade level aloud to the teacher. Note any miscues. Then have students tell you in a few sentences the main idea and supporting details of the piece. You may decide to use a checklist for this assessment for each student. Grouping: individual</p>
<p>References: Palinscar, A. S. & Brown, A. (1984). Reciprocal Teaching of Comprehension-Fostering and Comprehension Monitoring Activities. <i>Cognition and Instruction</i>, 1(2), pp. 117-175.</p>		