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## Using the *CARS* and *STARS Plus Series*

### ***CARS Plus Series***

**Diagnose** needs of the class by administering 5 Pretests

**Benchmark** during instruction to monitor progress, using 5 longer tests

**Assess** mastery by administering 5 Post Tests



### ***STARS Plus Series***

**Instruct** the class in 1 to 6 strategies, based on students' needs (differentiate instruction using Books P–H)



### What are the *CARS Plus* and *STARS Plus Series*?

The *CARS Plus* and *STARS Plus Series* are a comprehensive resource that allows you to identify and teach essential reading comprehension strategies. As the diagram above indicates, the *CARS Plus Series* is the assessment component, and the *STARS Plus Series* is the instruction component.

#### ***CARS Plus Series***

The *CARS Plus Series* is a diagnostic reading series that allows you to identify and assess a student's level of mastery for each of 12 reading strategies. It contains Pretests, Benchmarks and Post Tests. This ten-level series is designed for students in years P to 8. The *CARS Plus Series* helps teachers place students in the companion *STARS Plus Series* for reading instruction and remediation.

#### ***STARS Plus Series***

The *STARS Plus Series* is a prescriptive reading series that provides essential instruction in the same 12 reading strategies as the diagnostic *CARS Plus Series*. This ten-level series is also designed for students in years P to 8. The *STARS Plus Series* provides precise instruction in and practice with the strategies students need to master in order to achieve reading success.

Book E in both the *CARS Plus* and *STARS Plus Series* features the following 12 reading strategies:

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognising Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying Author's Purpose
- Interpreting Figurative Language
- Summarising



## How do I get started with the *CARS Plus* and *STARS Plus Series*?

As shown in the diagram on page 4, the *CARS Plus Series* is used to diagnose the needs of the class, monitor students' progress and assess students' mastery of the strategies. The *STARS Plus Series* is used to instruct the class in targeted reading strategies, based on the diagnosis from the *CARS Plus Series*.

To get started, use the following steps:

### 1. Diagnose

Administer the five pretests in the *CARS Plus Series* to diagnose the needs of the students in your class. (See the *CARS Plus* teacher guide for additional information.)

### 2. Instruct

Based on the results of the *CARS Plus* diagnosis, assign specific strategy lessons in the *STARS Plus Series* to remediate areas that need improvement and reinforcement. Or, you may have students complete an entire *STARS Plus* student book in order to build and reinforce students' basic knowledge of reading strategies. (See pages 7 and 10–11 for information about differentiating instruction.)

### 3. Benchmark

Use the five Benchmarks in the *CARS Plus Series* and the Review Lessons in the *STARS Plus Series* (see page 6) to monitor students' progress.

### 4. Assess

Use the five Post Tests in the *CARS Plus Series* and the Final Review in the *STARS Plus Series* (see page 6) to assess mastery of the strategies taught in the *STARS Plus Series*.



## Why do the *CARS Plus* and *STARS Plus Series* concentrate on 12 reading strategies?

The reading strategies in these series were based on reviews of the following:

- Current research on reading comprehension
- Gaps in basal or core reading programs

The strategies in both series cover a range of areas that lead to success in reading comprehension:

- Literal comprehension
- Inferential comprehension
- Text structure and organisational patterns
- Vocabulary and concept development
- Metacognitive strategies

Practice in these reading strategies leads to success on tests as well as improves students' overall reading comprehension.



## How do researchers define the relationship between skills and strategies?

According to Regie Routman (2000), strategies are the thinking, problem-solving processes that the learner deliberately initiates, incorporates and applies to construct meaning. At this point, the reading strategies become instinctively incorporated into one's reading.

According to Afflerbach et al. (2008), when a reading strategy becomes effortless and automatic, the strategy has become a skill. Reading skills operate without the reader's deliberate control or conscious awareness.



## What is in the *STARS Plus* student book?

### Strategy Lessons

Each student book contains 12 strategy lessons, one lesson for each reading strategy. Each ten-page lesson provides instruction and practice in the targeted reading strategy. Students read several passages and answer 16 strategy-based selected-response (multiple-choice) questions.

The strategy lessons are scaffolded, providing a gradual release of support. Each lesson moves from modelled instruction to guided instruction to modelled practice to guided practice to independent practice. (See Features of a *STARS Plus* Lesson on pages 12–23 for more information about the strategy lessons.)

### Review Lessons

A four-page review lesson follows every three strategy lessons. Students read two longer passages and answer 12 selected-response questions that focus on the target reading strategies in the three previous lessons.

### Final Review

A twelve-page final review gives practice in all 12 reading strategies. Students read four longer passages and answer 48 selected-response questions that focus on all the reading strategies in the book.



## What is in the *STARS Plus* teacher guide?

### Overview

Information about using the *CARS Plus* and *STARS Plus Series* and The Classroom Reading System, including:

- Suggested Pacing Chart
- Features of a *STARS Plus* Lesson
- Research Summary
- Reproducible Strategy Bookmarks

### Lesson Plans

Six-page guides for each *STARS Plus* student-book lesson, including a facsimile of each student-book page with correct answers, teacher tips and these special features:

- ELL Support
- Genre Focus
- Teacher's Corner
- Reteaching
- Connecting with Literature

### Reproducible Answer Form

A reproducible bubble sheet that students may use to record their answers to Parts Two–Five of each lesson

### Completed Answer Form

A filled-in bubble sheet that may be used for correction purposes



## How can I provide differentiated instruction using the *STARS Plus Series*?

There are two easy ways to provide differentiated instruction in the classroom using the *STARS Plus Series*.

### By Reading Strategy

Use the results from the Pretests in the *CARS Plus Series* to diagnose the individual needs of the students in your classroom.

Then use *STARS Plus Book E* to provide targeted instruction in one specific strategy or in several strategies to remediate areas that need improvement and/or reinforcement.

Or, you may wish to provide instruction using the entire *STARS Plus Book E* to build students' basic knowledge of all the reading strategies.

### By Reading Level

Students in the same classroom are likely to be reading at different skill levels (below year level, at year level or above year level). You can use the levelled books in the *STARS Plus Series* (Books P–H) to meet this need.

To enable this type of differentiated instruction, the sequence of the strategies and the page numbers across the books in the *STARS Plus Series* are the same from lesson to lesson (with some exceptions in Books P–C). So all students in the classroom receive the same reading-strategy instruction but work with appropriately levelled reading passages.

For example, some year-five students may work in the on-level Book E, which contains reading passages that don't extend beyond a year-five reading level. At the same time, other students in the class may be assigned an above-level book, while other students may be assigned a below-level book.



## How can I assess students' progress in the *STARS Plus Series*?

After students have been placed into the *STARS Plus Series*, based on the diagnosis from the *CARS Plus* Pretests, several methods may be used to assess students' progress in the *STARS Plus Series*.

You may use classroom observation to monitor and informally assess students' mastery of the strategies taught in each *STARS Plus* lesson.

You may also use the following to formally assess students' mastery of the strategies:

### *STARS Plus* Review Lessons

A review lesson follows every three strategy lessons. The reviews may be used to assess students' mastery of the reading strategies taught in those three lessons in the *STARS Plus* student book.

### *STARS Plus* Final Review

A final review follows all 12 strategy lessons. The final review may be used upon completion of the student book to assess students' mastery of all 12 reading strategies.

### *CARS Plus* Benchmarks

These five tests may be used throughout instruction in the *STARS Plus* student book (after the *CARS Plus* Pretests and before the *CARS Plus* Post Tests) as individual progress-monitoring tools to monitor students' progress in applying all 12 reading strategies.

### *CARS Plus* Post Tests

These five tests may be used upon completion of the *STARS Plus* student book to assess students' overall mastery of all 12 reading strategies. The results of the *CARS Plus* Post Tests may be compared with the results of the *CARS Plus* Pretests to assess students' mastery of the reading strategies.



### **What instructional features in the *STARS Plus Series* can be helpful for students, especially ELL students?**

The *STARS Plus Series* uses several effective instructional procedures that support all students, including:

- Opportunities to activate prior knowledge before beginning strategy instruction
- Explicit instruction in key English language concepts
- A step-by-step scaffolded approach, beginning with explicit instruction, to build a clear understanding of the reading strategies
- Opportunities to build and reinforce self-esteem
- Use of graphic organisers to visually depict the reading strategies
- Frequent reviews and restatements of concepts
- Allowances for students to work at their own pace
- Ample practice through a variety of high-interest reading passages
- Presentation of selections depicting real-life situations
- Encouragement of paired-learning experiences
- Student discussion of strategies to demonstrate conceptual understanding

In addition to these supports, the teacher guide also provides minilessons on English language topics that may be challenging for ELL students (called ELL Support). See pages 12–13 of this teacher guide for an example.



### **Where do students record their answers?**

Students may record their answers to Part One on a separate piece of paper or directly in their student book. The answers to Part One are discussed during partner or all-class discussions. Students may record their answers to Parts Two–Five on the reproducible Answer Form (on pages 106 and 107 of this teacher guide) or directly in the student book.



### **What is the correction procedure?**

For best results, correct each part of the strategy lesson orally with students immediately following its completion. Explain concepts that students do not understand. Encourage students to participate in a discussion about the targeted strategy and how to apply it in everyday life experiences.



### **What are the Strategy Bookmarks?**

The Strategy Bookmarks are a set of reproducible bookmarks for each of the strategies taught in the *STARS Plus Series*. You may wish to distribute the appropriate bookmark after students have completed each strategy lesson. The bookmarks serve as a helpful reminder, highlighting the essential points about the strategy that students have learned in the lesson.

Suggest that students use the bookmarks to support their application of the strategy to year-level text, especially when completing the Connecting with Literature activity (see pages 22–23 for an example of this feature).



### **How much time is required to complete the *STARS Plus Series*?**

The *STARS Plus Series* is designed for flexibility in the classroom and can be used effectively in several ways to fulfil your classroom needs. How you choose to allocate time for the strategy lessons, review lessons and the final review is up to you, depending on the needs of your students.

You can adjust the times as needed in the Suggested Pacing Chart on page 9 to accommodate your daily schedule of instruction.



## SUGGESTED PACING CHART

Day	Lesson(s)	Strategy	Minutes
1	1	<b>Finding Main Idea</b> Introduction and Part One	30–45
2		Part Two	30–45
3		Part Three	30–45
4		Part Four	30–45
5		Part Five	30–45
6	2	<b>Recalling Facts and Details</b> Introduction and Part One	30–45
7		Part Two	30–45
8		Part Three	30–45
9		Part Four	30–45
10		Part Five	30–45
11	3	<b>Understanding Sequence</b> Introduction and Part One	30–45
12		Part Two	30–45
13		Part Three	30–45
14		Part Four	30–45
15		Part Five	30–45
16	1–3	<b>REVIEW</b> Parts One and Two	45–60
17	4	<b>Recognising Cause and Effect</b> Introduction and Part One	30–45
18		Part Two	30–45
19		Part Three	30–45
20		Part Four	30–45
21		Part Five	30–45
22	5	<b>Comparing and Contrasting</b> Introduction and Part One	30–45
23		Part Two	30–45
24		Part Three	30–45
25		Part Four	30–45
26		Part Five	30–45
27	6	<b>Making Predictions</b> Introduction and Part One	30–45
28		Part Two	30–45
29		Part Three	30–45
30		Part Four	30–45
31		Part Five	30–45
32	4–6	<b>REVIEW</b> Parts One and Two	45–60
33	7	<b>Finding Word Meaning in Context</b> Introduction and Part One	30–45
34		Part Two	30–45
35		Part Three	30–45
36		Part Four	30–45
37		Part Five	30–45

Day	Lesson(s)	Strategy	Minutes
38	8	<b>Drawing Conclusions and Making Inferences</b> Introduction and Part One	30–45
39		Part Two	30–45
40		Part Three	30–45
41		Part Four	30–45
42		Part Five	30–45
43	9	<b>Distinguishing Between Fact and Opinion</b> Introduction and Part One	30–45
44		Part Two	30–45
45		Part Three	30–45
46		Part Four	30–45
47		Part Five	30–45
48	7–9	<b>REVIEW</b> Parts One and Two	45–60
49	10	<b>Identifying Author's Purpose</b> Introduction and Part One	30–45
50		Part Two	30–45
51		Part Three	30–45
52		Part Four	30–45
53		Part Five	30–45
54	11	<b>Interpreting Figurative Language</b> Introduction and Part One	30–45
55		Part Two	30–45
56		Part Three	30–45
57		Part Four	30–45
58		Part Five	30–45
59	12	<b>Summarising</b> Introduction and Part One	30–45
60		Part Two	30–45
61		Part Three	30–45
62		Part Four	30–45
63		Part Five	30–45
64	10–12	<b>REVIEW</b> Parts One and Two	45–60
65	1–12	<b>FINAL REVIEW</b> Parts One and Two	60
66	1–12	<b>FINAL REVIEW</b> Parts Three and Four	60
67	1–12	<b>FINAL REVIEW</b> Discussion of Parts One and Two	30–45
68	1–12	<b>FINAL REVIEW</b> Discussion of Parts Three and Four	30–45



# PART ONE

## Modelled Instruction

**Lesson 4** RECOGNISING CAUSE AND EFFECT  
PART ONE: Think About the Strategy

**1** What is Cause and Effect?  
There is a reason for everything that happens. What happens is called the *effect*. Why it happens is called the *cause*.

1 Write what happens if you oversleep on a school day.  
Sample response: My dad has to drive me to school.

2 Write why this happens.  
Sample response: Because I missed the school bus.

**2** **Work with a Partner**

- Take turns giving each other examples of cause and effect. You might say, "I watered the plant because its leaves were drooping."
- In each example, tell which part is the cause and which part is the effect.

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How Do You Find Cause and Effect?  
Many reading passages include examples of cause and effect. You can find causes and effects by thinking about what happens in a passage and why.

Read this passage about Marcus and Jake. Think about the things that happen and why they happen.

Marcus and Jake were hiking along a mountain path. They came to a fork in the trail, and they didn't know which way to go.  
"Look at the map," said Marcus to Jake. Jake checked his pockets and his backpack, but he couldn't find the map.  
"I left it at the last place we stopped to rest. We'll have to go back to find it," said Jake.

1 Let's find an example of cause and effect in the passage.  
2 Look at the two boxes below.  
The first box tells what happened. This is the effect.  
The second box tells why it happened. This is the cause.

<b>What happened? (effect)</b> Marcus and Jake didn't know which way to go on the trail.	<b>Why did it happen? (cause)</b> Jake couldn't find the map.
---	--

3 Let's find another example of cause and effect in the passage.  
Look at the two boxes below.  
The first box tells the cause for why something happened.  
4 Fill in the effect in the second box. Tell what happened because Jake left the map behind.

<b>Cause</b> Jake left the map at the last place he and Marcus stopped to rest.	<b>Effect</b> Jake and Marcus will have to go back to find the map.
--	--

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**6 AT A GLANCE**  
Students activate their background knowledge about recognising cause and effect and then learn how to apply this strategy to a short reading passage.

### STEP BY STEP

**7 Page 38**

- Tell students that today they will practise recognising cause and effect.
- Read out the information at the top of the page.
- Direct students to respond to items 1 and 2.
- Discuss student responses as a class.

### Work with a Partner

- Organise students to work in pairs to complete the Work with a Partner activity.
- Encourage volunteers to share their examples of cause and effect with the class.

**8 Tip:** If students have trouble thinking of examples, have them complete "\_\_\_ because \_\_\_" sentences. In the first part, they think of an event that happened (the dish fell). In the last part, they tell why (it was slippery).

### Page 39

- Read out the information that precedes the reading passage.
- Direct students to read the passage in the box.
- Tell students that after they read the passage, they will use a graphic organiser to help them recognise a cause and effect in the passage.
- Guide students through steps 1–3 for completing the graphic organiser by having them follow along as you read the steps aloud.
- Direct students to complete the information in the Effect box of the graphic organiser.
- Discuss student responses.
- Be sure students have a clear understanding of how to find the cause and its effect in the passage.

**9 Tip:** If students have difficulty completing the sentence in the Effect box, have them reread the first and second sentences of the passage. Ask, "What happens *because* the Winter Street Bridge is closed for repairs?" Explain to students that what happens is the effect.





# Student Book

## Modelled Instruction

### Teacher Led

After prompting students to tap into their prior knowledge, the teacher uses step-by-step examples to model how to use the strategy, with the support of a strategy-based graphic organiser.

## Management Tips

- Personalise examples so they make sense for your students. Draw on your own experiences and your knowledge of your students to make sure examples are relevant.
- Plan carefully when grouping students for the Work with a Partner activity. Consider skill levels, social skills and English language proficiency.
- Circulate and provide tips or encouragement as student pairs work together.

**1 Introduction:** Describes the strategy. Open-ended questions prompt students to explore what they already know about the strategy from their daily lives.

**2 Work with a Partner:** Gives student partners the opportunity to discuss ways to use the strategy.

**3 Reading Passage:** Provides the opportunity for students to work with the strategy in the context of real-world reading.

**4 Steps:** Guides students through completing the strategy-based graphic organiser.

**5 Graphic Organiser:** Visually depicts how to apply the strategy.

# Teacher Guide

**6 At a Glance:** Provides a brief overview of what students do in each lesson part.

**7 Step by Step:** Provides an explicit walk-through of the steps for guiding students through each lesson part.

**8 Tip:** Provides additional information for the teacher to assist student partners as they discuss the strategy in the Work with a Partner activity.

**9 Tip:** Provides additional information for the teacher to assist students as they complete the strategy-based graphic organiser.

## RECALLING FACTS AND DETAILS

## ★ ★ ★ ★ LESSON OBJECTIVES

Students will learn to:

- Recall facts and details by identifying information that explains or supports the main idea in a reading passage
- Identify when test questions are asking them to recall facts and details

## ★ ★ ★ ★ GETTING STARTED

**Introduce the Strategy**

Tell students that today they will learn how to recall facts and details when they read.

**SAY:** Good readers recall facts and details in a reading passage by thinking about the main idea. They know that facts and details tell more about the main idea. You already know how to recall facts and details because you do it everyday.

**Model the Strategy**

Introduce the strategy by describing a situation and asking students to think about what is happening.

**SAY:** Suppose you just returned from your friend's house after playing an exciting video game that has just come out. Your sister wants to know all about the game. You tell her as many things about the game as you can remember.

Point out to students that when they are describing the game, they are telling facts and details. Since their sister has not yet played the game, students can assume she will want to know more than just the main idea; they should include facts and details that give more information about the main idea. Explain that this is an example of recalling facts and details.

**ELL Support****Plural Forms of Irregular Nouns**

Explain to students that nouns name people, places or things. For some nouns, plurals are not formed by adding *s* or *es*. Instead, some nouns may change their spelling, while others do not change at all in their plural form.

Work together to form the plurals of irregular nouns. Write the sentence *My foot is sore* on the board. Work with students to identify the noun in the sentence (*foot*). Write *feet* on the board and explain that it is the plural form of *foot*.

Next, write the words *calf*, *tooth* and *deer* on the board. As you work together to form the plurals, explain how each one is formed (*calf*: drop the *f* and add *ves*; *tooth* change to *teeth*; *deer*: no change). Explain that the plural forms of these words have to be remembered.

Point out the irregular plural noun *teeth* on student book page 22.

**Genre Focus****Fairy Tale**

Tell students that on page 18, they will read a fairy tale. Define this genre for students. Explain that a fairy tale is a fictional story that takes place in the distant past. Fairy tales are intended for children and meant to entertain. The setting of a fairy tale is usually an enchanted place that does not exist in the real world. The typical characters are kings, queens, witches, goblins, trolls, talking animals and other fantastical creatures. The plot of a fairy tale is usually made up of an unlikely series of events in which a character faces many challenges. In the end, the main character usually succeeds, and the fairy tale has a happy ending. Have students share fairy tales that they have read or heard.