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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 and STARS Plus Series*?**

The *CARS 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 6 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 6 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 P in both the *CARS and STARS Plus Series* features the following 6 reading strategies:

- Finding the Big Idea
- Finding Details
- Putting Things in Order
- Understanding What Happens and Why
- Making a Guess
- Figuring Things Out



## How do I get started with the *CARS 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 guides 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 and STARS Plus Series* concentrate on 6 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
- Vocabulary and concept development
- Metacognitive strategies

Practice in these reading strategies will lead to success on tests as well as improve 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 6 strategy lessons, one lesson for each reading strategy. Each ten-page lesson provides instruction and practice in the targeted reading strategy. Students look at pictures and answer strategy-based selected-response 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 12–16 for more information about the strategy lessons.)

### Review Lessons

A two-page review lesson follows every two strategy lessons. Students answer 6 questions that focus on the target reading strategies in the two previous lessons.

### Final Review

An eight-page final review gives practice in the 6 reading strategies. Students answer 24 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 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

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

- Introductory Activity
- Understanding the Strategy
- Connecting with Literature



## 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 P* 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 P* 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.



## 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 two strategy lessons. The reviews may be used to assess students' mastery of the reading strategies taught in those two lessons in the *STARS Plus* student book.

### *STARS Plus* Final Review

A final review follows all 6 strategy lessons. The final review may be used upon completion of the student book to assess students' mastery of all 6 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 6 reading strategies.

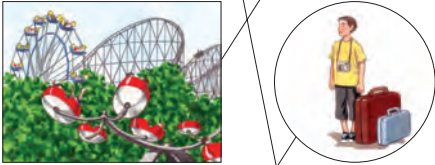
### *CARS Plus* Post Tests

These five tests may be used upon completion of the *STARS Plus* student book to assess students' overall mastery of all 6 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.

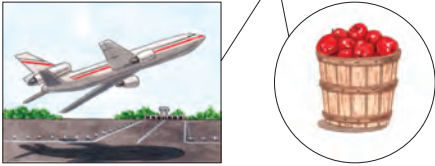
4. Look. Draw a line.



5. Look. Draw a line.



6. Look. Draw a line.



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**SAY:** Turn to page 9. On this page, you are going to do the same thing that you did on page 8. Put your finger on number 4. The directions say: Look. Draw a line. Look carefully at the picture in the box. This picture is missing the big idea. Draw a line from the picture to the circle that shows the correct big idea.

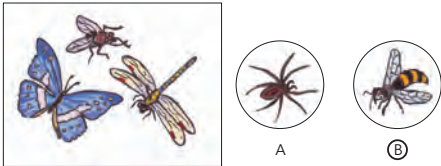
Proceed in the same manner to complete numbers 5 and 6. Then move on to correct and discuss the three responses.

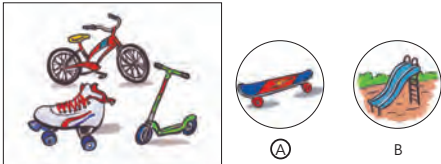
The line from picture 4 should be drawn to the basket of apples. The apples are the big idea that belong with the fruit display.

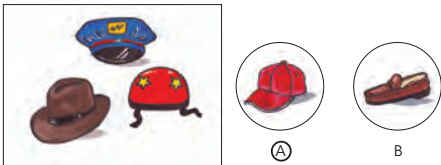
The line from picture 5 should be drawn to the merry-go-round. The merry-go-round is the big idea that belongs with the other rides.

The line from picture 6 should be drawn to the boy and the suitcases. The boy and the suitcases are the big idea that belong with the aeroplane.

Explore with the students why each circle picture is a big idea belonging to one of the pictures in the box. When the discussion is finished, ask the students to close their book.

4. 

5. 

6. 

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**SAY:** Turn to page 17. Now put your finger on the number 4. Look at the picture in the box. It shows the main idea. Next, look at the detail in each circle. Which detail may be added to the picture? Is it detail A or detail B? Circle the letter of the correct answer.

Pause as the students respond. The students should circle B. Discuss with the students why circle B is the correct answer. The main idea of the box is Creatures with Wings. The detail found in circle B is a bee. This detail tells more about the main idea. Provide the same directions for numbers 5 and 6.

In number 5, the students should circle A. The main idea of the box is Things with Wheels. The detail found in circle A is a skateboard. This detail has wheels and tells more about the main idea.

In number 6, the students should circle A. The main idea of the box is Things Worn on the Head. The detail found in circle A is a cap. This detail tells more about the main idea. When the discussion is completed, ask the students to close their book.

## SKILL DEVELOPMENT

- Details tell more about the main idea.
- Details make pictures clearer.

## AT A GLANCE

Students practise finding details that tell more about the main idea of pictures.

## STEP BY STEP

### Page 18

Explain to the students that details can help readers figure out what a picture or story is about. Ask the students to describe specific objects in the classroom. Some possibilities are a desk, a board, a map, a plant, etc. For example: "A tall plant sits in the sun near a window. The plant has pink flowers and dark green leaves." Discuss which words are the details. Tell the students to note how the details help to provide a clear and better picture of the plant.

**SAY:** Open your book to page 18. The lesson is called **Choosing Details**. (Pause to make sure all students are on page 18.) Put your finger on the number 1. The directions say: **Look. Draw a line.** Look carefully at the picture in the box. This picture could use one more detail. The detail can be found in one of the circles. Draw a line from the picture to the circle that shows the correct detail.

Pause as the students draw the line. Proceed in the same manner to complete numbers 2 and 3, allowing ample time for the students to draw the line from each picture to the circle that shows the correct detail.

Correct and discuss the three responses.



The line from picture 1 should be drawn to the pair of oars.



The line from picture 2 should be drawn to the car.



The line from picture 3 should be drawn to the tennis racket.

**PART THREE: Choosing Details** ★★☆☆

Look. Draw a line.

1.  

2.  

3.  

18

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