Comprehensive Assessment of Reading Strategies (CARS) is a reading program that gives you practice with 12 reading strategies. In *CARS, Book 3,* you will complete ten reading lessons. Each lesson has a reading passage and questions about the passage. Each passage is a different writing form. Some of the writing forms are a folktale, a short story, a biography, and a letter. After you read each passage, you will answer 12 questions. Each question helps you practise a certain reading strategy.

Once you have completed the first five lessons, you will complete a self-assessment. The self-assessment will help you see how well you are doing and what goals you need to set. After you complete the last five lessons, you will complete another self-assessment. This self-assessment will help you see how well you met your goals.

CARS, Book 3 will help you become a better reader. You will understand what important information to look for as you read. This will help you get the most from your reading.

Permissions and Acknowledgments

Here is a story about a brother and sister. Read the story.
Then do activities 1 to 12.

Shaun built a beautiful model aeroplane. His younger sister, Anna, had watched Shaun paint the plane. "I know how much you love aeroplanes, Anna. But I don't want you to touch this plane unless I'm with you. This plane can break very easily."

The next day, while Shaun was outside, Anna tiptoed into his room. "I'll be very careful," she thought. "I'll just play with the aeroplane for a minute." Anna carefully lifted the aeroplane. She tried to hold the plane gently, but one of its wings broke off. Anna started to cry. She was upset because she had broken Shaun's new plane.

Shaun heard Anna crying her eyes out as he came in the front door. When he walked into his room, he saw Anna holding the broken aeroplane. "I told you not to touch that plane unless I was with you!" Shaun shouted. He grabbed the plane from his sister.

"I didn't mean to break it. I'll try to fix it," Anna cried.

Shaun looked at his sister. He lowered his voice and softly said, "Don't worry, Anna. It's only a broken wing. We can fix it together."

Finding Main Idea

1. What is a good title for this story?
   - Ⓐ "Shaun's Problem"
   - Ⓑ "Anna's Big Mistake"
   - Ⓒ "A Day at the Airport"
   - Ⓓ "How to Get Along with Your Sister"

Recognising Cause and Effect

4. Why did Anna cry?
   - Ⓐ because she couldn't go outside to play.
   - Ⓑ because Shaun grabbed the plane from her.
   - Ⓒ because she broke the wing of Shaun's plane.
   - Ⓓ because Shaun shouted at her.

Recalling Facts and Details

2. Which of these is true?
   - Ⓐ Anna and Shaun are twins.
   - Ⓑ Anna is older than Shaun.
   - Ⓒ Shaun is older than Anna.
   - Ⓓ Shaun and Anna are cousins.

Comparing and Contrasting

5. How are Shaun and Anna alike?
   - Ⓐ Both build model aeroplanes.
   - Ⓑ Both are careless with their toys.
   - Ⓒ Both are the same age.
   - Ⓓ Both are interested in aeroplanes.

Understanding Sequence

3. The boxes tell some things that happened in the story.

Anna tiptoed into Shaun's room.		The wing of the plane broke.
1	2	3

What belongs in box 2?
   - Ⓐ Anna picked up Shaun's aeroplane.
   - Ⓑ Anna started to cry.
   - Ⓒ Anna watched Shaun paint the aeroplane.
   - Ⓓ Shaun saw Anna holding the broken wing.

Making Predictions

6. The next time Shaun tells Anna not to touch his aeroplane, what will Anna probably do?
   - Ⓐ break another wing.
   - Ⓑ leave the aeroplane alone.
   - Ⓒ hide the aeroplane.
   - Ⓓ build her own model aeroplane.

SELF-ASSESSMENT 1

Student's Name: _____ **Date:** _____

Teacher's Name: _____

Complete this page after you have completed Lessons 1–5.

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1. You have completed Lessons 1–5. Explain how well you think you did.

_____

_____

2. Did any part of the reading passages or questions give you trouble?_____
If so, what kind of trouble did you have?

_____

_____

_____

3. Complete this sentence: I could have done an even better job on Lessons 1–5 if

_____

_____

_____

4. What is your goal for Lessons 6–10?

_____

_____

5. How would you rate your work in Lessons 1–5? Circle your answer.

successful   somewhat successful   needs improvement

TEACHER ASSESSMENT

1

Complete this page after the student has completed Lessons 1–10.

Student's Name: _____ Date: _____

Teacher's Name: _____

Assessing the Strategies

Students answer a question about each strategy once in each lesson, or a total of ten times. Use the student's completed Answer Form to fill in the chart below. First, record the total number of correct responses for each strategy. Then record the percent of correct responses for each strategy.

Strategy		Number of Correct Responses	Percent Correct
Finding Main Idea	**(MI)**	_____ out of 10	= _____ %
Recalling Facts and Details	**(FD)**	_____ out of 10	= _____ %
Understanding Sequence	**(US)**	_____ out of 10	= _____ %
Recognising Cause and Effect	**(CE)**	_____ out of 10	= _____ %
Comparing and Contrasting	**(CC)**	_____ out of 10	= _____ %
Making Predictions	**(MP)**	_____ out of 10	= _____ %
Finding Word Meaning in Context	**(WM)**	_____ out of 10	= _____ %
Drawing Conclusions and Making Inferences	**(CI)**	_____ out of 10	= _____ %
Distinguishing Between Fact and Opinion	**(FO)**	_____ out of 10	= _____ %
Identifying Author's Purpose	**(AP)**	_____ out of 10	= _____ %
Interpreting Figurative Language	**(FL)**	_____ out of 10	= _____ %
Distinguishing Between Real and Make-believe	**(RM)**	_____ out of 10	= _____ %c