

FOR THE STUDENT



Comprehensive Assessment of Reading Strategies™ (CARS™) is a reading program that gives you practice with 12 reading strategies. In *CARS, Book 5*, you will complete ten reading lessons. Each lesson consists of a reading passage and questions about the passage. Each passage is a different writing form. Some of the writing forms are an informational article, a journal entry, a letter, and a biography. 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 5 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

Lesson 1: Reading passage based on information from *Vocabulary for the Twenty-first Century, Level E*, by Deborah Adcock. Copyright 1994 by Curriculum Associates, Inc.

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This *Comprehensive Assessment of Reading Strategies* book was prepared for students by Deborah Adcock. Courtney Bolser and Patrick Robert Adcock are contributing authors.

Designed and illustrated by Susan Hawk



Here is an article about the pony express. Read the article.
Then do Questions 1 to 12.

Young Riders

In America during the 1800s, mail was carried by stagecoach. An important letter often did not reach its destination for several weeks. In an effort to speed up mail delivery, the pony express was created. The pony express route went from St. Joseph, Missouri, to Sacramento, California. This was a distance of over 3,000 kilometres.

The pony express worked like a relay race. Riders on horseback rode in shifts of about 120 kilometres. Relief riders were stationed along the route. Riders also received a fresh horse about every 25 kilometres. Most riders of the pony express were young boys. Bill Cody was one of the most famous riders. He was only 15 years old when he began riding for the pony express.

Like most riders, Cody responded to the ad shown on the right. Despite the ominous tone of the ad, many riders applied for the job. They earned about \$100 a month. Most riders weighed only about 55 kilograms. Some of the riders were orphans.

Riders were often exposed to rugged country, wild animals, and dangerous bandits. They also had to battle harsh weather conditions such as desert heat or blinding blizzards. Still, nothing stopped these boys from riding like the wind along their route.

After just 18 months of operation, the pony express was no longer needed. The telegraph was expanded to reach from coast to coast, and an even faster way to send messages was created.

WANTED



Young, skinny, wiry fellows.

Not over 18.

**Must be expert riders. Willing
to risk death daily.**

Orphans preferred.



<p>Finding Main Idea</p> <p>1. The main topic of the first paragraph is</p> <ul style="list-style-type: none">Ⓐ how mail was once delivered by stagecoach.Ⓑ why the pony express was created.Ⓒ how pony express riders faced dangerous conditions.Ⓓ how the pony express was discontinued.	<p>Recognising Cause and Effect</p> <p>4. Why was the pony express no longer needed after the expansion of the telegraph?</p> <ul style="list-style-type: none">Ⓐ The telegraph was a less dangerous way to send messages.Ⓑ The telegraph allowed people to send longer messages.Ⓒ The telegraph could send messages from coast to coast.Ⓓ The telegraph provided a more rapid way to send messages.
<p>Recalling Facts and Details</p> <p>2. According to the article, which of these describes the qualities of most pony express riders?</p> <ul style="list-style-type: none">Ⓐ inexperienced and orphanedⒷ daring and adventurousⒸ youthful and lightweightⒹ thin and reckless	<p>Comparing and Contrasting</p> <p>5. In the article, the pony express is compared to</p> <ul style="list-style-type: none">Ⓐ a marathon.Ⓑ a car chase.Ⓒ a contest.Ⓓ a relay race.
<p>Understanding Sequence</p> <p>3. Which of these occurred about every 25 kilometres along the pony express route?</p> <ul style="list-style-type: none">Ⓐ A replacement rider took over the route.Ⓑ A rider was provided with a new horse.Ⓒ A rider departed from St. Joseph, Missouri.Ⓓ A rider delivered an important message.	<p>Making Predictions</p> <p>6. Predict what would happen if the telegraph had been invented two years earlier.</p> <ul style="list-style-type: none">Ⓐ The pony express route would have been shorter.Ⓑ Few pony express riders would have been needed.Ⓒ The pony express never would have existed.Ⓓ Pony express riders would have learned to operate telegraphs.

SELF-ASSESSMENT



1

Student's Name: _____ Date: _____

Teacher's Name: _____

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

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

Cut along the dotted line.



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 percentage 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	= _____ %
Summarising	(SM)	_____ out of 10	= _____ %

Cut along the dotted line.