

FOR THE STUDENT



Comprehensive Assessment of Reading Strategies™ (CARS™) is a reading program that gives you practice with 12 reading strategies. In *CARS, Book 8*, 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 a book review, a myth, a letter, and a biographical sketch. 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 8 will help you become a more effective reader. You will understand what important information to look for as you read. This will help you get the most from your reading.

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

Designed and illustrated by Susan Hawk



Here is a passage of historical fiction that takes place during the mid-1700s. Read the passage. Then do questions 1 to 12.

A lone snowflake drifted from the slate grey sky, as an icy breeze blew across the meadow, carrying the smell of a wood-burning fire from a distant cabin. “I haven’t got much time,” Louis whispered aloud as he scanned the horizon.

Louis began to dismantle the small camp he had made along the bank of the St. Lawrence River. He knew only too well what could happen to a trapper who got caught in the sudden snowstorms that were common in this section of Canada. Louis’s grandfather nearly died on this same spot three years ago, in 1740, during a month-long trapping excursion. If not for his loyal dogs, Louis’s grandfather would surely have perished in the wild. Originally, Louis had mixed feelings about making camp in this area, but he convinced himself that he was being foolish.

Louis tugged at the poles of his tent, but they were firmly implanted in the frozen ground. Glancing again at the sky, he could see that the clouds were growing greyer by the minute. Louis turned his attention to his belongings—the pelts he had accumulated over the last two weeks and the hiking gear that remained by the water. Louis threw everything into two large packs, one for pelts and the other for miscellaneous gear. He bound them securely to the sled. With his father ill, Louis was the only one able to support his family. These pelts would bring in the money that was so desperately needed. Louis knew that animal skins were in great demand, especially in Europe, where fur-bearing animals were scarce.

“Rascal! Badger!” Louis called. Almost immediately, the huskies marched out of the woods, followed by four other dogs of various breeds. “Here, boys,” Louis commanded, trying to mask his nervousness about the impending storm. It was important that the dogs not detect any fear in Louis’s voice. Hearing their usually calm master show fear might alarm the dogs so much that they would not be able to do their job.

Louis began hitching the dogs to the sled mount as they stood obediently awaiting his next command. As he lashed the lines, Louis caught a glimpse of a large figure emerging from the woods. His stomach tightened as he saw that it was an enormous grizzly bear. Louis climbed onto the dogsled and grabbed the reins. Suddenly, the bear reared itself up onto its back legs, sniffed the air, and let out an ominous bellow. Louis had been discovered!



Louis blew three brief whistles, the command for the dogs to move, as the bear charged toward them. Though the dogs were fast, they had not yet built up enough speed to outdistance the bear.

Having gained on Louis and the dogs, the bear barreled into the dogsled, sending Louis to the floor of the sled and one of the packs flying. Distracted, the bear went after the pack, giving Louis enough time to regain control of his wooden vehicle.

“Let’s move!” Louis barked, his voice wrapped in nervous energy. Sensing the urgency in Louis’s voice, the dogs bolted down the narrow trail, heading for home at a pace that would likely keep the bear and the storm far behind.



<p>Finding Main Idea</p> <p>1. An appropriate title for the passage is</p> <ul style="list-style-type: none">Ⓐ “Attack of the Grizzly Bear.”Ⓑ “Fur Trapping in Canada.”Ⓒ “Fear in the Wild.”Ⓓ “The Fur Trade.”	<p>Recognising Cause and Effect</p> <p>4. Animal skins were in great demand in Europe because</p> <ul style="list-style-type: none">Ⓐ the temperatures in Europe were significantly lower than in Canada.Ⓑ animals of all kinds were uncommon in most of Europe.Ⓒ fur-bearing animals were not as numerous in European countries.Ⓓ the fur-bearing animals in Canada were more appealing than the fur-bearing animals in Europe.
<p>Recalling Facts and Details</p> <p>2. Which fact is supported by the passage?</p> <ul style="list-style-type: none">Ⓐ A grizzly bear had once threatened Louis’s grandfather years ago.Ⓑ Sudden snowstorms were not unusual in the area where Louis had been camping.Ⓒ Louis and his father usually went on trapping excursions together.Ⓓ Louis was unaware that one of his packs had been knocked off of the sled.	<p>Comparing and Contrasting</p> <p>5. Louis and his grandfather were alike in many ways except which of the following?</p> <ul style="list-style-type: none">Ⓐ They both trapped animals for a living.Ⓑ They were both trapped in sudden snowstorms.Ⓒ They both relied on dogs to save them from a dangerous situation.Ⓓ They both found danger in the same area of Canada.
<p>Understanding Sequence</p> <p>3. The sentences below describe several events that took place in the passage.</p> <ol style="list-style-type: none">1. Louis packed the remaining belongings as quickly as possible.2. Louis tried unsuccessfully to dismantle the tent.3. Louis was slammed onto the floor of the dogsled.4. Louis spotted a bear emerging from the woods. <p>Which of these tells the correct order of the sentences?</p> <ul style="list-style-type: none">Ⓐ 1, 2, 3, 4Ⓑ 2, 4, 3, 1Ⓒ 1, 3, 4, 2Ⓓ 2, 1, 4, 3	<p>Making Predictions</p> <p>6. In the future, Louis will probably</p> <ul style="list-style-type: none">Ⓐ use a more modern dogsled to move about the wilderness.Ⓑ acquire a faster and more loyal team of dogs.Ⓒ avoid trapping in an area that has brought danger twice to his family.Ⓓ abandon the trapping trade for a more profitable way of life.

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 the 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.