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What is *Strategies to Achieve Reading Success*[™] (*STARS*[™])?

STARS is a prescriptive reading series that provides essential instruction in 12 reading strategies, the same strategies that are assessed in the *Comprehensive Assessment of Reading Strategies*[™] (*CARS*[™]) diagnostic reading series. *STARS* provides students with precise instruction in and practice of the strategies they need to master in order to achieve reading success.

In *STARS, Book 3*, students receive step-by-step instruction in 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
- distinguishing between real and make-believe

In *STARS, Book 3*, students read the following genres as part of the instruction:

- narrative
- science article
- biography
- advertisement
- fable
- folktale
- letter
- social studies article
- journal entry
- geography article
- poem
- fairy tale
- newspaper article
- informational article
- fantasy
- Web site posting
- movie review
- instructions

What is in the reproducible book?

- 12 strategy lessons
Each eight-page lesson provides instruction in a specific reading strategy. Students read several passages and answer 16 multiple-choice questions that focus on the strategy.
- 4 review lessons
A four-page review lesson follows every three strategy lessons. Students read longer passages and answer 12 multiple-choice questions.
- 1 final review
The nine-page final review gives practice in the 12 reading strategies. Students read three longer passages and answer 36 multiple-choice questions.

What is the organisation of the strategy lessons in the student book?

Each strategy lesson teaches students a specific reading strategy. There are 16 multiple-choice questions in each strategy lesson. Each of the 12 lessons includes the following two-page sections:

- **Part One: Learn About the Strategy**
This section introduces the strategy and presents the key characteristics of the strategy. Two multiple-choice questions are provided. Part One should be guided by the teacher.
- **Part Two: Check Your Understanding**
This section reviews the strategy and explains which answer choices are correct and why the other answer choices are incorrect. Two multiple-choice questions are provided. Part Two should be guided by the teacher.
- **Part Three: Learn More About the Strategy**
This section presents additional information about the strategy, as well as further practice. Eight multiple-choice questions are provided.
- **Part Four: Prepare for a Test**
This section provides students with information about the kinds of test questions that target the strategy. Four multiple-choice questions are provided. The name of the strategy appears above each question.



PART ONE: LEARN ABOUT MAIN IDEA

Read what Luke wrote about frogs. As you read, think about the most important idea in the paragraph.

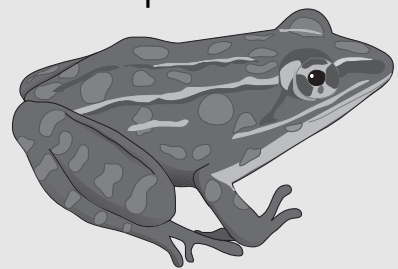
Frogs change as they grow. They begin as eggs. A frog egg looks like a tiny black dot in jelly. In time, a frog egg changes into a tadpole. A tadpole has a tail. It breathes underwater and has gills like a fish. Later, the tadpole develops legs, and its tail gets shorter. It grows lungs to replace its gills. The tadpole is now a frog that can live on land!



egg



tadpole



frog

The most important idea in Luke's paragraph is **Frogs change as they grow.**

The most important idea in a paragraph is called the **main idea.**

The main idea tells what a paragraph is mostly or mainly about.

- ★ The main idea is sometimes found in the first sentence of a paragraph.
- ★ The main idea is sometimes found in the last sentence of a paragraph.
- ★ The main idea is sometimes not found in the paragraph. You can figure out the main idea by thinking about the most important idea in the paragraph.

Read this paragraph about Ben. As you read, think about the main idea of the paragraph. Then answer the questions.

Sick Day

Ben picked up a book and started to read. After a few minutes, he closed the book with a sigh. Then he turned on the television. Ben flipped through the channels, but he couldn't find anything to watch. His lunch sat on the table by his bed. He wasn't even hungry. Ben had to admit that staying home sick was boring.

1. What is the main idea of the paragraph?
 - Ⓐ Ben doesn't feel like eating.
 - Ⓑ Ben likes to read when he is sick.
 - Ⓒ Staying home sick can be boring.
 - Ⓓ There is nothing on television during the day.
2. Where or how did you find the main idea?
 - Ⓐ in the first sentence of the paragraph
 - Ⓑ in the last sentence of the paragraph
 - Ⓒ in the middle of the paragraph
 - Ⓓ by thinking about the most important idea in the paragraph

Work with a partner. Talk about your answers to questions 1 and 2. Tell why you chose the answers you did.

PART TWO: CHECK YOUR UNDERSTANDING

Remember: The main idea tells what a paragraph is mostly or mainly about.

- ★ Read the first sentence of the paragraph. The main idea is sometimes found here.
- ★ Read the last sentence of the paragraph. The main idea is sometimes found here.
- ★ Sometimes, the main idea is not found in a sentence from the paragraph. You can figure out the main idea by thinking about the most important idea in the paragraph.

Read this article about new-year celebrations. As you read, ask yourself, “What is the article mostly about?” Then answer the questions.

When do you celebrate the new year? In Australia, the United States, Europe and Japan, most people celebrate the new year on January 1. In China, the new year begins some time between the middle of February and the middle of March. Jewish people celebrate the Jewish new year in spring. In Iran, the new year begins on the first day of spring.



3. What is the article mostly about?
 - Ⓐ Most countries celebrate the new year on January 1.
 - Ⓑ The new year begins on a different day each year.
 - Ⓒ People celebrate the new year at different times.
 - Ⓓ Jewish people begin the new year in spring.
4. Where or how did you find the main idea?
 - Ⓐ in the first sentence of the paragraph
 - Ⓑ in the last sentence of the paragraph
 - Ⓒ in the middle of the paragraph
 - Ⓓ by thinking about the most important idea in the paragraph