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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 8*, 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
- summarising

In *STARS, Book 8*, students read the following genres as part of the instruction:

- narrative
- science article
- autobiography
- biography
- advertisement
- fable
- folktale
- letter
- history article
- journal entry
- informational report
- poem
- movie review
- book review
- myth
- legend
- tall tale
- interview

What is in the book?

Each *STARS* book contains

- 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 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.

What is the organisation of the review lessons in the book?

Each review lesson provides practice of the previous three reading strategies. There are two reading passages and 12 multiple-choice questions in each review lesson. Each of the four review lessons includes the following two-page sections:

- Part One: Practice with a longer reading passage followed by two multiple-choice questions for each of the three strategies reviewed (6 questions). The name of the strategy appears above each question.
- Part Two: Practice with another longer reading passage followed by two multiple-choice questions for each of the three strategies reviewed (6 questions). The name of the strategy appears above each question.

What is the organisation of the final review in the book?

The final review provides practice of the 12 reading strategies. There are three reading passages and 36 multiple-choice questions in the final review. The final review follows the format of the *CARS*[™] lessons and includes the following:

- Part One: Practice with a longer reading passage followed by 12 multiple-choice questions, one for each strategy. The name of the strategy appears above each question.
- Part Two: Practice with a second longer reading passage followed by 12 multiple-choice questions, one for each strategy. The name of the strategy appears above each question.
- Part Three: Practice with a third longer reading passage followed by 12 multiple-choice questions, one for each strategy. The name of the strategy appears above each question.

What is in the teacher section?

Each teacher section contains

- suggestions and instructional guidelines for using the *STARS*[™] series effectively in the classroom.
- a four-page reproducible entitled 'Know Your Strategies' for use with students in the classroom.

Where do students record their answers?

Students record their answers on the reproducible Answer Form on pages 125 and 126. Students may also record their answers directly on the activity pages.

What is the correction procedure?

For best results, correct each strategy lesson orally with students immediately following its completion. Explain concepts that students may not fully understand. In Part One, have pairs of students discuss their answers and explain why they chose them. In Part Two, Part Three and Part Four, discuss with students why correct answer choices are correct and why the remaining choices are not correct. If possible, elicit from students their reasons for choosing an incorrect answer. Incorrect answer choices often indicate misunderstandings about the question. Discussing why choices are correct or incorrect (in the manner presented in Part Two of every strategy lesson) will help students verbalise and clarify how they approach a particular strategy.

For the review lessons and the final review, correct each lesson orally with students immediately following its completion. Explain concepts that students may not fully understand.

When should I begin using *STARS* in the classroom?

STARS should be initiated after an assessment of reading strategies has been administered to students and analysed by the teacher. *Comprehensive Assessment of Reading Strategies*[™] (*CARS*[™]) is designed specifically for making such a reading-strategy assessment. The *STARS* prescriptive reading series dovetails item-for-item with the *CARS* assessment program. Students may be assigned to specific lessons that deal with the reading strategies that need improvement and reinforcement, based on the results of the *CARS* assessment. Or, some students may need to complete the entire *STARS* year-level student book to build basic reading strategies.



What should I do if students are having difficulty understanding a particular strategy?

‘Know Your Strategies’, on pages viii–xi, is a useful reproducible tool for explaining each of the 12 reading strategies and instructing students on how to answer a strategy-based question. Make a copy of ‘Know Your Strategies’ for each student. Discuss the strategies with students.

How do I use *STARS*[™] effectively in the classroom?

STARS is designed for flexibility in the classroom and can be used effectively in several ways.

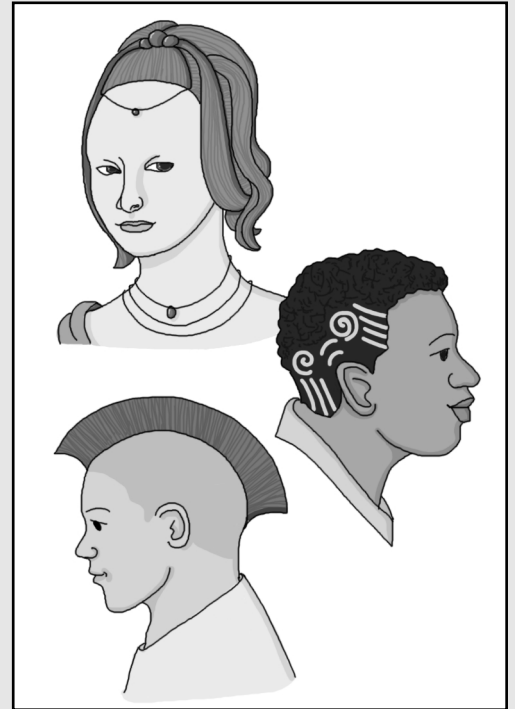
Overall, the book provides 12 eight-page strategy lessons and 4 four-page review lessons. *STARS* concludes with a nine-page practice test involving all 12 reading strategies. How you choose to allocate time for the 16 lessons and the final review is up to you, depending upon the strategy remediation needs of your students.

If you choose to have some or all students complete the entire reading-strategy instructional program, you may require students to complete each strategy lesson in two days and each review lesson in one day. This method would require 28 days for instruction and review, plus an additional two (or three) days for completing and discussing the final review. The total number of days required to complete the program would be no more than 31 days. Refer to the suggested schedule that follows.

PART ONE: LEARN ABOUT MAIN IDEA

Read this paragraph from Taryn's report about different hairstyles. As you read, think about the most important idea about hairstyles.

What makes a 'good hair day' or a 'bad hair day' can vary from place to place and from time to time. What is considered unpopular at one school may be the latest trend somewhere else. What looks beautiful now may cause people 100 years from now to laugh out loud or cringe in disgust. During the Middle Ages, for example, women in Europe plucked their eyebrows and shaved the hair that framed their faces. In the 1970s, the hairstyle known as the Mohawk, first worn by Native Americans, became popular with some British youth. In the 1990s, some people liked to shave patterns or their initials into their hair.



The topic of Taryn's paragraph is different hairstyles. The most important idea about hairstyles is in the first sentence, **What makes a 'good hair day' or a 'bad hair day' can vary from place to place and from time to time.**

The most important idea is called the **main idea**. The main idea identifies the topic and states the most important idea about it.

- ★ The main idea answers the question 'Which idea is most important to the topic?'
- ★ The main idea is often found in the first or last sentence of a paragraph.
- ★ The main idea is sometimes not found in any one sentence. You can figure out the main idea by thinking about all the ideas you have read about. Ask yourself, 'What is the paragraph mostly about?'

Read this paragraph about careers in music. As you read, think about which idea is most important to the topic. Then answer the questions.

A Career in Music

If you like to sing or play an instrument, you might want to consider a career in music. Not everyone can become a famous singer or rock star. However, there are other possibilities. Music therapists, for example, use music to help some people overcome emotional or physical difficulties. You could also consider a career as a music librarian. A music librarian is responsible for the music resources of a library. Some people have careers either building or repairing musical instruments. Piano tuners travel to homes and concert halls to make sure pianos are in tune and sound their best. Then there are careers in teaching music. You might teach others how to sing or how to play a musical instrument. The possibilities for a career in music are endless.

1. What is the main idea of the paragraph?
 - Ⓐ If you like to sing or play an instrument, you might want to consider a career in music.
 - Ⓑ Some people have careers either building or repairing musical instruments.
 - Ⓒ Not everyone can become a famous singer or rock star.
 - Ⓓ The possibilities for a career in music are endless.
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 which idea is most important in the paragraph

Work with a partner. Discuss your answers to questions 1 and 2.
Explain why you chose your answers.