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FOR THE TEACHER



Book 2 is designed for a Year 2 level of comprehension

What is *Comprehensive Assessment of Reading Strategies II (CARS II)*?

Comprehensive Assessment of Reading Strategies II is a reading series that assesses student proficiency in 12 reading strategies (8 strategies in Book 1), the same strategies that are practised in the *Comprehensive Assessment of Reading Strategies (CARS)* diagnostic reading series.

CARS II allows teachers to identify and assess a student's level of mastery with each of the reading strategies. This eight-level program is designed for students in years 1 through 8. *CARS II* is for use after students have been diagnosed with

Comprehensive Assessment of Reading Strategies (CARS) and have been instructed with *Strategies to Achieve Reading Success (STARS)*, or with any other remediation materials.

In *Comprehensive Assessment of Reading Strategies II, Book 2*, students receive follow-up assessment for the following 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

What is in the book?

The book contains

- suggestions and instructions for using *Comprehensive Assessment of Reading Strategies II* effectively in the classroom.
- Understanding the Strategies, an instructional reproducible for use with students in the classroom.

- four lessons; each lesson is based on a three-page reading passage and includes 12 selected-response questions (two-page reading passage and 8 selected-response questions in Book 1).
- a self-assessment form for students, which they complete (with teacher assistance) after Lesson 4.
- two assessment forms for teachers, to be completed after Lesson 4 has been completed and corrected.
- an Answer Form on which students record their answers.
- a Class Performance Chart for recording class results.
- a completed Answer Form.

Where do students record their answers?

Students record their answers on the Answer Form on page 21. Ask students to fill in the personal information section. (Provide assistance if necessary.) Make sure students are filling in their answer choices in the correct area of the Answer Form.

Next to each item number on the Answer Form is an abbreviation that identifies the strategy. Once you have a student's complete Answer Form, total the number of correct responses for each strategy. Then transfer these totals to Teacher Assessment 1 to begin the assessment process.

What is the correction procedure?

For the best results, correct each lesson orally with students immediately following its completion. Explain concepts that students may not fully understand. Discuss why correct answer choices are correct and why the remaining choices are not.



**Here is a story about some campers. Read the story.
Then do Numbers 1 through 12.**

‘That was a great dinner,’ said Mark.

‘I’m so full. I’m ready to fall asleep,’ said Lamont. ‘But the moon is so bright. It does not seem like night at all.’

‘It has been a busy day. We must have hiked for at least eight kilometres. Climbing up the mountain was certainly harder than coming down,’ groaned Lu.

‘Why don’t we go to bed? We can do the dishes in the morning,’ said Tia.

The next morning everyone was up earlier than usual.

‘Has anyone seen my mirror?’ asked Lu.

‘Does anyone know where the tin cups are?’ asked Lamont.

‘My watch is gone!’ cried Mark. ‘And there’s a pebble where my watch was!’

‘Something fishy is going on,’ said Lu.





The campers noticed that several forks and spoons were missing, too. A tin can had been taken from the rubbish. But for each thing that had been taken, a pebble had been left in its place.

‘Who would take those things? And where did all these pebbles come from?’ asked Tia.

‘Let’s think for a minute,’ said Lu. ‘How are a mirror, a tin cup, a watch, a fork, a spoon and a tin can alike?’

‘They are all shiny,’ said Mark.

‘Why would someone want to take shiny things?’ asked Tia.

‘I have an idea,’ said Lu. ‘Let’s leave some more shiny things out tonight. Then we’ll stay up late and watch. Whoever is robbing us won’t be able to give us the slip.’ Everyone agreed.

That night the campers put some shiny things in a small pile. Then they waited in one of the tents. Around midnight they heard a noise. There was a full moon in the sky. The campers could clearly see a small animal moving slowly toward the pile.

The animal took a spoon from the pile and ran away. Then the animal came back, carrying a pebble. It put the pebble down where the spoon had been. Then the animal took a whistle from the pile and ran away again.

‘What kind of animal is that?’ asked Mark.

‘I think I know,’ said Lamont. ‘We’ll look for it in the morning.’

