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# FOR THE TEACHER



Book 3 is designed for a Year 3 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 3*, 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. 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 correct. If possible, elicit from students their reasoning for choosing an incorrect answer.

Incorrect answer choices often include a variety of misunderstandings about the question. Discussing why choices are correct and incorrect will help students review and clarify how they approached a particular strategy.



Here is a folktale from Africa. Read the folktale.  
Then do Numbers 1 through 12.

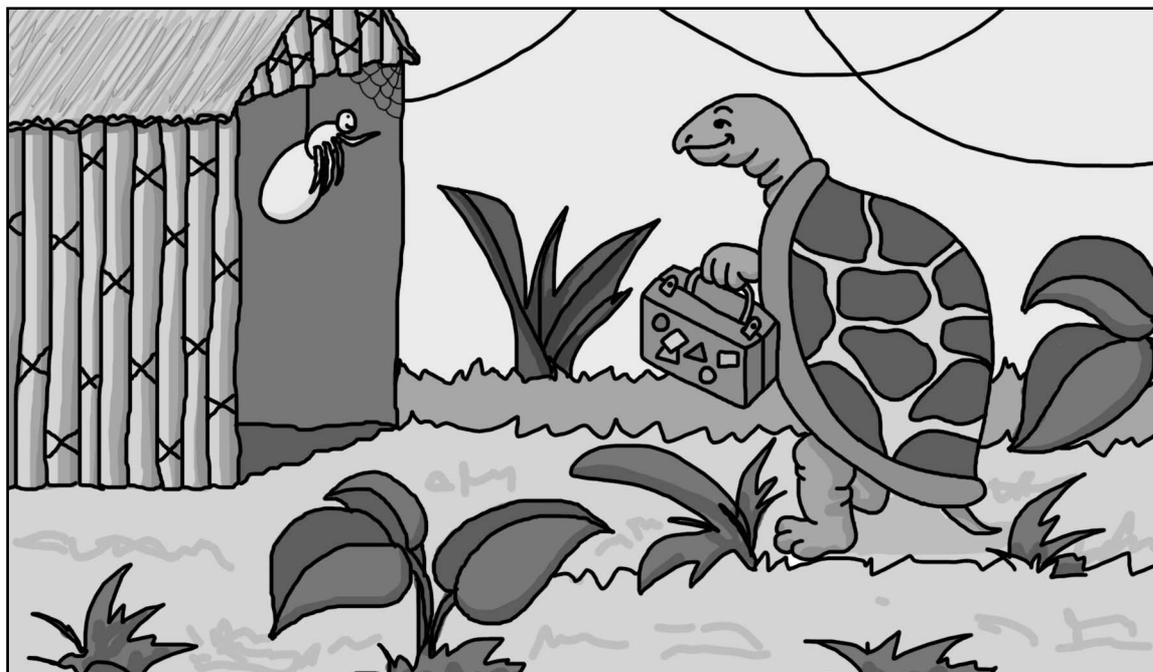
### The Hungry Spider

Spider was hungry. He was always hungry. Spider was greedy as well. He was the most greedy animal in the jungle. All the animals knew that when it was mealtime, Spider had many tricks, and for Spider, it was *always* mealtime.

One day, Turtle left his home in the pond and went on a long journey. He travelled slowly through the jungle and finally arrived at Spider's house. They had never met each other before this, and Spider reluctantly invited Turtle to stay for dinner. Spider liked to talk to strangers because they had interesting stories to tell. But he hated to feed them, because they ate food that he wanted for himself.

'Friend Turtle,' said Spider, 'you must be tired after your long trip. Go down to the river and refresh yourself. I'll prepare our dinner while you are gone.'

'How kind of you,' said Turtle. 'I'll hurry, as I am quite hungry.' Turtle followed the trail to the water's edge and scrambled in. It was good to cool down and feel clean again. He crawled out of the river and hurried back to Spider's house. Delicious odours filled the air. It was time to eat!





Turtle walked in and saw the food on the table. 'Thank you for inviting me to stay for dinner, Spider,' said Turtle. 'I haven't eaten all day.'

'You are most welcome, Turtle,' said Spider with a frown. 'But in this part of the country, we don't sit at the table with muddy feet.'

Turtle looked at his feet. Indeed, they were muddy. His feet were wet from the river and the trail was thick with dust. He was most embarrassed. He excused himself and walked all the way back to the river to wash them off. He dried them carefully on the grass and hurried back to Spider. But he was too late. Spider had eaten all the food. Turtle was disappointed, but, being polite, he held his tongue. He slept hungry that night and left for home in the morning even hungrier!

Several months later, Spider went on a long journey. He arrived at Turtle's house and asked if he could spend the night.

'Of course, friend Spider,' said Turtle. 'I remember how good you were to me.'

'I'm famished!' exclaimed Spider. 'Could we eat right away?'

'I'll dive to the bottom of the pond and prepare a feast,' said Turtle. 'Wait here, and I'll call you when all is ready.' Turtle gathered his best-tasting food, and put it on a long table at the bottom of the pond. Then he swam to the surface and said, 'Please join me, Spider. Dinner is served.'

