

# TABLE OF CONTENTS



For the Teacher .....	iii–vi
Understanding the Strategies.....	vii–viii
Lesson 1 .....	1
Lesson 2 .....	6
Lesson 3 .....	8
Lesson 4 .....	13
Self-Assessment .....	15
Teacher Assessment 1 .....	17
Teacher Assessment 2 .....	18
Class Performance Chart.....	20
Answer Form .....	21
Completed Answer Form .....	23

## **Author**

Deborah Adcock is a developer of curriculum materials in reading, language and mathematics.

Christopher Forest is a contributing author.

Designed and illustrated by Susan Hawk.

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# FOR THE TEACHER



Book 4 is designed for a Year 4 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 4*, 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 fable by Aesop. Read the fable.  
Then do Numbers 1 through 12.**

Two men were travelling on foot, each from a different direction. At the same time, they arrived at the edge of a dark forest. Since their journey would take them deep into the forest, each man was nervous about travelling alone. They decided to make their journey through the forest together. Two people would surely be safer travelling through the forest than either person would be travelling alone.

The first of the travellers, the one who had suggested that the two travel together, was a light and nimble fellow. He knew all kinds of lively songs and humorous stories. He was ready to share a laugh at almost any time. It seemed there wasn't anything he couldn't make into a joke. Just walking along through the forest seemed to fill him with enthusiasm. His stride was practically a hopping little dance.

The second traveller was slower, but solid and strong. He looked neither to the right nor the left as he walked. Instead, he kept a steady, determined pace. He could never remember jokes he'd heard, and wouldn't have been able to tell them well, even if he had. He was a fair fiddle player, but he wasn't able to carry even a single note. Having neither a fiddle in his bag, nor any stories in his head, he was grateful to have a companion, especially one so entertaining.





The men hadn't travelled too far into the forest when, much to their surprise, a savage bear came charging out of a thicket. The first man broke off the joke he was telling, screamed for help, and headed for the trees as fast as his feet could carry him. The bear tried to catch him, but the man was too quick for the beast. In the wink of an eye, the man was safely up a tree, clinging to a delicate branch. The bear started up the tree after him but then changed its mind. Instead, the bear turned its attention to the second man.

The second man had faced a similar situation in the past. He knew that running was out of the question. He was too slow, and the bear would certainly outrun him. If he tried to fight the bear, he would not win. Instead, he dropped to the ground and lay there holding his breath, hoping that the bear would not attack.

The bear came up to where the man lay. Its huge paws crunched on the gravel path as it circled the second man. The bear used its powerful snout to nudge the man, trying to see if he would move. It sniffed his legs and sniffed at his feet. It sniffed at the bag he had dropped on the ground. It sniffed at his head with its nose to the man's head, so close to the man's ear that the bear's whiskers tickled.

