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Illustrations page 8 and 9 by Marie Skitt.

Code: #8250

ISBN 1 74025 864 9

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# FOR THE TEACHER



Book 5 is designed for a Year 5 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 5*, 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
- summarising

## **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 the islands of Fiji. Read the folktale.  
Then do Numbers 1 through 12.

Long ago, the small Pacific island of Kambara was infested with thousands upon thousands of mosquitoes. The islanders were worn down and weary from trying to avoid being bitten by the annoying insects. Things were much worse in the evening after the sun had gone down. That's when the insects appeared in droves. During the day, the women of the island spent long hours making screens to keep the mosquitoes at bay.

Now it happened that a prince from the island of Oneata was sailing throughout the South Pacific in search of treasures to bring back to his people. One day, he landed on Kambara, where he was welcomed by the chief as an honoured guest. After enjoying a great feast, the chief showed the prince to a room where he could sleep for the night.

All around the room hung beautifully painted cloth screens. The prince had never seen anything like them before.

'Tell me, chief,' said the prince, 'why do you hang such lovely cloth all about the room?'

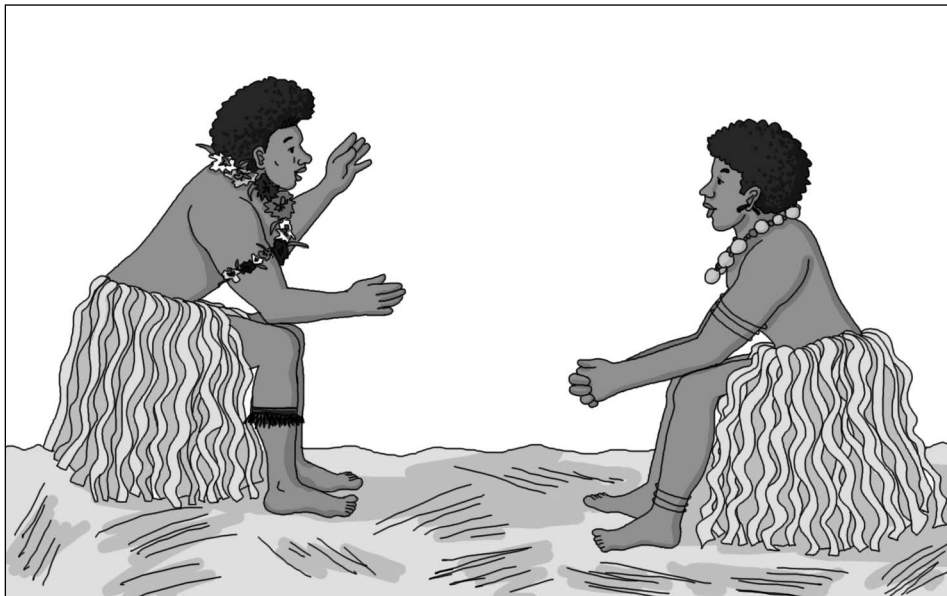
'That is for the mosquitoes,' replied the chief.

'Mosquitoes? What are mosquitoes?' asked the prince.

'Mosquitoes are . . . our little friends of the night. They come out in the evening and . . . sing us to sleep each night. They are like a tiny chorus,' said the chief. He was too embarrassed to reveal the truth, especially to a prince.

'How nice,' said the prince. 'We have nothing like mosquitoes on Oneata.'

'That is unfortunate,' said the chief. 'We happen to have more than we need.'





The prince yawned and excused himself to retire for the night. Just as he began to fall asleep, the night air filled with the hum and buzz of hungry mosquitoes swarming outside the screens. ‘Such a soothing, peaceful sound,’ the prince muttered. ‘Mosquitoes are a rare treasure, indeed.’

The next morning, the prince approached the chief and asked if he could take some mosquitoes back to Oneata with him.

The chief thought for a moment and then a grin slowly grew across his face. ‘You would have to take all of them,’ replied the chief. ‘They are a close-knit family and would be heartbroken if they were to be separated.’ The chief could hardly keep a straight face as he continued to string the prince along.

‘But what about your people?’ asked the prince. ‘Wouldn’t they be unhappy if I took all of their wonderful mosquitoes?’

‘Yes, they would,’ replied the chief, ‘but if you were to give us something in return, I think my people would be satisfied.’

‘I have a magic conch shell in my canoe,’ said the prince, excitedly. ‘If you blow into the shell like a trumpet, fish swim to shore and let themselves be caught. You and your people will never be hungry!’

‘Then it’s a deal,’ said the chief, happily. ‘Our mosquitoes for your magic shell!’

