

# 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.

Photographs on pages 2, 3 and 4 from [www.arttoday.com](http://www.arttoday.com).

Code: #8252

ISBN 1 74025 866 5

©2000 Curriculum Associates, Inc.

©2003 Hawker Brownlow Education

No part of this book may be reproduced by any means  
without written permission from the publisher  
All Rights Reserved. Printed in Australia.

# FOR THE TEACHER



Book 7 is designed for a Year 7 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 7*, 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.

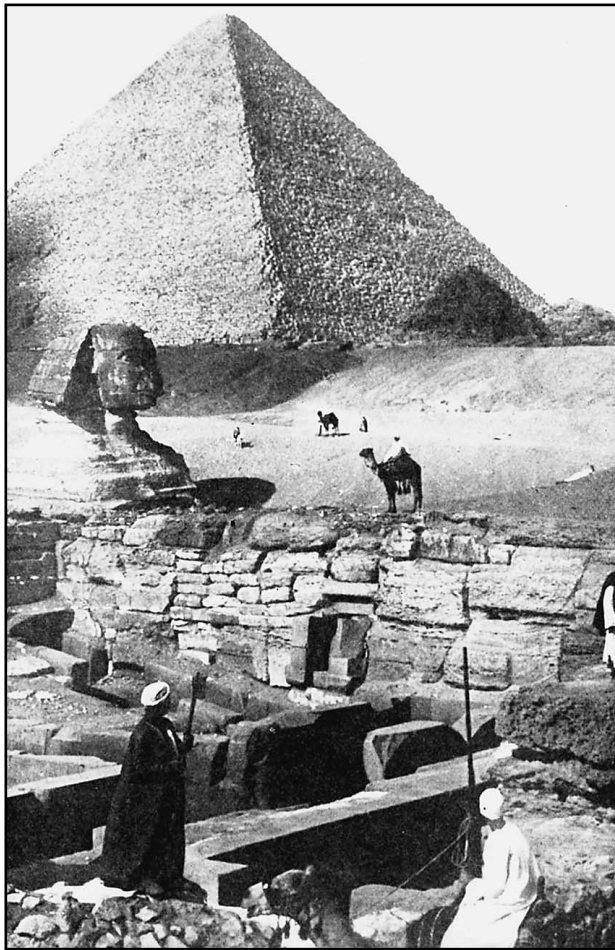


Here is an article about the ancient pyramids. Read the article.  
Then do Numbers 1 through 12.

### A Glimpse of the Past

Each year, millions of people visit the ancient pyramids of Egypt. Many become awed simply at the sight of these towering structures. Though they are an impressive tourist attraction, the pyramids once played a major role in the life of the Egyptians.

The pyramids are the oldest stone structures in the world. They are also among the world's largest buildings. The base of a pyramid is square, with four faces that narrow to a point at the top. Each face is a triangle. The Egyptians designed the pyramid so that each face was directed toward either the north, the south, the east, or the west. The Egyptians did not have the benefit of a compass to help them determine where each face of the pyramid should be constructed. Instead, they tracked the rising and setting of the sun.



Pyramids developed out of the ancient Egyptian belief in the afterlife, or life after death. Egyptians believed that after death, people began a new life in another world. In order to enter this world, the person's body must be preserved and protected. Egyptian kings, called pharaohs, wanted their bodies to last forever, so they had pyramids built as tombs to protect their bodies after death. Egyptian citizens believed that burying royalty in this way would bring them good luck.