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FOR THE TEACHER



Book 1 is designed for a Year 1 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 1*, students receive follow-up assessment for the following 8 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
- reading pictures

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 19. 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 two animals. Read the story.
Then do Numbers 1 through 8.**

Turtle and Rabbit

One day Rabbit was hopping through the woods. On the way he saw Turtle. Rabbit watched as Turtle walked along. Turtle was moving very slowly.

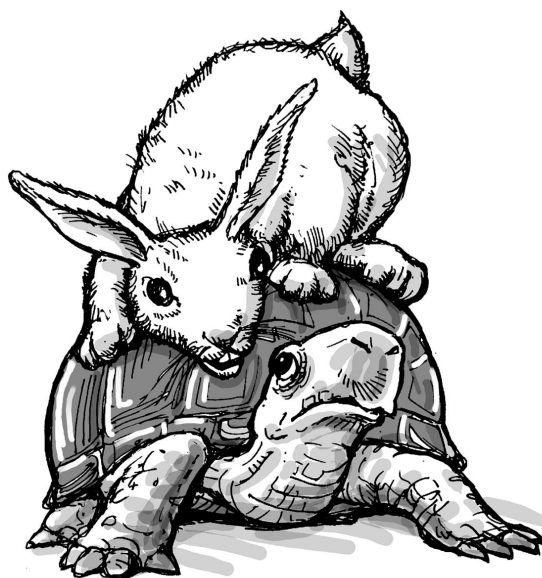
Rabbit hopped over Turtle. Rabbit was always one to say what was on his mind. ‘Turtle, can you walk any faster?’ asked Rabbit.

That is a mean thing to say! thought Turtle. Turtle had heard stories about rabbits. Rabbits liked to race turtles. Rabbits liked to show how fast they could run. Turtle wished Rabbit would go away.

But Rabbit did not go away. ‘Did you hear me, Turtle?’ asked Rabbit. ‘I want to know if you can walk any faster.’

Turtle still did not answer. He just kept on walking.

Rabbit was not one to give up easily. He hopped up on top of Turtle’s shell. Then he leaned over so that his face was right in front of Turtle’s face. Now Turtle had no choice. He had to listen.



‘Hi there,’ Rabbit said.

Turtle rolled his eyes. Then he spoke slowly. ‘Hello,’ said Turtle. ‘I know what you want, Rabbit. You want to race me so that you can show off.’

‘Why would I want to race you?’ laughed Rabbit. ‘That would be the easiest race I had ever won!’

‘Then why did you ask if I can walk any faster?’ asked Turtle.

‘Because there is a big storm coming. I thought that if you can’t walk faster, maybe I could help you get home quicker.’

Turtle raised his head. ‘Oh, my! I don’t want to get caught in a storm,’ he said. ‘If you don’t mind, Rabbit, I could use your help.’

And so Rabbit told Turtle to climb onto his back and hold on. Rabbit hopped down the road all the way to Turtle’s house. They got to Turtle’s house just in time. The two new friends sat by a warm fire long after the storm had passed.

Finding Main Idea

- 1.** What is the story mostly about?
 - Ⓐ a rabbit that wants to race a turtle
 - Ⓑ a rabbit that wants to help a turtle
 - Ⓒ a rabbit that wants a turtle to walk fast

Recalling Facts and Details

- 2.** Rabbit met Turtle
 - Ⓐ in the woods.
 - Ⓑ on a busy road.
 - Ⓒ at Turtle’s home.