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FOR THE STUDENT

Comprehensive Assessment of Reading Strategies II (CARS Series II) is a reading series that gives you practice with eight reading strategies. You will complete five reading lessons. Each lesson has a reading passage and eight questions about the passage. Each question helps you practise a certain reading strategy.

Comprehensive Assessment of Reading Strategies II will help you become a better reader. You will also better understand what to look for as you read. This will help you get the most from your reading.

Acknowledgments

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Books in the Reading Program

- Comprehensive Assessment of Reading Strategies (CARS Series)
- Strategies to Achieve Reading Success (STARS Series)
- Comprehensive Assessment of Reading Strategies II (CARS Series II)

UNDERSTANDING THE STRATEGIES

- **Finding Main Idea**

The main idea tells what a story is mostly about.

Questions about main idea ask what a story is *mostly* about or *mainly* about. Questions about main idea might also ask you to choose the best title for a story. When you answer a question about main idea, ask yourself, ‘What is the story telling me? What is the story mostly about?’

- **Recalling Facts and Details**

Every story has facts and details. Facts and details tell more about the main idea. Questions about facts and details ask about something that you read in the story. You can look back to the story to find the answer to a question about facts and details.

READING STRATEGIES CHART

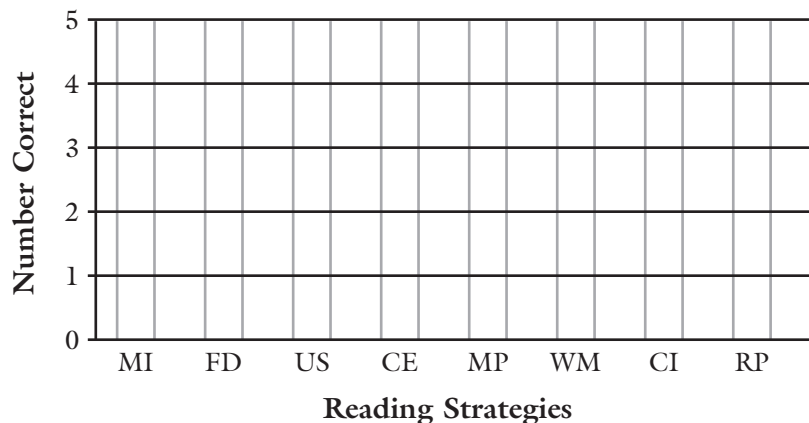
Complete this page after each assessment.

Student's Name: _____ Date: _____

Teacher's Name: _____

Comparing Levels of Mastery

After each assessment complete the graph below. For each reading strategy that is correct shade the square to form a bar. A completed bar graph compares your level of mastery for each reading strategy.



Key

MI = Finding Main Idea

FD = Recalling Facts and Details

US = Understanding Sequence

CE = Recognising Cause and Effect

MP = Making Predictions

WM = Finding Word Meaning in Context

CI = Drawing Conclusions and Making Inferences

RP = Reading Pictures

LESSON 1

Read this story about two animals. Then answer questions about the story. Choose the best answer for Numbers 1 to 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 to 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.’

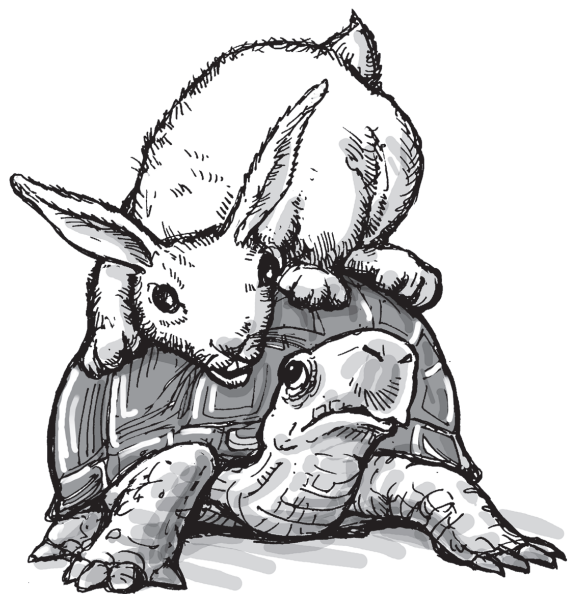
Turtle still did not answer. He just kept on walking.

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.

‘Hello,’ said Turtle. ‘I know what you want, Rabbit. You



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

Understanding Sequence

3. What did Turtle think in the beginning of the story?
- Ⓐ He thought Rabbit was helpful.
 - Ⓑ He thought Rabbit was mean.
 - Ⓒ He thought Rabbit was friendly.

Recalling Facts and Details

2. Rabbit met Turtle
- Ⓐ in the woods.
 - Ⓑ on a busy road.
 - Ⓒ at Turtle's house.

Recognising Cause and Effect

4. Why did Rabbit hop up on top of Turtle's shell?
- Ⓐ Rabbit wanted Turtle to listen.
 - Ⓑ Rabbit wanted a ride home.
 - Ⓒ Rabbit wanted to play.

SELF-ASSESSMENT

Student's Name: _____ Date: _____

Teacher's Name: _____

Complete this page after you have completed Lessons 1–5.

1. You have completed Lessons 1–5. How well do you think you answered the questions? Circle your answer.

great good could be better

2. Complete this sentence: I could have done an even better job on Lessons 1–5 if

3. Did you have trouble with any of the questions? _____
If so, what kind of trouble did you have?

4. Did you find the reading or the questions easier than you thought you would? _____

Why do you think this is so? _____

TEACHER ASSESSMENT 1

Complete this page after the student has completed Lessons 1-5.

Student's Name: _____ Date: _____

Teacher's Name: _____

Assessing the Strategies

Students answer a question about each strategy once in each lesson, or a total of five times. Use the student's completed Answer Form to fill in the chart below. First, record the total number of correct responses for each strategy. Then record the percentage of correct responses for each strategy.

Strategy		Number of Correct Responses	Per cent Correct
Finding Main Idea	(MI)	_____ out of 5	= _____ %
Recalling Facts and Details	(FD)	_____ out of 5	= _____ %
Understanding Sequence	(US)	_____ out of 5	= _____ %
Recognising Cause and Effect	(CE)	_____ out of 5	= _____ %
Making Predictions	(MP)	_____ out of 5	= _____ %
Finding Word Meaning in Context	(WM)	_____ out of 5	= _____ %
Drawing Conclusions and Making Inferences	(CI)	_____ out of 5	= _____ %
Reading Pictures	(RP)	_____ out of 5	= _____ %

*Comprehensive Assessment
of Reading Strategies II, Book A*
Answer Form

Name _____

Teacher _____

Class _____

Key

MI = Finding Main Idea

FD = Recalling Facts and Details

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CE = Recognising Cause and Effect

MP = Making Predictions

WM = Finding Word Meaning
in Context

CI = Drawing Conclusions and
Making Inferences

RP = Reading Pictures

Date: _____

LESSON 1

- MI** 1. (A) (B) (C)
FD 2. (A) (B) (C)
US 3. (A) (B) (C)
CE 4. (A) (B) (C)
MP 5. (A) (B) (C)
WM 6. (A) (B) (C)
CI 7. (A) (B) (C)
RP 8. (A) (B) (C)

Date: _____

LESSON 3

- MI** 1. (A) (B) (C)
FD 2. (A) (B) (C)
US 3. (A) (B) (C)
CE 4. (A) (B) (C)
MP 5. (A) (B) (C)
WM 6. (A) (B) (C)
CI 7. (A) (B) (C)
RP 8. (A) (B) (C)

Date: _____

LESSON 5

- MI** 1. (A) (B) (C)
FD 2. (A) (B) (C)
US 3. (A) (B) (C)
CE 4. (A) (B) (C)
MP 5. (A) (B) (C)
WM 6. (A) (B) (C)
CI 7. (A) (B) (C)
RP 8. (A) (B) (C)

Date: _____

LESSON 2

- MI** 1. (A) (B) (C)
FD 2. (A) (B) (C)
US 3. (A) (B) (C)
CE 4. (A) (B) (C)
MP 5. (A) (B) (C)
WM 6. (A) (B) (C)
CI 7. (A) (B) (C)
RP 8. (A) (B) (C)

Date: _____

LESSON 4

- MI** 1. (A) (B) (C)
FD 2. (A) (B) (C)
US 3. (A) (B) (C)
CE 4. (A) (B) (C)
MP 5. (A) (B) (C)
WM 6. (A) (B) (C)
CI 7. (A) (B) (C)
RP 8. (A) (B) (C)