

TABLE OF CONTENTS

For the Student.....	iv
Understanding the Strategies	v
Reading Strategies Chart.....	ix
Lesson 1	1
Lesson 2	5
Lesson 3	9
Lesson 4	13
Lesson 5	17
Self-assessment	21
Teacher Assessment.....	22
Answer Form	23

FOR THE STUDENT

Comprehensive Assessment of Reading Strategies II (CARS Series II)

is a reading series that gives you practice with 12 reading strategies. You will complete five reading lessons. Each lesson has a passage and 12 questions about the passage. Each question helps you practise a particular reading strategy.

After you have finished the five lessons, complete the self-assessment. The self-assessment will help you determine how well you met your goals to improve your reading skills.

Comprehensive Assessment of Reading Strategies II, Book C 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.

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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 of a reading passage is a sentence that tells what the passage is mostly about. Questions about main idea might ask you to find what a passage is *mostly about* or *mainly about*. The questions might also ask you to choose the best title for a passage. When answering a question about main idea, ask yourself, *What is the passage mostly about?* Then choose your answer.

- **Recalling Facts and Details**

Every reading passage contains facts and details. The facts and details tell more about the main idea. Questions about facts and details ask you about something that was stated in the passage. To answer a question about a fact or detail, look back to the passage to find the answer.

- **Understanding Sequence**

Sometimes, a passage is told in order or sequence. Different things happen at the beginning, middle and ending of a passage. Questions about sequence ask you to remember and put events or details in order. Questions about sequence often contain key words such as *first, then, last, after* or *before*.

READING STRATEGIES CHART

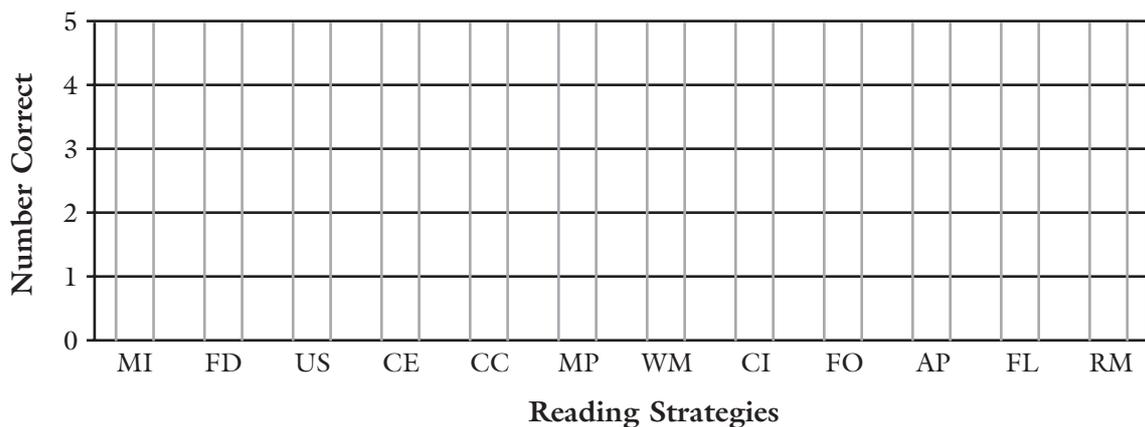
Complete this page after each assessment.

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
CC = Comparing and Contrasting
MP = Making Predictions

WM = Finding Word Meaning in Context
CI = Drawing Conclusions and Making Inferences
FO = Distinguishing Between Fact and Opinion
AP = Identifying Author's Purpose
FL = Interpreting Figurative Language
RM = Distinguishing Between Real and Make-believe

LESSON 1

Read this folktale from Africa. Then answer questions about the folktale. Choose the best answer for Numbers 1 to 12.

The Hungry Spider

Spider was hungry. He was always hungry. Spider was greedy as well. He was the most greedy animal in the jungle. All the animals knew that when it was mealtime, Spider had many tricks and for Spider, it was always mealtime.

One day, Turtle left his home in the pond and went on a long journey. He travelled slowly through the jungle and finally arrived at Spider's house. They had never met each other before this and Spider reluctantly invited Turtle to stay for dinner. Spider liked to talk to strangers because they had interesting stories to tell. But he hated to feed them because they ate food that he wanted for himself.

'Friend Turtle,' said Spider, 'you must be tired after your long trip. Go down to the river and refresh yourself. I'll prepare our dinner while you are gone.'

'How kind of you,' said Turtle. 'I'll hurry, as I am quite hungry.'

Turtle followed the trail to the water's edge and scrambled in. It was good to cool down and feel clean again. He crawled out of the river and hurried back to Spider's house. Delicious odours filled the air. It was time to eat!

Turtle walked in and saw the food on the table. 'Thank you for inviting me to stay for dinner, Spider,' said Turtle. 'I haven't eaten all day.'

'You are most welcome, Turtle,' said Spider with a frown. 'But in this part of the country, we don't sit at the table with muddy feet.'

Turtle looked at his feet. Indeed, they were muddy. His feet were wet from the river and the trail was thick with dust. He was most embarrassed. He excused himself and walked all the way back to the river to wash them off. He dried them carefully on the grass and hurried back to Spider. But he was too late. Spider had eaten all the food. Turtle was disappointed, but, being polite, he held his tongue. He slept hungry that night and left for home in the morning even hungrier!

Several months later, Spider went on a long journey. He arrived at Turtle's house and asked if he could spend the night.

'Of course, friend Spider,' said Turtle. 'I remember how good you were to me.'

Finding Main Idea

1. What is the folktale mostly about?
- Ⓐ a spider who does not know how to swim
 - Ⓑ a spider and a turtle who become unlikely friends
 - Ⓒ a spider who is treated the same way he has treated another
 - Ⓓ a spider who is unfriendly toward a turtle

Recognising Cause and Effect

4. Spider put pebbles into his coat pocket because he wanted to
- Ⓐ learn to swim.
 - Ⓑ hide them from Turtle.
 - Ⓒ weigh himself down.
 - Ⓓ bob in the water.

Recalling Facts and Details

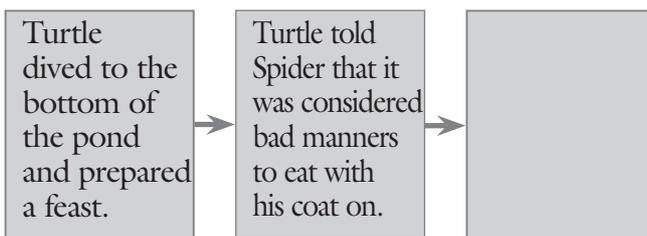
2. Where does the folktale take place?
- Ⓐ in the forest
 - Ⓑ in the jungle
 - Ⓒ in a meadow
 - Ⓓ in the country

Comparing and Contrasting

5. When Spider bobbed in the water, he looked like a
- Ⓐ fish.
 - Ⓑ cork.
 - Ⓒ pebble.
 - Ⓓ top.

Understanding Sequence

3. The boxes show some things that happened in the folktale.



What belongs in the empty box?

- Ⓐ Spider stuffed heavy pebbles into his coat pocket.
- Ⓑ Spider tried to dive down to the bottom of the pond.
- Ⓒ Spider watched Turtle eat all the food.
- Ⓓ Spider asked Turtle if they could eat right away.

Making Predictions

6. Predict what would have happened if Spider had shared his dinner with Turtle.
- Ⓐ Turtle would not have left the following morning.
 - Ⓑ Turtle would have asked Spider to visit him.
 - Ⓒ Turtle would not have let Spider stay with him later.
 - Ⓓ Turtle would have later shared his dinner with Spider.

SELF-ASSESSMENT

Student's Name: _____ Date: _____

Teacher's Name: _____

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

1. You have completed Lessons 1–5. Explain how well you think you did.

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

3. Did any part of the reading passages or questions give you trouble? _____

If so, what kind of trouble did you have? _____

4. Did you find any part of the reading passages or questions easier than you thought you would? _____

Why do you think this is so? _____

5. How would you rate your work in Lessons 1–5? Circle your answer.

successful somewhat successful needs improvement

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	= _____ %
Comparing and Contrasting	(CC)	_____ 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	= _____ %
Distinguishing Between Fact and Opinion	(FO)	_____ out of 5	= _____ %
Identifying Author's Purpose	(AP)	_____ out of 5	= _____ %
Interpreting Figurative Language	(FL)	_____ out of 5	= _____ %
Distinguishing Between Real and Make-believe	(RM)	_____ out of 5	= _____ %

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

Name _____
Teacher _____
Class _____

Key

MI = Finding Main Idea
FD = Recalling Facts and Details
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AP = Identifying Author's Purpose
FL = Interpreting Figurative Language
RM = Distinguishing Between Real and Make-believe

Date: _____

LESSON 1

- MI 1. (A) (B) (C) (D)
FD 2. (A) (B) (C) (D)
US 3. (A) (B) (C) (D)
CE 4. (A) (B) (C) (D)
CC 5. (A) (B) (C) (D)
MP 6. (A) (B) (C) (D)
WM 7. (A) (B) (C) (D)
CI 8. (A) (B) (C) (D)
FO 9. (A) (B) (C) (D)
AP 10. (A) (B) (C) (D)
FL 11. (A) (B) (C) (D)
RM 12. (A) (B) (C) (D)

Date: _____

LESSON 2

- MI 1. (A) (B) (C) (D)
FD 2. (A) (B) (C) (D)
US 3. (A) (B) (C) (D)
CE 4. (A) (B) (C) (D)
CC 5. (A) (B) (C) (D)
MP 6. (A) (B) (C) (D)
WM 7. (A) (B) (C) (D)
CI 8. (A) (B) (C) (D)
FO 9. (A) (B) (C) (D)
AP 10. (A) (B) (C) (D)
FL 11. (A) (B) (C) (D)
RM 12. (A) (B) (C) (D)

Date: _____

LESSON 3

- MI 1. (A) (B) (C) (D)
FD 2. (A) (B) (C) (D)
US 3. (A) (B) (C) (D)
CE 4. (A) (B) (C) (D)
CC 5. (A) (B) (C) (D)
MP 6. (A) (B) (C) (D)
WM 7. (A) (B) (C) (D)
CI 8. (A) (B) (C) (D)
FO 9. (A) (B) (C) (D)
AP 10. (A) (B) (C) (D)
FL 11. (A) (B) (C) (D)
RM 12. (A) (B) (C) (D)

Date: _____

LESSON 4

- MI 1. (A) (B) (C) (D)
FD 2. (A) (B) (C) (D)
US 3. (A) (B) (C) (D)
CE 4. (A) (B) (C) (D)
CC 5. (A) (B) (C) (D)
MP 6. (A) (B) (C) (D)
WM 7. (A) (B) (C) (D)
CI 8. (A) (B) (C) (D)
FO 9. (A) (B) (C) (D)
AP 10. (A) (B) (C) (D)
FL 11. (A) (B) (C) (D)
RM 12. (A) (B) (C) (D)

Date: _____

LESSON 5

- MI 1. (A) (B) (C) (D)
FD 2. (A) (B) (C) (D)
US 3. (A) (B) (C) (D)
CE 4. (A) (B) (C) (D)
CC 5. (A) (B) (C) (D)
MP 6. (A) (B) (C) (D)
WM 7. (A) (B) (C) (D)
CI 8. (A) (B) (C) (D)
FO 9. (A) (B) (C) (D)
AP 10. (A) (B) (C) (D)
FL 11. (A) (B) (C) (D)
RM 12. (A) (B) (C) (D)