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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 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 D 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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Product Development

Developer and Writer: Deborah Adcock
Contributing Writer: Christopher Forest

Design and Production

Designer: Susan Hawk
Cover Design: Christine Gilbert

Illustration Credits

Page 2: Susan Hawk
Pages 5, 6: www.arttoday.com
Pages 10, 14, 18: Jim Roldan

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

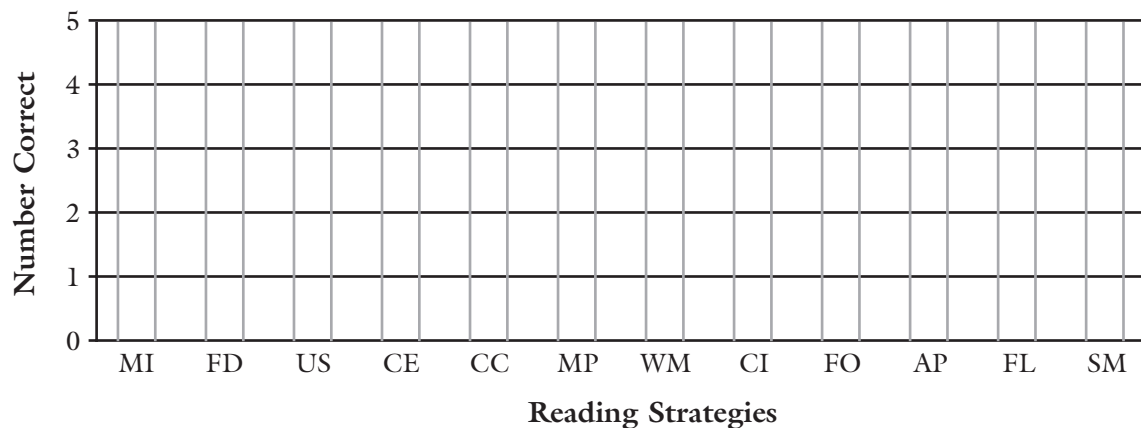
Complete this page after each assessment.

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
SM = Summarising

LESSON 1

**Read this fable by Aesop. Then answer questions about the fable.
Choose the best answer for Numbers 1 to 12.**

Two Travellers and the Bear

Two men were travelling on foot, each from a different direction. At the same time, they arrived at the edge of a dark forest. Since their journey would take them deep into the forest, each man was nervous about travelling alone. They decided to make their journey together. Two people would surely be safer travelling through the forest than either person would be travelling alone.

The first of the travellers, the one who had suggested that the two travel together, was a light and nimble fellow. He knew all kinds of lively songs and humorous stories. He was ready to share a laugh at almost any time. There wasn't anything he couldn't make into a joke. Just walking along through the forest seemed to fill him with enthusiasm. His stride was practically a hopping little dance.

The second traveller was slower, but solid and strong. He looked neither to the right nor the left as he walked. Instead, he kept a steady, determined pace. He could never remember jokes he'd heard, and wouldn't have been able to tell them well, even if he had. He considered himself a fair fiddle player, but he wasn't able to carry even a single note. Having neither a fiddle in his bag, nor any stories in his head, he was grateful to have a companion, especially one so entertaining.

As the two men walked through the deep shadows of the forest, they heard a rustling in the thickets.

'I'm sure it's nothing,' said the first traveller, trying not to appear frightened. He then began to tell a joke.

'Well, then it's a very large nothing!' shouted the second traveller as a savage bear came charging out of a thicket. The first man broke off the joke he was telling, screamed for help, and headed for the trees as fast as his feet could carry him. The bear tried to catch him, but the man was too quick for the beast. In short order, the man was safely up a tree, clinging to a delicate branch. The bear started up the tree after him but then changed its mind. Instead, the bear turned its attention to the second man.

The second man had faced a similar situation in the past. He knew that running was out of the question. He was too slow, and the bear could certainly outrun him. If he tried to fight the bear, he would not win. Instead, he dropped to the ground and lay there holding his breath, hoping that the bear would not attack.

Finding Main Idea

1. The fable is mostly about
- Ⓐ two travellers who become best friends.
 - Ⓑ the meaning of friendship.
 - Ⓒ a bear that gives advice to strangers.
 - Ⓓ a bear that likes to frighten travellers.

Recognising Cause and Effect

4. In the beginning, why was the second man grateful to have the first man as a companion?
- Ⓐ because his companion knew the forest well
 - Ⓑ because his companion knew about bears
 - Ⓒ because his companion was entertaining
 - Ⓓ because his companion played the fiddle

Recalling Facts and Details

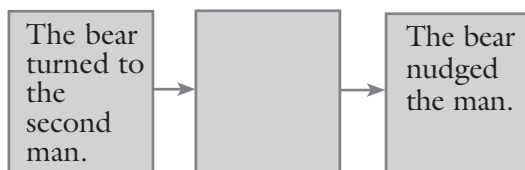
2. Before they entered the forest, both travellers felt
- Ⓐ shy.
 - Ⓑ lonely.
 - Ⓒ nervous.
 - Ⓓ enthusiastic.

Comparing and Contrasting

5. In the fable, the first traveller's stride is compared to a
- Ⓐ laugh.
 - Ⓑ dance.
 - Ⓒ song.
 - Ⓓ fiddle.

Understanding Sequence

3. The timeline describes some of the things that happened in the fable.



What belongs in the empty box?

- Ⓐ The bear sniffed at the second man's head.
- Ⓑ The bear tried to climb the tree.
- Ⓒ The second man dropped to the ground.
- Ⓓ The second man sat up and looked around.

Making Predictions

6. Predict what will happen after the two men finish their journey.
- Ⓐ The second man will want to continue the friendship.
 - Ⓑ Both men will agree to travel together again.
 - Ⓒ The first man will return to the woods to face the bear alone.
 - Ⓓ The two men will go their separate ways.

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. 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	= _____ %
Summarising	(SM)	_____ out of 5	= _____ %

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

Name _____

Teacher _____

Class _____

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

SM = Summarising

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)
- SM 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)
- SM 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)
- SM 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)
- SM 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)
- SM 12. (A) (B) (C) (D)