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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 reading 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 E* 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 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.

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- **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.

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- **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

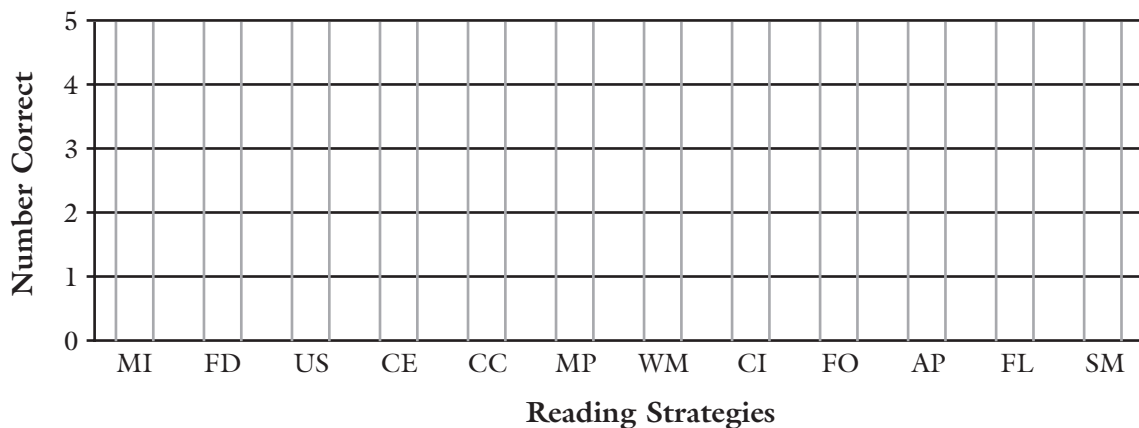
Complete this page after each assessment.

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 folktale from the islands of Fiji. Then answer questions about the folktale. Choose the best answer for Numbers 1 to 12.**

Long ago, the small Pacific island of Kambara was infested with thousands upon thousands of mosquitoes. The islanders were worn out and weary of trying to avoid being bitten by the pesky insects. Things were worse in the evening after the sun had gone down. That's when the insects appeared in droves. During the day, the women of the island spent long hours making screens to keep the mosquitoes at bay.

Now it happened that a prince from the island of Oneata was sailing through the South Pacific in search of treasures to bring back to his people. One day, he landed on Kambara, where he was welcomed by the chief as an honoured guest. After enjoying a great feast, the chief showed the prince to a room where he could sleep for the night. All around the room hung beautifully painted cloth screens. The prince had never seen anything like them before.

'Tell me, chief,' said the prince, 'why do you hang such lovely cloth all about the room?'

'That is for the mosquitoes,' replied the chief.

'Mosquitoes? What are mosquitoes?' asked the prince.

'Mosquitoes are . . . our little friends of the night. They come out each evening and . . . sing us to sleep. They are like a tiny chorus,' said the chief. He was too embarrassed to reveal the truth, especially to a prince.

'How nice,' said the prince. 'We have nothing like mosquitoes on Oneata.'

'That is unfortunate,' said the chief. 'We happen to have more than we need.'

The prince yawned and excused himself to retire for the night. Just as he began to fall asleep, the night air filled with the hum and buzz of hungry mosquitoes swarming outside the screens. 'Such a soothing, peaceful sound,' the prince muttered. 'Mosquitoes are a rare treasure, indeed.'

The next morning, the prince approached the chief and asked if he could take some mosquitoes back to Oneata with him.



<p><b>Finding Main Idea</b></p> <p>1. A good name for the folktale is</p> <ul style="list-style-type: none"> <li>(A) 'Mosquito Island'.</li> <li>(B) 'The Bargain'.</li> <li>(C) 'A Clever Prince'.</li> <li>(D) 'Little Friends of the Night'.</li> </ul>	<p><b>Recognising Cause and Effect</b></p> <p>4. The prince was travelling through the South Pacific in order to</p> <ul style="list-style-type: none"> <li>(A) seek treasures for his people.</li> <li>(B) find a new home for his people.</li> <li>(C) trade goods with other islanders.</li> <li>(D) collect insects to bring back to his island.</li> </ul>
<p><b>Recalling Facts and Details</b></p> <p>2. In the folktale, when are the mosquitoes most annoying?</p> <ul style="list-style-type: none"> <li>(A) after a rain</li> <li>(B) before the sun rises</li> <li>(C) after the sun goes down</li> <li>(D) in the early morning hours</li> </ul>	<p><b>Comparing and Contrasting</b></p> <p>5. The chief compares the mosquitoes to</p> <ul style="list-style-type: none"> <li>(A) a dance.</li> <li>(B) a chorus.</li> <li>(C) an orchestra.</li> <li>(D) a song.</li> </ul>
<p><b>Understanding Sequence</b></p> <p>3. The boxes tell about some of the things that happened in the folktale.</p> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid gray; padding: 5px; width: 150px; height: 100px; display: flex; flex-direction: column; justify-content: flex-end; align-items: center;"> <p>The prince arrives on the island.</p> </div> <div style="font-size: 2em;">→</div> <div style="border: 1px solid gray; padding: 5px; width: 150px; height: 100px; display: flex; flex-direction: column; justify-content: flex-end; align-items: center;"> <!-- Empty box --> </div> <div style="font-size: 2em;">→</div> <div style="border: 1px solid gray; padding: 5px; width: 150px; height: 100px; display: flex; flex-direction: column; justify-content: flex-end; align-items: center;"> <p>The prince enjoys the soothing sounds of the mosquitoes.</p> </div> </div> </div> <p>What belongs in the empty box?</p> <ul style="list-style-type: none"> <li>(A) The people set a trap for the mosquitoes.</li> <li>(B) The prince asks the chief if he could have some mosquitoes.</li> <li>(C) The chief and the prince strike a deal.</li> <li>(D) The prince is welcomed with a great feast.</li> </ul>	<p><b>Making Predictions</b></p> <p>6. What will most likely happen soon after the prince releases the mosquitoes on his own island?</p> <ul style="list-style-type: none"> <li>(A) The people and the mosquitoes will live together peacefully.</li> <li>(B) The people will enjoy the night sounds of the mosquitoes.</li> <li>(C) The mosquitoes will leave the island in search of victims.</li> <li>(D) The mosquitoes will begin to annoy the people.</li> </ul>

# 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.

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

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

If so, what kind of trouble did you have? \_\_\_\_\_

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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? \_\_\_\_\_

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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 E  
Answer Form*

Name \_\_\_\_\_

Teacher \_\_\_\_\_

Class \_\_\_\_\_

**Key**

- MI = Finding Main Idea
- FD = Recalling Facts and Details
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- 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)