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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 F 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

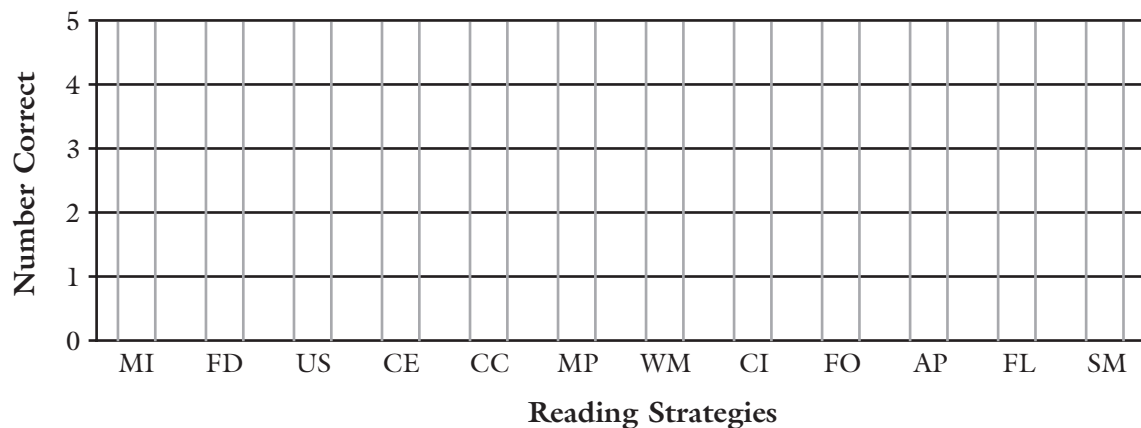
Complete this page after each assessment.

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
SM = Summarising

LESSON 1

Read this article that tells about a popular form of entertainment. Then answer questions about the article. Choose the best answer for Numbers 1 to 12.

The Greatest Show on Earth

The circus has pleased audiences all over the world for over 2000 years. When most people think of the circus, images of clowns, popcorn and elephants come to mind. But the first circuses were very different from those of today.

The idea for the circus began in Europe and Asia. Many people enjoyed parties, games and animal hunts. They decided to combine these fun events into one. It is believed that the first such event was called the Circus Maximus.

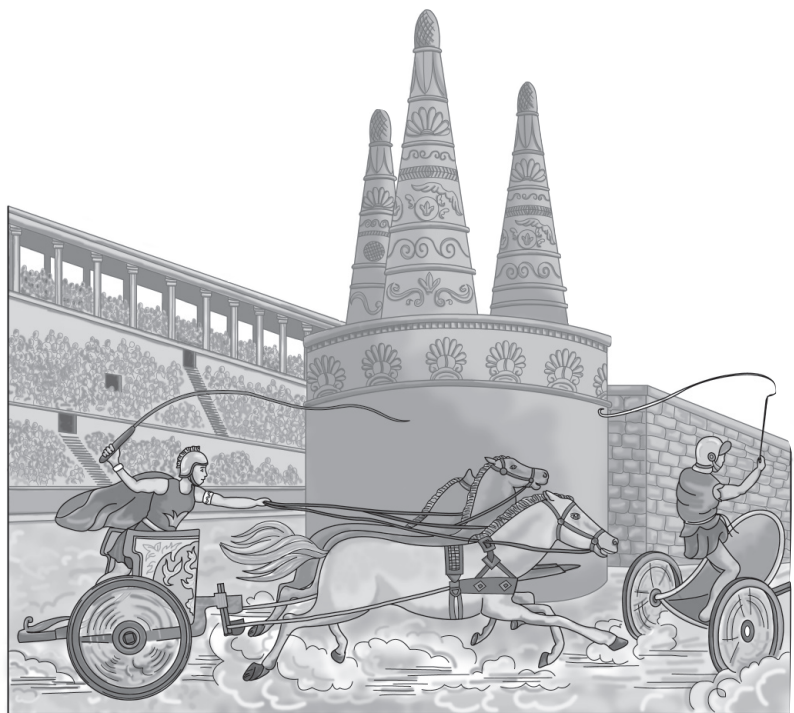
The Circus Maximus was actually the name of a building in Rome. People gathered there to be entertained. The building was shaped like a circle, had no roof, and could seat 200,000 people. The name Circus Maximus means 'large circle'.

Chariot races were the most popular event at the Circus Maximus. The chariots were open carts with two wheels. Chariots were drawn by horses. One or two riders stood in the cart and guided the horses. Between races, acrobats, horse riders and tightrope walkers performed for the crowd.

The Circus Maximus remained popular for many years. In time, however, people became bored with the circus.

Changes were then made to keep the crowds interested. Many events were replaced with new, exciting ones. Now the circus included animal acts and performers who could do tricks and stunts.

Hundreds of years later in England, Philip Astley created an indoor horse show. People came from all over England to see Astley's horses perform tricks. Astley soon decided that he needed more acts in his show. So he added tumblers, a clown and performers who did rope acts. Astley's circus quickly became popular. His circus travelled to other countries, including France and Russia.



<p>Finding Main Idea</p> <p>1. The article is mostly about</p> <ul style="list-style-type: none"> Ⓐ who first had the idea of starting a circus. Ⓑ how circuses today are different from earlier circuses. Ⓒ why there are no more circuses today. Ⓓ what it is like to be a performer in the circus. 	<p>Recognising Cause and Effect</p> <p>4. When circus owners got popular new acts, other circuses</p> <ul style="list-style-type: none"> Ⓐ would try to buy the acts. Ⓑ would try to copy the acts. Ⓒ went out of business. Ⓓ would try to ruin the acts.
<p>Recalling Facts and Details</p> <p>2. Which of these performers could be found at the Circus Maximus?</p> <ul style="list-style-type: none"> Ⓐ clown Ⓑ magician Ⓒ trapeze artist Ⓓ acrobat 	<p>Comparing and Contrasting</p> <p>5. What is one way that today's circuses are different from circuses of the early 1900s?</p> <ul style="list-style-type: none"> Ⓐ Today there are fewer circuses. Ⓑ Today there are more clown acts in the circus. Ⓒ Today there are more elephants in the circus. Ⓓ Today there are more rope acts in the circus.
<p>Understanding Sequence</p> <p>3. The boxes tell about the history of the circus.</p> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <div style="border: 1px solid gray; padding: 5px; display: inline-block; width: 150px; height: 80px; vertical-align: top;"> Barnum and Bailey competed with each other. </div> → <div style="border: 1px solid gray; padding: 5px; display: inline-block; width: 150px; height: 80px; vertical-align: top; background-color: #e0e0e0;"> [Empty Box] </div> → <div style="border: 1px solid gray; padding: 5px; display: inline-block; width: 150px; height: 80px; vertical-align: top;"> The Ringling Brothers Circus joined these two circuses. </div> </div> <p>What belongs in the empty box?</p> <ul style="list-style-type: none"> Ⓐ P. T. Barnum opened his circus. Ⓑ Barnum and Bailey combined their circuses. Ⓒ The Ringling Brothers and Barnum & Bailey Circus was created. Ⓓ Radio, movies and television replaced the circus as a popular form of entertainment. 	<p>Making Predictions</p> <p>6. Which of these will most likely occur in the future?</p> <ul style="list-style-type: none"> Ⓐ Chariot races will be added to most circuses. Ⓑ People will become less interested in the circus. Ⓒ Most circuses will be seen only on television. Ⓓ The circus will continue to be a popular form of entertainment.

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

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

Name _____
Teacher _____
Class _____

Key

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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)