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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 G 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

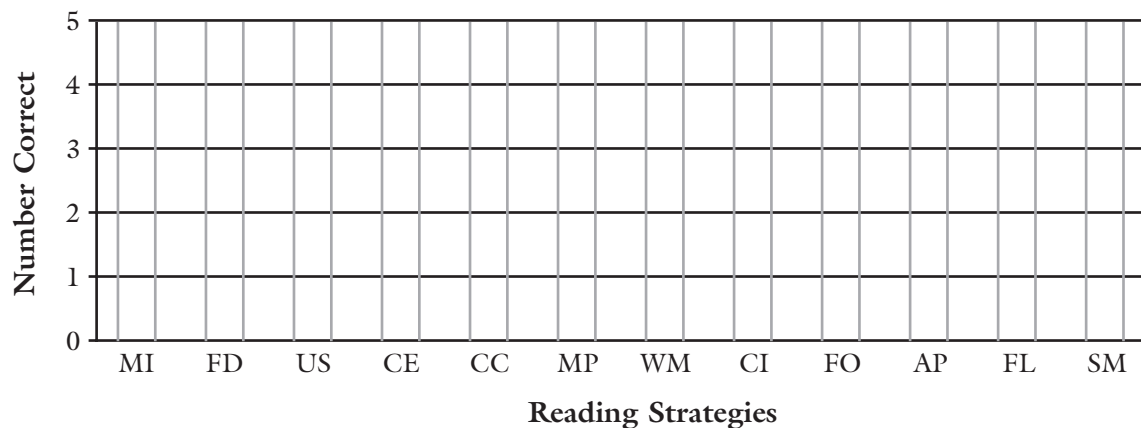
Complete this page after each assessment.

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 about the ancient pyramids. Then answer questions about the article. Choose the best answer for Numbers 1 to 12.

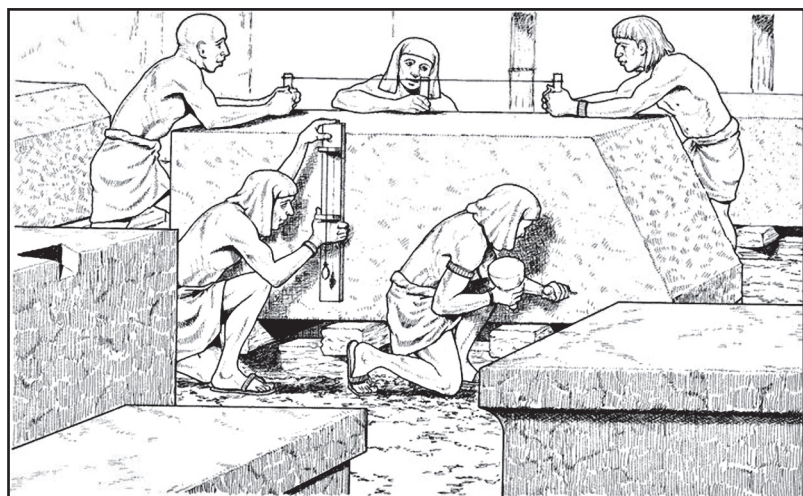
A Glimpse of the Past

Each year, millions of people visit the ancient pyramids of Egypt. Many become awed simply at the sight of these towering structures. Though they are an impressive tourist attraction, the pyramids once played a major role in the life of the Egyptians.

The pyramids are the oldest stone structures in the world. They are also among the world's largest buildings. The base of a pyramid is square, with four faces that narrow to a point at the top. Each face is a triangle. The Egyptians designed the pyramid so that each face was directed toward either the north, the south, the east or the west. The Egyptians did not have the benefit of a compass to help them determine where each face of the pyramid should be constructed. Instead, they tracked the rising and setting of the sun.

Pyramids developed out of the ancient Egyptian belief in the afterlife, or life after death. Egyptians believed that after death, people began a new life in another world. In order to enter this world, the person's body must be preserved and protected. Egyptian kings, called pharaohs, wanted their bodies to last forever, so they had pyramids built as tombs to protect their bodies after death. Egyptian citizens believed that burying royalty in this way would bring them good luck.

Constructing a pyramid was like trying to build a mountain. It was an enormous undertaking, as well as a backbreaking one. Labourers spent long hours in the desert heat, hauling tonnes of stone blocks. These men built the pyramids without the help of modern tools or heavy equipment such as cranes and bulldozers. To make matters worse, the stones used to build most pyramids were not close at hand. Limestone and granite had to be mined in distant quarries. The quarries were located close to the banks of the Nile River. There, labourers shaped stone into blocks and then loaded the blocks onto barges. Men paddled the barges down the river to the building site. Sometimes, thousands of men worked year in, year out, on a single pyramid.

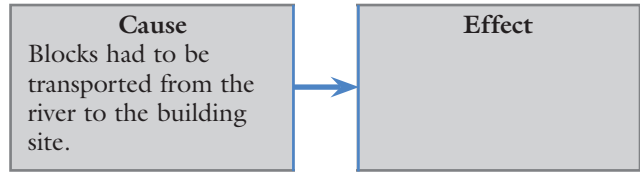


Finding Main Idea

1. What is the main idea of paragraph 4?
- (A) Most pyramids were built as tombs for pharaohs.
 - (B) Labourers often worked on one pyramid for many years.
 - (C) The stones for the pyramids had to be mined.
 - (D) Construction of a pyramid was a complex task.

Recognising Cause and Effect

4. The boxes show a cause-and-effect relationship.



What belongs in the empty box?

- (A) Stones were shaped.
- (B) Wooden rollers were constructed.
- (C) A causeway was built.
- (D) A barge was assembled.

Recalling Facts and Details

2. The pyramids were built without the benefit of
- (A) barges.
 - (B) ramps.
 - (C) modern tools.
 - (D) wooden rollers.

Comparing and Contrasting

5. A pharaoh can best be compared to
- (A) a professor.
 - (B) a judge.
 - (C) an emperor.
 - (D) a carpenter.

Understanding Sequence

3. The boxes tell about some of the steps in the construction of a pyramid.

Limestone and granite are shaped into blocks.		Barges bring the stones to the building site.	Wooden rollers are used to move the stone blocks.
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1 2 3 4

Which of these belongs in box 2?

- (A) Ramps are made.
- (B) A causeway is built.
- (C) Stone is mined.
- (D) Construction of the pyramid begins.

Making Predictions

6. A burial chamber is discovered in an ancient tomb. Predict which of these is discovered inside.

- (A) a compass
- (B) a barge
- (C) a radio
- (D) a necklace

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 G
Answer Form*

Name _____

Teacher _____

Class _____

Key

- MI = Finding Main Idea
- FD = Recalling Facts and Details
- US = Understanding Sequence
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- WM = Finding Word Meaning in Context
- CI = Drawing Conclusions and Making Inferences
- FO = Distinguishing Between Fact and Opinion
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- 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)