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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 H 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.

- **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

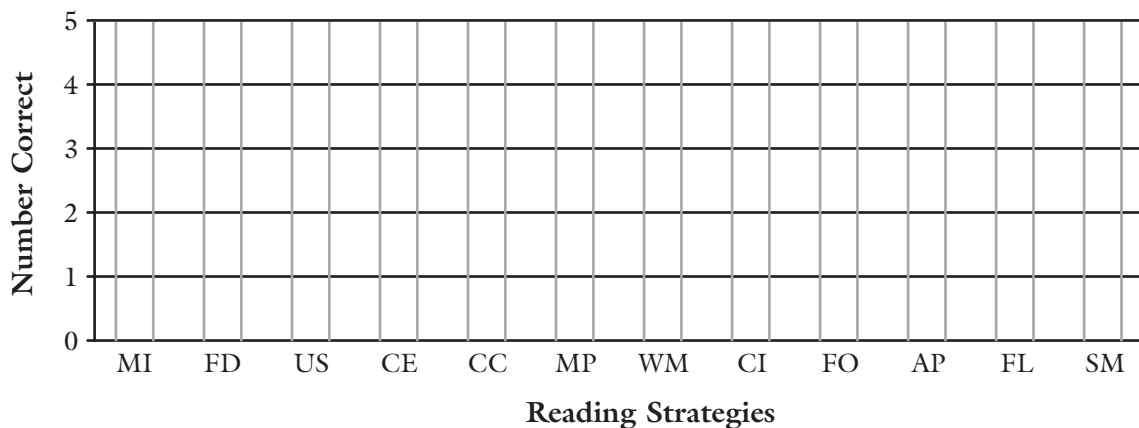
Complete this page after each assessment.

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

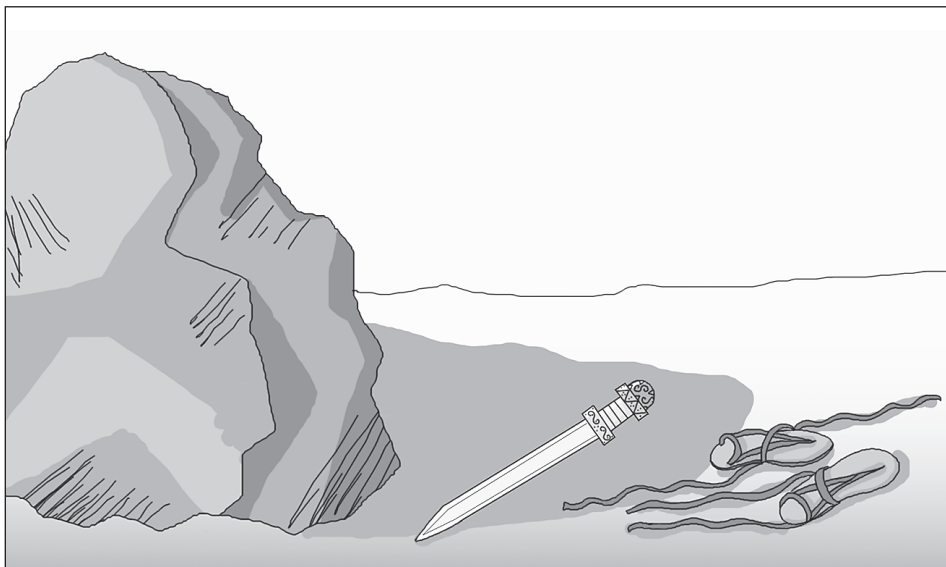
Read this myth from ancient Greece. Then answer questions about the myth. Choose the best answer for Numbers 1 to 12.

Aegeus, the much beloved and respected king of Athens, often went travelling about the countryside. One year he journeyed far to the south where he met a woman named Aethra. Aegeus and Aethra fell in love, married and eventually had a child whom they named Theseus.

Aegeus took great pride in spending time far from his kingdom with his wife and son. But soon his responsibilities as king weighed heavy. Aegeus's first duties were to the people under his rule. Aegeus knew that his return to Athens was imminent and that he would have to leave his family behind.

'Perhaps our eyes will never again meet,' Aegeus said to his wife, 'but I hope one day to be reunited with my son. I shall leave my sandals and my sword here, under the heaviest of stones. If, when the boy grows up, he is strong enough to lift the stone, then he should take the sword and the sandals and bring them to me in Athens. Then I shall know that the young man is Theseus and that he is worthy to inherit my throne.'

Aegeus tried to console his wife, but there was no comfort to be found in their parting. Aegeus returned to his palace in Athens, leaving Aethra to raise young Theseus alone, which Aethra did with much dedication and love. In time, Theseus grew to be a fine young man with all the might of a mountain. When he was ready, his mother brought him to the stone and explained what his father had done years before. Theseus easily raised the stone and removed the sandals and sword from underneath. He then put on his father's sandals and secured his father's sword around his waist.



Finding Main Idea

1. What is the main idea of paragraph 3?
- (A) Theseus takes a dangerous route to Athens.
 - (B) Theseus's mother grieves over her son's departure.
 - (C) Theseus learns he must go to find his father.
 - (D) Theseus bravely confronts several monsters.

Recognising Cause and Effect

4. Why did Aegeus return to Athens?
- (A) because he could no longer care for his wife and child
 - (B) because he had to return to his kingdom
 - (C) because there was trouble in the city
 - (D) because Aethra demanded that he return

Recalling Facts and Details

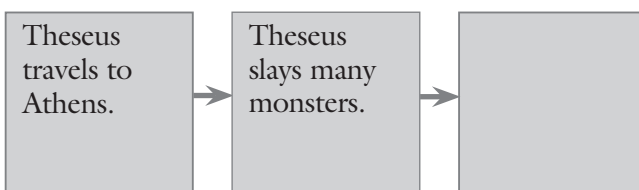
2. Inside Procrustes's den Theseus found
- (A) a sword.
 - (B) a giant turtle.
 - (C) coins and jewels.
 - (D) gold and silver.

Comparing and Contrasting

5. In the myth, Theseus's strength is compared to a
- (A) monster.
 - (B) stone.
 - (C) pillar.
 - (D) mountain.

Understanding Sequence

3. The boxes show some of the events in Theseus's life.



What belongs in the empty box?

- (A) Theseus easily lifts the stone.
- (B) Theseus and his mother say good-bye.
- (C) Theseus faces one of the most feared monsters of all.
- (D) Theseus grows into a strong and brave young man.

Making Predictions

6. Predict what will happen if Theseus meets a monster more dangerous than Procrustes.
- (A) Theseus will go into hiding.
 - (B) Theseus will fail to defeat the monster.
 - (C) Theseus will slay the monster.
 - (D) Theseus will call on the people of Athens for help.

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 H
Answer Form*

Name _____
Teacher _____
Class _____

Key

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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)