

TABLE OF CONTENTS

For the Teacher.....	iv
Research Summary.....	viii
Understanding the Strategies	x
Lesson 1	1
Lesson 2	5
Lesson 3	9
Lesson 4	13
Lesson 5	17
Teacher Assessment 1.....	21
Teacher Assessment 2.....	22
Teacher Assessment 3.....	23
Class Performance Chart.....	24
Answer Form	25
Answer Form Completed	26

RESEARCH SUMMARY

The following is a summary of the research upon which *Comprehensive Assessment of Reading Strategies II* is based.

INTRODUCTION TO THE SERIES

Comprehensive Assessment of Reading Strategies II (CARS Series II) is the assessment portion of a reading program that spans from diagnosis to assessment. This assessment tool identifies reading strategies that are understood, as well as those that need further study and reinforcement. The organisational design of the *CARS Series II* is grounded in several areas of research: reading comprehension, metacognition and self-assessment, and effectiveness of classroom assessment.

The *CARS Series II* Concentrates on Twelve Reading Strategies

The *CARS Series II* provides practice with twelve reading strategies that are the core reading tools students need in order to make sense of what they are reading. ‘. . . [M]any students have demonstrated difficulties with skills that are central to reading comprehension (i.e., identifying main topics, significant supporting information, and relations between a text’s main topics’ (Seidenberg, 1989). The reading skills of Finding Main Idea, Recalling Facts and Details, Understanding Sequence, Recognising Cause and Effect, Comparing and Contrasting, Making Predictions, Drawing Conclusions and Making Inferences, Distinguishing Between Fact and Opinion, Distinguishing Between Real and Make-believe (Books B–C) and Identifying Author’s Purpose may be difficult for some students to master because the thinking processes involved in applying the strategies are abstract in nature. These reading skills represent the unseen text structure of a reading passage. The reading strategies Finding Word Meaning in Context, Interpreting Figurative Language and Summarising (Books D–H) are direct tools readers can actively use to comprehend reading selections. Book A probes eight reading strategies. These reading strategies are essential because of the difficulty students experience with different styles of language. With *Comprehensive Assessment of Reading Strategies II*, teachers gain a clear road map of reading instruction for each student.

Metacognition and Self-assessment

Metacognitive training in reading is a very effective instructional technique. ‘Good readers often will reflect on what they have just read, perhaps evaluating the credibility of the material. . . . Monitoring also occurs at the conclusion of a reading. Thus, good readers can be aware of whether their understanding of the text is consistent with all the ideas expressed in it’ (Pressley, 2002, p. 297). The *CARS Series II* employs metacognitive questioning in the form of student self-assessment activities. The self-questioning in each student assessment brings to the forefront the student’s knowledge about a concept or strategy. They are sorting, organising and consolidating their thoughts about their reading performance through self-evaluation and monitoring.

Effectiveness of Classroom Assessment

Comprehensive Assessment of Reading Strategies II is an assessment tool that helps teachers focus their reading instruction and helps students recognise the reading strategies that need improvement. Trimble, Gay and Mathews (2005) summarise current findings about the benefits of using assessments to guide instruction. ‘Black and William (1998) and Guskey (2003) have documented the use of classroom assessments to improve instruction. Both *Turning Points 2000* (Jackson & Davis, 2000) and the Southern Regional Education Board (2001) recommend using data from ongoing assessments and access to more data is now well defined’ (p. 26). *Comprehensive Assessment of Reading Strategies II* offers teachers a flexible schedule in which to administer the assessments and record students’ performances. ‘In a standards-based classroom, assessment is an integral part of instruction and is aligned with the curriculum. The teacher collects evidence of the students’ knowledge, their ability to use that knowledge, and their disposition toward learning. Student performance is monitored to promote learning, to adjust instruction, and to report progress’ (Midgett, 2001).

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*.

LESSON 1

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

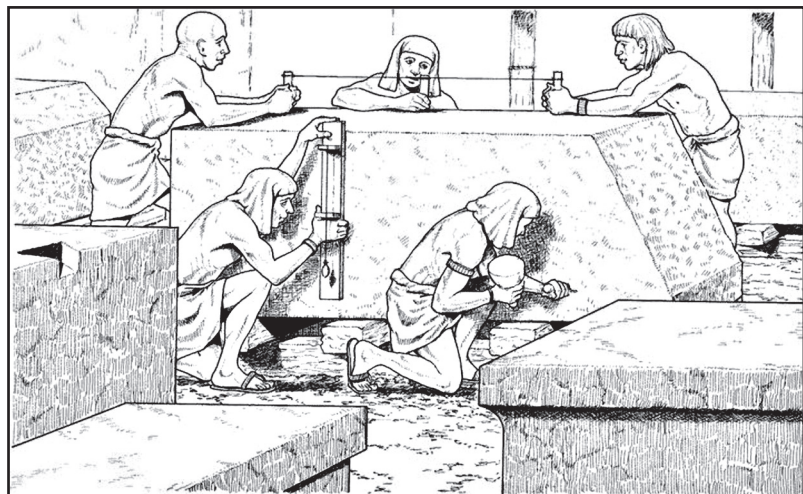
A Glimpse of the Past

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.

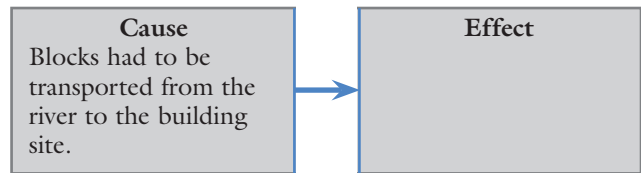


Finding Main Idea

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.
---	--	---	---

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

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	= _____ %

CLASS PERFORMANCE CHART

Class Performance Chart

Next to each student's name, record the number of correct responses (out of 5) for each strategy. Then total the responses to determine the overall number of correct responses (out of 60) for each student.

Reading Strategies

Student	MI	FD	US	CE	CC	MP	WM	CI	FO	AP	FL	SM	Total

*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
- 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) ●
- FD 2. (A) (B) ● (D)
- US 3. (A) ● (C) (D)
- CE 4. (A) (B) ● (D)
- CC 5. (A) (B) ● (D)
- MP 6. (A) (B) (C) ●
- WM 7. (A) ● (C) (D)
- CI 8. ● (B) (C) (D)
- FO 9. (A) ● (C) (D)
- AP 10. (A) (B) (C) ●
- FL 11. ● (B) (C) (D)
- SM 12. (A) ● (C) (D)

Date: _____

LESSON 3

- MI 1. (A) ● (C) (D)
- FD 2. (A) ● (C) (D)
- US 3. (A) ● (C) (D)
- CE 4. (A) (B) ● (D)
- CC 5. ● (B) (C) (D)
- MP 6. (A) (B) ● (D)
- WM 7. (A) (B) ● (D)
- CI 8. (A) (B) ● (D)
- FO 9. ● (B) (C) (D)
- AP 10. ● (B) (C) (D)
- FL 11. ● (B) (C) (D)
- SM 12. ● (B) (C) (D)

Date: _____

LESSON 2

- MI 1. ● (B) (C) (D)
- FD 2. (A) (B) ● (D)
- US 3. (A) ● (C) (D)
- CE 4. (A) (B) ● (D)
- CC 5. ● (B) (C) (D)
- MP 6. (A) ● (C) (D)
- WM 7. (A) (B) (C) ●
- CI 8. (A) ● (C) (D)
- FO 9. (A) (B) (C) ●
- AP 10. (A) ● (C) (D)
- FL 11. (A) (B) (C) ●
- SM 12. (A) (B) ● (D)

Date: _____

LESSON 4

- MI 1. (A) ● (C) (D)
- FD 2. (A) ● (C) (D)
- US 3. (A) (B) ● (D)
- CE 4. (A) (B) ● (D)
- CC 5. (A) ● (C) (D)
- MP 6. (A) ● (C) (D)
- WM 7. (A) (B) (C) ●
- CI 8. ● (B) (C) (D)
- FO 9. (A) (B) (C) ●
- AP 10. (A) ● (C) (D)
- FL 11. ● (B) (C) (D)
- SM 12. (A) ● (C) (D)

Date: _____

LESSON 5

- MI 1. (A) (B) ● (D)
- FD 2. (A) (B) (C) ●
- US 3. (A) (B) ● (D)
- CE 4. (A) ● (C) (D)
- CC 5. (A) ● (C) (D)
- MP 6. (A) ● (C) (D)
- WM 7. (A) (B) ● (D)
- CI 8. ● (B) (C) (D)
- FO 9. (A) (B) (C) ●
- AP 10. (A) ● (C) (D)
- FL 11. (A) ● (C) (D)
- SM 12. (A) (B) (C) ●