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FOR THE TEACHER

What is the CARS and STARS 3-Step Reading Program?

The first tier of the program is *Comprehensive Assessment of Reading Strategies*, a diagnostic reading series that allows you to identify and assess a student's level of mastery for each of 12 reading strategies (8 strategies in Book A). The second tier is *Strategies to Achieve Reading Success* which provides remediation for strategies in *Comprehensive Assessment of Reading Strategies*. *Comprehensive Assessment of Reading Strategies II*, the third tier of the program, is for use after students have been diagnosed with *Comprehensive Assessment of Reading Strategies* and have been instructed with *Strategies to Achieve Reading Success*.

What is *Strategies to Achieve Reading Success (STARS Series)*?

Strategies to Achieve Reading Success is a prescriptive reading series that provides essential instruction in 12 reading strategies (8 strategies in Book A). This eight-level series is designed for students in years 1 to 8. Used alone or as part of the 3-Step Reading Program, *Strategies to Achieve Reading Success* provides precise instruction in and practice of the strategies students need to master in order to achieve reading success.

In *Strategies to Achieve Reading Success, Book A*, students receive step-by-step instruction in 8 strategies:

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognising Cause and Effect
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Reading Pictures

In *Strategies to Achieve Reading Success, Book A*, students learn how to understand and apply the 8 reading strategies. Each of the 8 strategy lessons focuses on one specific reading area. Teaching sequences use metacognition to lead students to understandings about the reading concepts through reading passages and questions.

Reading passages reflect a variety of genres and curriculum content areas, including:

- biographies
- narratives
- science articles
- social studies articles
- folktales
- fantasy
- book reviews
- advertisements
- journal entries
- fables
- directions

What is in the student book?

Each student book contains:

- 12 strategy lessons (8 strategy lessons in Book A)
Each ten-page lesson provides instruction and practice in a specific reading strategy. Students read several passages and answer 16 selected-response questions that focus on the target reading strategy.
- 4 review lessons
A four-page review lesson follows every three strategy lessons. (A two-page review lesson follows every two strategy lessons in Book A.) Students read two longer passages and answer 12 selected-response questions that focus on the target reading strategies in the three previous lessons. (In Book A, students read one longer passage and answer 6 selected-response questions that focus on the target reading strategies in the two previous lessons.)
- 1 final review
The twelve-page final review (eight-page final review in Book A) gives practice in the 12 reading strategies (8 strategies in Book A). Students read four longer passages and answer 48 selected-response questions (32 selected-response questions in Book A) that focus on the target reading strategies presented in the book.

SUGGESTED SCHEDULE FOR COMPLETING STARS SERIES, *Book A*

Day 1	Strategy 1	Finding Main Idea – Part One	45 minutes
Day 2	Strategy 1	Finding Main Idea – Parts Two and Three	45 minutes
Day 3	Strategy 1	Finding Main Idea – Parts Four and Five	45 minutes
Day 4	Strategy 2	Recalling Facts and Details – Part One	45 minutes
Day 5	Strategy 2	Recalling Facts and Details – Parts Two and Three	45 minutes
Day 6	Strategy 2	Recalling Facts and Details – Parts Four and Five	45 minutes
Day 7	Strategies 1–2	REVIEW – Parts One and Two	45 minutes
Day 8	Strategy 3	Understanding Sequence – Part One	45 minutes
Day 9	Strategy 3	Understanding Sequence – Parts Two and Three	45 minutes
Day 10	Strategy 3	Understanding Sequence – Parts Four and Five	45 minutes
Day 11	Strategy 4	Recognising Cause and Effect – Part One	45 minutes
Day 12	Strategy 4	Recognising Cause and Effect – Parts Two and Three	45 minutes
Day 13	Strategy 4	Recognising Cause and Effect – Parts Four and Five	45 minutes
Day 14	Strategies 3–4	REVIEW – Parts One and Two	45 minutes
Day 15	Strategy 5	Comparing and Contrasting – Part One	45 minutes
Day 16	Strategy 5	Comparing and Contrasting – Parts Two and Three	45 minutes
Day 17	Strategy 5	Comparing and Contrasting – Parts Four and Five	45 minutes
Day 18	Strategy 6	Making Predictions – Part One	45 minutes
Day 19	Strategy 6	Making Predictions – Parts Two and Three	45 minutes
Day 20	Strategy 6	Making Predictions – Parts Four and Five	45 minutes
Day 21	Strategies 5–6	REVIEW – Parts One and Two	45 minutes
Day 22	Strategy 7	Finding Word Meaning in Context – Part One	45 minutes
Day 23	Strategy 7	Finding Word Meaning in Context – Parts Two and Three	45 minutes
Day 24	Strategy 7	Finding Word Meaning in Context – Parts Four and Five	45 minutes
Day 25	Strategy 8	Reading Pictures – Part One	45 minutes
Day 26	Strategy 8	Reading Pictures – Parts Two and Three	45 minutes
Day 27	Strategy 8	Reading Pictures – Parts Four and Five	45 minutes
Day 28	Strategies 7–8	REVIEW – Parts One and Two	45 minutes
Day 29	Strategies 1–8	FINAL REVIEW – Parts One–Four	60 minutes
Day 30	Strategies 1–8	FINAL REVIEW – Discussion	45 minutes
Day 31	Strategies 1–8	FINAL REVIEW – Discussion (if needed)	45 minutes

SUGGESTED LESSON PLANS

Strategy One FINDING MAIN IDEA (pages 4–13)

Part One: Think About Main Idea

Students use prior knowledge to preview what they already know about main idea.

What Is Main Idea? Page 4

Students answer three questions to activate prior knowledge about main idea.

Questions and sample responses:

- ★ Write the name of your favourite book.
Responses will vary. Sample response: Nate the Great
- ★ Write one thing that happens in the book.
Responses will vary. Sample response: Nate's friend asks him to find a missing picture.
- ★ Write what the book is mostly about.
Responses will vary. Students should write one or two sentences that tell the main idea of the book. Sample response: Nate and his dog solve a mystery about a missing picture.

Discuss student responses as a class. Elicit from several students their answers to each of the questions. Responses do not have to be complete or correct, but they should demonstrate an understanding of the questions. Build on student responses to help students recognise what constitutes an appropriate response.

Work with a Partner

Students are paired with a partner to discuss the activity at the bottom of the page. Student pairs take turns telling the main idea of a TV show they have watched. Students practise telling the main idea of the TV show. When students have finished the activity, have student pairs volunteer to share their main ideas with the class.

How Do You Find the Main Idea? Page 5

Students use their prior knowledge base to practise the strategy.

Guide the instruction by reading the introduction and the passage aloud to students. Continue guiding the instruction using the graphic organiser. (You may even choose to recreate the graphic organiser on the blackboard.) Read the steps aloud to students: 'Think about the most important idea in the story. Let's find the main idea. Look at the triangle below. The sentences at the top tell about the main idea, but they do not tell the most important idea.' (Read these sentences aloud, or call on a student volunteer to do so.) 'The sentence at the bottom of the triangle is the most important idea.' (Read the sentence aloud or call on a student volunteer to do so.) 'This sentence tells what the story is mostly about. This sentence is found in the first sentence of the story.' When necessary, pause to answer questions, and reinforce any concepts that are not fully understood.

Part Two: Learn About Main Idea

Students practise the strategy with reading passages and questions.

Page 6

1. Individually or in pairs, students read the direction line and the passage.
2. Individually or in pairs, students read the information about the main idea of the paragraph.
3. Individually or in pairs, students read the description and bulleted information about main idea.

Page 7

1. Individually or in pairs, students read the direction line and paragraph.
2. Individually or in pairs, students respond to the two questions about main idea. Remind students to pay attention to the questions posed before responding.
3. Students work with a partner to discuss their responses to the two questions.
4. Correct and discuss the answers to the two questions with the class. Refer to the reading passage for validation of correct answers as needed.



RESEARCH SUMMARY

The following is a summary of the research upon which the series *Strategies to Achieve Reading Success* is based.

- Introduction to the Series
- How Is *Strategies to Achieve Reading Success* Organised?
- How Do the *Strategies to Achieve Reading Success* Instructional Strategies Support Learners, Including English-language Learners?
- Why Does *Strategies to Achieve Reading Success* Concentrate on These Twelve Reading Strategies?
- Conclusion
- References

Introduction to the Series

Strategies to Achieve Reading Success (STARS Series) is the instructional portion of a reading program that spans from diagnosis to assessment. The objectives of the *STARS Series* are to provide targeted strategy-specific instruction and practice to students learning key reading strategies and to broaden student proficiency in error analysis. The *STARS Series* provides a balanced learning experience with targeted strategy instruction of reading strategies along with the goal of achieving reading comprehension. Students read and cull relevant information from reading passages and graphic aids. This information is then used to respond to questions based on the lesson's strategy and theme. Through the *STARS Series*, students build on their capacity to analyse, reason and communicate ideas effectively by answering questions in a variety of contexts and situations. The organisational design of the *STARS Series* is grounded in several areas of research, including English-language instruction.

How Is *Strategies to Achieve Reading Success* Organised?

Each book in the *STARS Series* has five parts to each strategy lesson. Each part of a lesson is organised by scaffolded instructional strategies. Scaffolded instruction is the organisational framework of the program.

Scaffolded instruction benefits all types of students, including English-language learners (ELL). 'Scaffolded instruction optimizes student learning by providing a supportive environment while facilitating student independence' (ERIC Document, 2002). The *STARS Series* guides students through the learning process from prior-knowledge activation, modelled/direct instruction with peer learning, text-guided instruction and finally to independent work.

Part One: Think About the Strategy

Prior-knowledge Activation

Activating prior knowledge helps readers relate their existing knowledge to the concepts in a text. Prior knowledge allows students to make unconscious inferences during reading. Students also try to figure out how the text they are reading relates to their personal prior knowledge (Pressley, 2002). Part One: Think About the Strategy begins by cueing students to reflect upon their already-established content knowledge. Students then demonstrate the mastery of their knowledge by answering several open-ended questions. 'Several studies of second-language speakers and reading comprehension indicate that prior and existing cultural experiences are extremely important in comprehending text' (Steffensen, Joag-Dev, & Anderson, 1979). Students reinforce their prior-knowledge activation by discussing their responses with a peer.

Part Two: Learn About the Strategy

Modelled/Direct Instruction

Students' exposure to the lesson's reading strategy continues with Part Two: Learn About the Strategy. Part Two begins with an instructional page. Here the reading strategy is modelled and directly instructed. 'Many students, particularly low-performing students, learn more quickly from a clear, concise explanation of what to do and how to do it' (Carnine, 1990). Students are asked to read and think about the information surrounding the reading strategy. This direct instruction is followed by the lesson's learning objectives, which reinforce the key information about each reading strategy. Students then apply their newfound knowledge to two selected-response problems. Once more students interact with a peer to discuss their responses and to determine how they arrived at their responses.



LEARNING OBJECTIVES

Making Predictions

When you think about what might happen next in a story, you are **making a prediction**. Making a prediction is a way of using clues from a story to guess what might happen next.

- ★ Clues are often in the title of a story. Read the title, and then make a guess about what you will be reading.
 - ★ Clues are often in the facts and details in a story. Details about the things people do and say help you figure out what they might do or say later in the story.
 - ★ Clues are often in any pictures that go with the story. Pictures often show something that is happening or will happen soon.
-

Finding Word Meaning in Context

When you use clues in a story to figure out the meaning of a new word, you are **finding word meaning in context**. The words around a new word often give clues to the word's meaning.

- ★ Clues are often in the sentence where the new word appears. Clues may also be in the sentences before and after the new word.
- ★ Clues about the meaning of a new word are often found by thinking about the way the word is used in the sentence.

UNDERSTANDING THE STRATEGIES

- **Finding Main Idea**

The main idea tells what a story is mostly about. Questions about main idea ask what a story is *mostly* about or *mainly* about. Questions about main idea might also ask you to choose the best title for a story. When you answer a question about main idea, ask yourself, ‘What is the story telling me? What is the story mostly about?’

- **Recalling Facts and Details**

Every story has facts and details. Facts and details tell more about the main idea. Questions about facts and details ask about something that you read in the story. You can look back to the story to find the answer to a question about facts and details.

- **Understanding Sequence**

Most stories have three parts – a beginning, a middle and an ending. Different things happen in each part. These things happen in order. Something happens first, next and so on. Questions about sequence ask you to put things in order. These questions often have key words such as *first*, *then*, *last*, *after* or *before*. Think about when things happened in the story to answer a question about sequence.

- **Recognising Cause and Effect**

Anything that happens has two parts. These two parts are called cause and effect. A cause is the reason something happens. An effect is *what* happens. ‘The vase fell over because the cat jumped on the table.’ The part of the sentence that tells the reason the vase fell is ‘because the cat jumped on the table’. This is the cause. The part of the sentence that tells what happens is ‘The vase fell’. This is the effect. Questions about cause and effect usually have key words such as *why*, *what happened* or *because*.

ANSWER FORM

Strategies to Achieve Reading Success, Book A

Date: _____

Strategy One FINDING MAIN IDEA

- | | |
|----------------|-----------------|
| 1. (A) (B) (C) | 9. (A) (B) (C) |
| 2. (A) (B) (C) | 10. (A) (B) (C) |
| 3. (A) (B) (C) | 11. (A) (B) (C) |
| 4. (A) (B) (C) | 12. (A) (B) (C) |
| 5. (A) (B) (C) | 13. (A) (B) (C) |
| 6. (A) (B) (C) | 14. (A) (B) (C) |
| 7. (A) (B) (C) | 15. (A) (B) (C) |
| 8. (A) (B) (C) | 16. (A) (B) (C) |

Date: _____

Strategy Three UNDERSTANDING SEQUENCE

- | | |
|----------------|-----------------|
| 1. (A) (B) (C) | 9. (A) (B) (C) |
| 2. (A) (B) (C) | 10. (A) (B) (C) |
| 3. (A) (B) (C) | 11. (A) (B) (C) |
| 4. (A) (B) (C) | 12. (A) (B) (C) |
| 5. (A) (B) (C) | 13. (A) (B) (C) |
| 6. (A) (B) (C) | 14. (A) (B) (C) |
| 7. (A) (B) (C) | 15. (A) (B) (C) |
| 8. (A) (B) (C) | 16. (A) (B) (C) |

Date: _____

Strategy Two RECALLING FACTS AND DETAILS

- | | |
|----------------|-----------------|
| 1. (A) (B) (C) | 9. (A) (B) (C) |
| 2. (A) (B) (C) | 10. (A) (B) (C) |
| 3. (A) (B) (C) | 11. (A) (B) (C) |
| 4. (A) (B) (C) | 12. (A) (B) (C) |
| 5. (A) (B) (C) | 13. (A) (B) (C) |
| 6. (A) (B) (C) | 14. (A) (B) (C) |
| 7. (A) (B) (C) | 15. (A) (B) (C) |
| 8. (A) (B) (C) | 16. (A) (B) (C) |

Date: _____

Strategy Four RECOGNISING CAUSE AND EFFECT

- | | |
|----------------|-----------------|
| 1. (A) (B) (C) | 9. (A) (B) (C) |
| 2. (A) (B) (C) | 10. (A) (B) (C) |
| 3. (A) (B) (C) | 11. (A) (B) (C) |
| 4. (A) (B) (C) | 12. (A) (B) (C) |
| 5. (A) (B) (C) | 13. (A) (B) (C) |
| 6. (A) (B) (C) | 14. (A) (B) (C) |
| 7. (A) (B) (C) | 15. (A) (B) (C) |
| 8. (A) (B) (C) | 16. (A) (B) (C) |

Date: _____

Strategies One-Two REVIEW

- | | |
|----------------|----------------|
| 1. (A) (B) (C) | 4. (A) (B) (C) |
| 2. (A) (B) (C) | 5. (A) (B) (C) |
| 3. (A) (B) (C) | 6. (A) (B) (C) |

Date: _____

Strategies Three-Four REVIEW

- | | |
|----------------|----------------|
| 1. (A) (B) (C) | 4. (A) (B) (C) |
| 2. (A) (B) (C) | 5. (A) (B) (C) |
| 3. (A) (B) (C) | 6. (A) (B) (C) |