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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 B,* students receive step-by-step instruction in 12 strategies:
- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognising Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying Author's Purpose
- Interpreting Figurative Language
- Distinguishing Between Real and Make-believe

In *Strategies to Achieve Reading Success, Book B,* students learn how to understand and apply the 12 reading strategies. Each of the 12 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 B*

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	Strategy 3	Understanding Sequence – Part One	45 minutes
Day 8	Strategy 3	Understanding Sequence – Parts Two and Three	45 minutes
Day 9	Strategy 3	Understanding Sequence – Parts Four and Five	45 minutes
Day 10	Strategies 1–3	REVIEW – Parts One and Two	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 – Four and Five	45 minutes
Day 14	Strategy 5	Comparing and Contrasting – Part One	45 minutes
Day 15	Strategy 5	Comparing and Contrasting – Parts Two and Three	45 minutes
Day 16	Strategy 5	Comparing and Contrasting – Parts Four and Five	45 minutes
Day 17	Strategy 6	Making Predictions – Part One	45 minutes
Day 18	Strategy 6	Making Predictions – Parts Two and Three	45 minutes
Day 19	Strategy 6	Making Predictions – Parts Four and Five	45 minutes
Day 20	Strategies 4–6	REVIEW – Parts One and Two	45 minutes
Day 21	Strategy 7	Finding Word Meaning in Context – Part One	45 minutes
Day 22	Strategy 7	Finding Word Meaning in Context – Parts Two and Three	45 minutes
Day 23	Strategy 7	Finding Word Meaning in Context – Parts Four and Five	45 minutes
Day 24	Strategy 8	Drawing Conclusions and Making Inferences – Part One	45 minutes
Day 25	Strategy 8	Drawing Conclusions and Making Inferences – Parts Two and Three	45 minutes
Day 26	Strategy 8	Drawing Conclusions and Making Inferences – Parts Four and Five	45 minutes
Day 27	Strategy 9	Distinguishing Between Fact and Opinion – Part One	45 minutes
Day 28	Strategy 9	Distinguishing Between Fact and Opinion – Parts Two and Three	45 minutes
Day 29	Strategy 9	Distinguishing Between Fact and Opinion – Parts Four and Five	45 minutes
Day 30	Strategies 7–9	REVIEW – Parts One and Two	45 minutes
Day 31	Strategy 10	Identifying Author's Purpose – Part One	45 minutes
Day 32	Strategy 10	Identifying Author's Purpose – Parts Two and Three	45 minutes
Day 33	Strategy 10	Identifying Author's Purpose – Parts Four and Five	45 minutes
Day 34	Strategy 11	Interpreting Figurative Language – Part One	45 minutes
Day 35	Strategy 11	Interpreting Figurative Language – Parts Two and Three	45 minutes
Day 36	Strategy 11	Interpreting Figurative Language – Parts Four and Five	45 minutes
Day 37	Strategy 12	Distinguishing Between Real and Make-believe – Part One	45 minutes
Day 38	Strategy 12	Distinguishing Between Real and Make-believe – Parts Two and Three	45 minutes
Day 39	Strategy 12	Distinguishing Between Real and Make-believe – Parts Four and Five	45 minutes
Day 40	Strategies 10–12	REVIEW – Parts One and Two	45 minutes
Day 41	Strategies 1–12	FINAL REVIEW – Parts One, Two, Three and Four	75 minutes
Day 42	Strategies 1–12	FINAL REVIEW – Discussion	60 minutes
Day 43	Strategies 1–12	FINAL REVIEW – Discussion (if needed)	60 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 movie.
  Responses will vary.

★ Write two things that happen in the movie.
  Responses will vary.

★ Tell what the movie is mostly about.
  Responses will vary. Students should write one or two sentences that tell the main idea of the movie.

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 book they have read. When students have finished the activity, have student pairs volunteer to share the name of their book and what it is mostly about 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 about winter 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 first three sentences 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. The main idea 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

Finding Main Idea

The most important idea in a story is called the **main idea**.
The main idea tells what a story is mostly or mainly about.

★ The main idea is sometimes found in the first sentence of a story.

★ The main idea is sometimes found in the last sentence of a story.

★ The main idea is sometimes not found in the story. You can figure out the main idea by thinking about what the story is mostly about. Ask yourself, 'What is the story telling me?'

Recalling Facts and Details

Sentences that tell more about the main idea are called **facts and details**.
Facts and details help explain the main idea.

★ Facts and details tell more about the main idea.

★ Facts and details often answer *who, what, where, when* and *why* questions. Some of these questions might be '*Who* is the story about? *What* happens in the story? *Where* does the story take place? *When* does the story take place? *Why* do these things happen?"

Understanding Sequence

The order in which things happen in a story is called **sequence**.
Sequence tells what happened first, what happened second and so on.

★ Clue words such as *first, next, then, last, finally, before* and *after* often tell the order in which things happen.

★ Clues about time tell the order in which things happen. Clues about time are times of day, days of the week, months of the year and dates.

★ Sometimes, there are no clue words in a story. Think about the beginning, the middle and the ending of the story. This will help you understand the order in which things happen.

- **Finding Word Meaning in Context**

  Sometimes when you read, you find a word whose meaning you do not know. Often you can tell the meaning of the word by the way the word is used in the sentence. This is called understanding word meaning in context. Questions about meaning in context ask you to find the meaning of a word that may not be familiar to you. If you have trouble choosing an answer for a question like this, try each answer choice in the sentence where the word appears in the passage. See which answer choice makes the most sense.

- **Drawing Conclusions and Making Inferences**

  When you read, many times you must figure out things on your own. The author doesn't always tell you everything. For example, you might read these sentences: 'The moon cast an eerie glow in Jake's room. Suddenly, he saw a shadow by the window. Jake sat up in bed, frozen with fear.' From what the author has written, you can tell that it is probably night-time, because the moon is out and Jake is in bed. Questions about drawing conclusions often contain the key words *you can tell* or *probably*.

- **Distinguishing Between Fact and Opinion**

  Questions about facts and opinions ask you to find which statements are fact statements and which statements are opinion statements. Remember, a fact is something that is true. An opinion tells how a person feels about something. Facts can be proven. Opinions cannot. Statements that are opinions often contain key words such as *most, best, nicest* and *greatest*.

- **Identifying Author's Purpose**

  Questions about author's purpose ask you why the author wrote the passage. Most authors write for one of these reasons: to persuade (make someone want to do something), to give information, to describe or to entertain. You can remember these four reasons by remembering P.I.D.E. – P for persuade, I for information, D for description and E for entertain.

- **Interpreting Figurative Language**

  Sometimes, writers use words in such a way that their meaning is different from their usual meaning. For example, someone who has told a secret might say, 'I spilled the beans.' This is an example of figurative language. These words do not mean that the person actually spilled some beans. These words mean 'I didn't mean to tell the secret'.

- **Distinguishing Between Real and Make-believe**

  Some things in passages could happen. These things are real. Some things in passages could not really happen. These things are make-believe. Questions about real and make-believe ask you to find things that could happen or things that could not happen. These questions often contain the key words *could really happen* or *could not really happen*.

Name _____   Teacher _____   Class _____

ANSWER FORM

Strategies to Achieve Reading Success, Book B

Date: _____

Strategy One
FINDING MAIN IDEA

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Strategy Two
RECALLING FACTS AND DETAILS

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Strategy Three
UNDERSTANDING SEQUENCE

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Strategies One–Three
REVIEW

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Strategy Four
RECOGNISING CAUSE AND EFFECT

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Strategy Five
COMPARING AND CONTRASTING

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Strategy Six
MAKING PREDICTIONS

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Strategies Four–Six
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Strategy Seven
FINDING WORD MEANING IN CONTEXT

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Strategy Eight
DRAWING CONCLUSIONS AND MAKING INFERENCES

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Strategy Nine
DISTINGUISHING BETWEEN FACT AND OPINION

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Strategies Seven–Nine
REVIEW

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Strategy Ten
IDENTIFYING AUTHOR'S PURPOSE

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Strategy Eleven
INTERPRETING FIGURATIVE LANGUAGE

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Strategy Twelve
DISTINGUISHING BETWEEN REAL AND MAKE-BELIEVE

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Date: _____

Strategies Ten–Twelve
REVIEW

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Strategies One–Twelve
FINAL REVIEW

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