

TABLE OF CONTENTS

| | |
|---|----|
| For the Teacher | 1 |
| Suggested Schedule for Completing <i>STARS Series, Book F</i> | 5 |
| Suggested Lesson Plans | 6 |
| Research Summary | 27 |
| Learning Objectives | 33 |
| Understanding the Strategies | 37 |
| Answer Form | 39 |
| Completed Answer Form | 41 |
| Answer Key | 43 |
| CARS and STARS 3-Step Reading Program | 45 |

Acknowledgments

Product Development by Deborah Adcock.

Revised Edition 2006

Originally published by

CURRICULUM ASSOCIATES®, INC.

Republished in Australia by

HAWKER BROWNLOW

E D U C A T I O N

P.O. Box 8580, Heatherton

Victoria 3202, Australia

Phone: (03) 8558 2444 Fax: (03) 8558 2400

Toll Free Ph: 1800 33 4603 Fax: 1800 15 0445

Website: <http://www.hbe.com.au> Email: orders@hbe.com.au

© 2006, 2000 Curriculum Associates, Inc.

© 2006, 2000 Hawker Brownlow Education

Printed in Australia

Code: CA1012

ISBN: 1 74101 874 9

0306

This work is copyright. Apart from any fair dealings for the purposes of private study, research, criticism or review or as permitted under the Copyright Act, no part may be reproduced, transmitted, stored, communicated or recorded by any process without written permission. Enquiries should be made to the publisher.

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 F*, 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
- Summarising

In *Strategies to Achieve Reading Success, Book F*, 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 F*

| | | | |
|--------|------------------|---|------------|
| 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 – Parts 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 | Summarising – Part One | 45 minutes |
| Day 38 | Strategy 12 | Summarising – Parts Two and Three | 45 minutes |
| Day 39 | Strategy 12 | Summarising – 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 a TV show you watched recently.
Responses will vary.
- ★ Write three important things that happened in the TV show.
Responses will vary.
- ★ Write a sentence that tells what the TV show was mostly about.
Responses will vary. Students should write one sentence that tells the main idea of the TV show.

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 poem, story or article they have read in one sentence. When students have finished the activity, have student pairs volunteer to share their one-sentence main ideas.

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 Sauropods 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 passage. Let’s find the main idea. Look at the web below. The sentences in the small rectangles tell about the main idea, but they do not tell the most important idea in the passage.’ (Read these sentences aloud or call on a student volunteer to do so.) ‘The sentence in the large rectangle is the most important idea. This sentence tells what the passage is mostly about. The main idea is found in the first sentence of the passage.’ (Read the sentence aloud, or call on a student volunteer to do so.) 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 paragraph.
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 the 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 paragraph 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 is called the **main idea**. The main idea identifies the topic and states the most important idea about it.

- ★ The main idea is sometimes found in the first sentence of a paragraph.
 - ★ The main idea is sometimes found in the last sentence of a paragraph.
 - ★ The main idea is sometimes not found in any one sentence. You can identify the main idea by thinking about all the different ideas you have read about. Ask yourself, ‘What is the paragraph mostly about?’
-

Recalling Facts and Details

Sentences that help explain the main idea are **facts and details**. Facts and details support and tell more about the most important idea in a paragraph.

- ★ Facts and details help you understand the main idea more completely.
 - ★ Facts and details often tell about the *who, what, where, when, why* and *how* of the main idea.
-

Understanding Sequence

The order in which things are done or events happen is called **sequence**. Directions often follow a sequence using steps that are followed to completion.

- ★ Clue words such as *first, next, then, last, finally, before* and *after* often tell you when things are done or events happen.
- ★ Clues about time often indicate sequence – the time of day, the day of the week, the month, the season, the year and so on.
- ★ In a story without clue words, think about the beginning, the middle and the ending to help you figure out sequence. In an article without clue words, think about the order in which things happen or how things are done.

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*.

- **Recognising Cause and Effect**

A cause is something that happens. An effect is something that happens because of the cause. Read this sentence: 'I forgot to set my alarm clock, so I was late for school.' The cause of being late for school was forgetting to set the alarm clock. The effect of forgetting to set the alarm clock is being late for school. Questions about cause and effect usually begin with the key words *why, what happened* or *because*.

- **Comparing and Contrasting**

Some questions ask you to find how two things are alike or different. This is called compare and contrast, or finding likenesses and differences. Questions that ask you to compare or contrast usually contain key words such as *most like, different, alike* or *similar*.

- **Making Predictions**

A prediction is something you think will happen in the future. Questions about predictions ask what will *probably* or *most likely* happen next. You will not find the answer to these questions in the passage. But there are clues you can use from the passage to make a good guess about what might happen next.

ANSWER FORM

Strategies to Achieve Reading Success, Book F

Date: _____

Strategy One FINDING MAIN IDEA

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

Date: _____

Strategy Two RECALLING FACTS AND DETAILS

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

Date: _____

Strategy Three UNDERSTANDING SEQUENCE

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

Date: _____

Strategies One-Three REVIEW

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

Date: _____

Strategy Four RECOGNISING CAUSE AND EFFECT

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

Date: _____

Strategy Five COMPARING AND CONTRASTING

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

Date: _____

Strategy Six MAKING PREDICTIONS

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

Date: _____

Strategies Four-Six REVIEW

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