

TABLE OF CONTENTS

Teacher's Notes.....	iv–vii
Know Your Strategies	1–3
Strategy 1 Finding Main Idea	4
Strategy 2 Recalling Facts and Details	12
Review Strategies 1 and 2.....	20
Strategy 3 Understanding Sequence	22
Strategy 4 Recognising Cause and Effect	30
Review Strategies 3 and 4.....	38
Strategy 5 Making Predictions	40
Strategy 6 Finding Word Meaning in Context	48
Review Strategies 5 and 6.....	56
Strategy 7 Drawing Conclusions and Making Inferences	58
Strategy 8 Reading Pictures	66
Review Strategies 7 and 8.....	74
Final Review: Strategies 1–8	76
Answer Key	80
Reproducible Answer Form.....	81
Completed Answer Form	83

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

STARS is a prescriptive reading series that provides essential instruction in 12 reading strategies (8 reading strategies in Book 1), the same strategies that are assessed in the *Comprehensive Assessment of Reading Strategies (CARS Series)* diagnostic reading series. *STARS* provides students with precise instruction in and practice of the strategies they need to master in order to achieve reading success.

In *STARS, Book 1*, students receive step-by-step instruction in 8 reading 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 *STARS, Book 1*, students read the following genres as part of the instruction:

- narrative
- science article
- advertisement
- letter
- social studies article
- journal entry
- poem
- book review

What is in the book?

Each book contains

- 12 strategy lessons (8 strategy lessons in Book 1)
Each eight-page lesson provides instruction in a specific reading strategy. Students read several passages and answer 16 selected-response questions that focus on the strategy.

- 4 review lessons
A four-page review lesson follows every three strategy lessons. (A two-page review lesson follows every two lessons in Book 1.) Students read two longer passages and answer 12 selected-response questions. (Students read one longer passage and answer 8 selected-response questions in Book 1.)
- 1 final review
The nine-page final review (four-page final review in Book 1) gives practice in the 12 reading strategies (8 reading strategies in Book 1). Students read three longer passages (two longer passages in Book 1) and answer 36 selected-response questions (16 selected-response questions in Book 1).

What is the organisation of the strategy lessons in *STARS, Book 1*?

Each strategy lesson teaches students a specific reading strategy. There are 16 selected-response questions in each strategy lesson. Each of the 8 lessons includes the following two-page sections:

- Part One: Learn About the Strategy
This section introduces the strategy and presents the key characteristics of the strategy. Two selected-response questions are provided. Part One should be guided by the teacher.
- Part Two: Check Your Understanding
This section reviews the strategy and explains which answer choices are correct and why the other answer choices are incorrect. Two selected-response questions are provided. Part Two should be guided by the teacher.
- Part Three: Learn More About the Strategy
This section presents additional information about the strategy, as well as further practice. Eight selected-response questions are provided. Part Three should be guided by the teacher.
- Part Four: Prepare for a Test
This section provides students with information about the kinds of test questions that target the strategy. Four selected-response questions are provided. The name of the strategy appears above each question. Part Four should be guided by the teacher.

What is the organisation of the review lessons in the book?

Each of the four review lessons provides practice of the previous two reading strategies. There is one reading passage and 6 selected-response questions in each review lesson.

What is the organisation of the final review in the book?

The final review provides practice of the 8 reading strategies. There are two reading passages and 16 selected-response questions in the final review. The final review follows the format of the *Comprehensive Assessment of Reading Strategies* lessons and includes the following:

- Part One: Practice with a longer reading passage followed by 8 selected-response questions, one for each strategy. The name of the strategy appears above each question.
- Part Two: Practice with a second longer reading passage followed by 8 selected-response questions, one for each strategy. The name of the strategy appears above each question.

What is in the teacher guide?

Each teacher guide contains

- suggestions and instructional guidelines for using *STARS* effectively in the classroom.
- a four-page reproducible entitled ‘Know Your Strategies’ for use with students in the classroom.
- a reproducible Answer Form for students to record their answers.
- a completed Answer Form.
- an Answer Key.

Where do students record their answers?

Students record their answers on the reproducible Answer Form on pages 81 and 82. Be sure that students know how to completely fill in the answer circles before beginning. Students may also record their answers directly in the student book.

What is the correction procedure?

For best results, correct each strategy lesson orally with students immediately following its completion. Explain concepts that students may not fully understand. In Part One, have pairs of students discuss their answers and explain why they chose them. In Part Two, Part Three and Part Four, discuss with students why correct answer choices are correct and why the remaining choices are not correct. If possible, elicit from students their reasons for choosing an incorrect answer. Incorrect answer choices often indicate misunderstanding about the question. Discussing why choices are correct or incorrect (in the manner present in Part Two of every strategy lesson) will help students verbalise and clarify how they approach a particular strategy.

For the review lessons and the final review, correct each lesson orally with students immediately following its completion. Explain concepts that students may not fully understand.

When should I begin using *STARS* in the classroom?

STARS should be initiated after an assessment of reading strategies has been administered to students and analysed by the teacher. *CARS* is designed specifically for making such a reading-strategy assessment. The *STARS* prescriptive reading series dovetails item-for-item with the *CARS* assessment program. Students may be assigned to specific lessons that deal with the reading strategies that need improvement and reinforcement, based on the results of the *CARS* assessment. Or, some students may need to complete the entire *STARS* year-level student book to build basic reading strategies.



What should I do if students are having difficulty understanding a particular strategy?

‘Know Your Strategies’, on pages 1–3, is a useful reproducible tool for explaining each of the 12 reading strategies (8 reading strategies in Book 1) and instructing students on how to answer a strategy-based question. Make a copy of Know Your Strategies for each student. Discuss the strategies with students.

How do I use *STARS* effectively in the classroom?

STARS is designed for flexibility in the classroom and can be used effectively in several ways.

Overall, *STARS, Book 1* provides 8 eight-page strategy lessons and 4 two-page review lessons. *STARS* concludes with a four-page final review involving all 8 strategies. How you choose to allocate time for the 12 lessons and the final review is up to you, depending upon the strategy remediation needs of your students.

If you choose to have some or all students complete the entire reading-strategy instruction program, you may require students to complete each strategy lesson in three days and each review lesson in one day. This method would require 28 days for instruction and review, plus an additional two (or three) days for completing and discussing the final review. The total number of days required to complete the program would be no more than 31 days. Refer to the suggested schedule that follows.

PART ONE: LEARN ABOUT MAIN IDEA

Read this story about dogs. As you read, think about the most important idea in the story.

A pet dog needs many things. A dog needs a soft bed. It also needs special food made for dogs and a dish for water. You might also want to give your dog a toy to play with.



The most important idea is in the first sentence of the story.
The most important idea in the story is **A pet dog needs many things.**

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

Read this story about Meg. As you read, think about the main idea of the story. Then answer the questions.

Today is the first day of school. Meg has been waiting for this day. She can't wait to begin year one. But Meg cannot go to school today. She cannot meet her new teacher. She cannot be with all her friends. Meg is sick with the flu.



1. What is the main idea of the story?
 - Ⓐ Meg cannot meet her teacher.
 - Ⓑ Meg is sick with the flu.
 - Ⓒ Today is the first day of school.
2. Where did you find the main idea?
 - Ⓐ in the first sentence
 - Ⓑ in the second sentence
 - Ⓒ in the last sentence

Work with a partner. Talk about your answers to questions 1 and 2. Tell why you chose the answers you did.