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Comprehensive
Assessment of
Reading
Strategies

Plus

SAMPLER

Name _____



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FOR THE TEACHER

What is *Comprehensive Assessment of Reading Strategies (CARS Plus Series)*?

Comprehensive Assessment of Reading Strategies is 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, 6 strategies in Books P and AA).

This ten-level program is designed for students in years P to 8. *Comprehensive Assessment of Reading Strategies* helps teachers place students in *Strategies to Achieve Reading Success (STARS Plus Series)* for reading instruction and remediation.

What is in the *CARS Plus* student book?

- **Pretests, Benchmarks, Post Tests**
Each of the 15 tests provides a reading passage and 12 selected-response questions in Books B–H, 8 selected-response questions in Book A and 6 selected-response questions in Books P and AA. The reading passages showcase a variety of literary genres. Each question focuses on a specific reading strategy. All of these tests assess the same strategies.
- **Self-assessment Forms**
Students complete Self-assessment 1 after completing all 5 Pretests and Self-assessment 2 after completing all 5 Post Tests.
- **Answer Forms**
Students use the Answer Forms to record their answers.

In *Comprehensive Assessment of Reading Strategies, Book B*, students practise the following 12 reading 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

What is in the *CARS Plus* teacher guide?

- **Information for the Teacher**
Suggestions and instructions for using *Comprehensive Assessment of Reading Strategies* effectively in the classroom.
- **Research Summary**
A summary of the research that supports the *CARS Plus Series* is included in the teacher guide.
- **Understanding the Strategies**
This four-page reproducible can be used with students as a skill-review summary. It can also be used to reinforce the strategies practised in the student book.
- **Teacher Assessments**
Teachers complete the assessments after the students have completed all 5 Pretests and then again after all 5 Post Tests.
- **Class Performance Chart**
This reproducible is for recording class results for the Pretests and Post Tests.
- **Completed Answer Forms**
Teachers use the completed Answer Forms to easily correct the tests.

What is the difference between the Pretests, the Post Tests and the Benchmarks?

The 5 Pretests and the 5 Post Tests are designed to assess mastery. The length of the reading passages and the number of questions are the same in each of these ten tests. The passages in the Pretests and Post Tests are each one page, followed by one question for each strategy. Since each test contains only one strategy-specific question, it is important to administer all of the five Pretests in order to assess a student's overall performance and all of the five Post Tests to determine a student's overall progress. Administering multiple tests, and compiling the results, provides reliable information about each strategy.

The passages in the Benchmarks are two pages. The Benchmarks allow you to assess how well the students apply strategies to longer reading passages. The Benchmarks are meant to be used as individual progress-monitoring tools to monitor progress in applying multiple reading strategies to a passage.

When should I use the *CARS Plus Series* in the classroom?

Students complete the tests in the *CARS Plus Series* in the following manner:

- **Pretests:** To get accurate results, administer all 5 Pretests within a five-day period at the beginning of the school year.
- **Benchmarks:** The 5 Benchmarks are progress-monitoring tools and may be completed at any time after the Pretests and before the Post Tests. Space out the administration of the Benchmarks to best meet your classroom needs.
- **Post Tests:** To get accurate results, administer all 5 Post Tests within a five-day period.

How do I use the *CARS Plus Series* with the *STARS Plus Series*?

Because *Comprehensive Assessment of Reading Strategies* is a diagnostic tool, you can determine areas where an individual student needs improvement.

- **Pretests:** Use the results of the Pretests to identify areas of strength and weakness and to place students in *Strategies to Achieve Reading Success*, the instructional companion of the *CARS Plus Series*.
- **Benchmarks:** Use the Benchmarks to evaluate students' needs and monitor progress in applying multiple reading strategies to a passage.
- **Post Tests:** Use the Post Tests to assess mastery of the strategies taught in the *STARS Plus Series*.

How much time is required to complete *Comprehensive Assessment of Reading Strategies*?

- Each of the 5 Pretests and each of the 5 Post Tests require 45 minutes for completion, correction and discussion.
- Self-assessments 1 and 2 each require about 20 minutes for completion. Students should complete self-assessments no more than one or two days after completion of Pretests 1–5 and Post Tests 1–5.
- Each of the 5 Benchmarks requires 60 minutes for completion, correction and discussion.

You can adjust these suggested times as needed to accommodate your daily schedule of instruction.

Where do students record their answers?

Students must record their answers on the appropriate Answer Form that appears in the student book. The Answer Form for the Pretests is on page 57, Post Tests is on page 59 and Benchmarks is on page 61. Ask students to detach the form and fill in the personal-information section.

Next to each item number on the Answer Form is an abbreviation that identifies the strategy. Once you have a student's completed Answer Form, total the number of correct responses for each strategy. Then transfer these totals to the appropriate teacher assessment to begin the assessment process.

What is the correction procedure?

For the Pretests and Post Tests, correct the tests after students have completed all 5 tests. For the Benchmarks, correct each test immediately following its completion. For the best results, correct each test orally with students. Explain concepts that students may not fully understand. Discuss why correct answer choices are correct and why the remaining choices are not correct.

If possible, elicit from students their reasoning for choosing an incorrect answer. Incorrect answer choices often include a variety of misunderstandings about the question. Discussing why choices are correct and incorrect will help students review and clarify how they approached a particular strategy.

What forms of student assessment are featured in the *CARS Plus Series* and how do I use them?

In addition to the reading passages and strategy-based questions, *Comprehensive Assessment of Reading Strategies* contains two student self-assessments.

Student Assessments

Students become more successful in reading when they assess their own performance against known standards. Student self-assessment also helps teachers gain insight into a student's measure of performance. Difficulties that a student experiences are often revealed through self-assessment. Self-assessment focuses students on the process of *performance* rather than the *end result*.

For example, in the *CARS Plus* self-assessments, students see how well they recognise and apply reading strategies, rather than focus on how many responses are correct or incorrect. Therefore, the self-assessments become a valuable tool for both student and teacher.

There are 2 self-assessments in the student book. One student self-assessment is completed after all 5 Pretests and the second student self-assessment is completed after all 5 Post Tests.

SELF-ASSESSMENTS 1 AND 2 (pages 58 and 60 of student book)

Students complete Self-assessment 1 after Pretests 1–5 have been corrected and discussed. Arrange one-on-one conferencing to discuss students' responses to Self-assessment 1 before continuing with the Benchmarks. Help students identify their strengths and weaknesses and provide instruction for a specific strategy, if needed. Students complete Self-assessment 2 after Post Tests 1–5 have been corrected and discussed.

Answers to the questions on the self-assessment require thoughtful, written responses. The questions are carefully constructed to help students

- analyse their performance.
- determine areas in which they are experiencing difficulty.
- describe any difficulties they are having.
- rate their performance for completing the tests.

What forms of teacher assessment are featured in the *CARS Plus Series* and how do I use them?

Teacher Assessments

There are 3 teacher assessments. These 3 assessments are completed for each student after they have completed Pretests 1–5 and Post Tests 1–5.

Teacher Assessments help facilitate individualised instruction in the classroom. For example, by using the results of student assessments and your teacher assessments, reading groups are easily established for instruction with the *STARS Plus Series*. You will be able to determine how to organise student groups based on reading level and mastery over specific reading strategies.

The purposes of the teacher assessments are to

- identify an individual student's areas of strength and weakness when applying a reading strategy.
- determine in which specific areas, if any, remediation is needed.

TEACHER ASSESSMENT 1 (reproducible on page 11 of teacher guide)

This assessment is completed using the student's corrected Answer Form. This assessment reveals a student's performance for each of the reading strategies.

TEACHER ASSESSMENT 2 (reproducible on page 12 of teacher guide)

This assessment is completed using Teacher Assessment 1. Using the data from Teacher Assessment 1, you create a bar graph that provides a visual comparison of a student's level of mastery for each of the reading strategies.

TEACHER ASSESSMENT 3 (reproducible on page 13 of teacher guide)

This assessment is completed using Teacher Assessments 1 and 2. Using the data from these assessments, you are able to provide a review of a student's overall strengths and weaknesses, as well as provide an analysis of those areas that need improvement. This analysis allows you to document what action will be taken – remediation or further instruction – to help the student achieve mastery as well as document the student's progress after those steps have been taken.

What should I do with the completed student self-assessments, teacher assessments and the Answer Forms?

The completed student self-assessments, teacher assessments and the Answer Forms may be placed in the student's portfolio for review by reading specialists, administrators or another teacher. As a student works through *Comprehensive Assessment of Reading Strategies*, the portfolio allows teachers and parents to see the student's growth and performance over time.

How do I record results for the entire class on the Class Performance Chart?

After students have completed each Pretest and Post Test, record the number of correct responses to the strategy-based questions for your entire class on the reproducible Class Performance Chart, on page 14 of the teacher guide. Tick off the appropriate box to indicate if the chart represents data collected from Pretests 1–5 or Post Tests 1–5.

For each student, 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 Books B–H, out of 40 for Book A, out of 30 for Books P and AA) for each student. Using the Class Performance Chart in this way provides an opportunity to evaluate classroom progress over time.

What should I do if students are having difficulty understanding specific strategy questions?

You may want to pause and focus on the question types and strategies before students move on to the next lesson. Understanding the Strategies, on pages 7–10, is a useful reproducible tool for instructing students on how to answer a strategy-based question.

Make a copy of Understanding the Strategies for each student. Take the students, as a class, through a lesson they have already completed.

Read the reading passage aloud or enlist a student volunteer to read it. Then discuss each strategy-based question and the answer choices, referring to the strategy descriptions in Understanding the Strategies. As student volunteers answer each question, explain why an answer choice is correct, as well as why the remaining choices are not correct.

What is the CARS Plus/STARS Plus/Extensions Collection?

Step 1. Diagnose and Benchmark

Comprehensive Assessment of Reading Strategies allows you to identify and assess a student's level of mastery for each of 12 reading strategies in Books B–H, 8 strategies in Book A and 6 strategies in Books P and AA.

Step 2. Instruction

Strategies to Achieve Reading Success provides scaffolded instruction – modelled instruction, guided practice and independent practice – that supports student success with the strategies assessed in *Comprehensive Assessment of Reading Strategies*.

Step 3. Ensure Mastery for On-Level Students

Extensions in Reading Series reinforces, extends and applies concepts developed in *Strategies to Achieve Reading Success* with more sophisticated elements: graphic organisers, longer passages, paired selections and models.

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*.

UNDERSTANDING THE STRATEGIES

- **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.

UNDERSTANDING THE STRATEGIES

- **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*, *niciest* and *greatest*.

UNDERSTANDING THE STRATEGIES

- **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.

Pretest 1

Read this story Kate wrote about a special zoo. Then answer questions about the story. Choose the best answer for Numbers 1 to 12.

I enjoy going to the city zoo where the lions and giraffes live. But I like my zoo better. I am not kidding. I really do have my own zoo.

My backyard zoo is full of small animals. There are crickets and ants. Sometimes I see butterflies and possums. At night, there are moths and fireflies. I have counted over thirty animals in my zoo.

Sometimes I watch the possums play. Other times I watch ants carrying crumbs of food. Some crumbs are bigger than they are! They are all fun to watch.

In the spring, I watch the sparrows. They build nests in the trees. Mother sparrows lays eggs in the nest. Soon the eggs hatch. The tiny heads of baby sparrows peek over the nest. A few weeks later, the baby sparrows learn to fly. The sparrows fly away when the weather gets cold. But that is okay. I know they will be back.

The city zoo is fun to visit. It has more animals than my backyard zoo. But the animals in my zoo are lucky. They do not live in cages. And my zoo is free!



Finding Main Idea

1. What is a good name for this story?
- (A) "The City Zoo"
 - (B) "My Backyard Zoo"
 - (C) "All About Sparrows"
 - (D) "How Birds Build Nests"

Recognising Cause and Effect

4. Why are the animals in Kate's zoo lucky?
- (A) They are never hungry.
 - (B) They do not live in cages.
 - (C) They do not live in the city.
 - (D) They live with other animals.

Recalling Facts and Details

2. Which animal is not in Kate's zoo?
- (A) cricket
 - (B) moth
 - (C) koala
 - (D) firefly

Comparing and Contrasting

5. What is one way the city zoo is different from Kate's zoo?
- (A) The city zoo is not free.
 - (B) There are fewer animals at the city zoo.
 - (C) The city zoo is open only in the spring.
 - (D) There are no sparrows at the city zoo.

Understanding Sequence

3. The boxes tell some things about sparrows.



What belongs in the empty box?

- (A) The sparrows fly away.
- (B) The eggs hatch.
- (C) The sparrows build nests.
- (D) The sparrows clean their feathers.

Making Predictions

6. What will happen next year when the weather gets warm?
- (A) Kate will forget about her backyard zoo.
 - (B) No animals will be found in the backyard zoo.
 - (C) Sparrows will leave Kate's zoo.
 - (D) Sparrows will return to Kate's zoo.

Finding Word Meaning in Context

7. You can tell that a sparrow is a kind of
- (A) insect.
 - (B) bird.
 - (C) mouse.
 - (D) butterfly.

Understanding Author's Purpose

10. Why did Kate write the story?
- (A) to tell about different kinds of zoos
 - (B) to get people to learn about zoos
 - (C) to describe different kinds of animals
 - (D) to tell about her zoo

Drawing Conclusions and Making Inferences

8. You can tell that ants are
- (A) smart.
 - (B) silly.
 - (C) strong.
 - (D) fast.

Interpreting Figurative Language

11. Kate writes "I am not kidding." What does she mean?
- (A) I am not joking.
 - (B) I am sorry I hurt you.
 - (C) I am not telling the truth.
 - (D) I am a good storyteller.

Distinguishing Between Fact and Opinion

9. Which of these tells something that can be proved?
- (A) Kate's zoo is the best zoo.
 - (B) Everyone likes the zoo.
 - (C) There are many animals in Kate's backyard.
 - (D) They are all fun to watch.

Distinguishing Between Real and Make-believe

12. Which of these could not really happen?
- (A) A girl visits a zoo.
 - (B) A girl flies away with the sparrows.
 - (C) A girl finds a sparrow in her backyard.
 - (D) A girl watches animals.

Benchmark 1

Read this story about some campers. Then answer questions about the story. Choose the best answer for Numbers 1 to 12.

“That was a great dinner,” said Mark.

“I am so tired that I could fall asleep,” said Liam. “But the moon is so bright. It does not seem like night at all.”

“What a busy day,” said Luke. “We must have hiked for five kilometres.”

“Let’s go to bed,” said Tina. “The dishes can wait till morning.”

The next morning the campers found some of their things missing.

“Has anyone seen my mirror?” asked Luke.

“Does anyone know where the tin cups are?” asked Liam.

“My watch is gone!” cried Mark. “There’s a pebble where my watch was!”

“Something fishy is going on,” said Tina.

The campers noticed that several forks and spoons were missing, too. A tin can had been taken from the rubbish. For each missing thing, a pebble was in its place.

“Who would take those things? And where did all these pebbles come from?” asked Tina.

“Let’s think for a minute,” said Luke. “How are a mirror, a tin cup, a watch, a fork, a spoon and a tin can alike?”

“They are all shiny,” said Mark.

“Why would someone take shiny things?” asked Tina.

“I have an idea,” said Luke. “Let’s leave some more shiny things



out tonight. Then we will stay up late and watch. Then we will see who is robbing us.” Everyone agreed.

That night the campers put some shiny things in a small pile. Then they waited in one of the tents. Soon they heard a noise. There was a full moon in the sky. The campers could clearly see a small animal moving toward the pile.

The animal took a spoon and ran away. Then the animal came back, carrying a pebble. It put the pebble where the spoon had been.

“What kind of animal would take our things?” asked Mark.

“I think I know,” said Liam. “We will look for it in the morning.”

The next morning the campers began searching for their things. “If we find our stuff, we will find the robber,” said Liam.

“I’ve found our things!” yelled Mark. The other campers ran to see.

“This is the home of a wood rat,” said Liam. “They make their homes out of anything they can find. They especially like shiny objects.”

“But what about the pebbles that were left behind?” asked Tina.



“Wood rats are sometimes called trade rats. They often trade pebbles for the things they take,” said Liam.

The campers all laughed. They returned to their tents. They got ready to do some fishing. But before they went to bed that night, they knew what they had to do.

Finding Main Idea

1. What is a good name for the story?
- (A) "Forest Animals"
 - (B) "The Night-time Robber"
 - (C) "The Missing Watch"
 - (D) "A Night of Camping"

Recognising Cause and Effect

4. The campers could clearly see the animal because
- (A) the sun was out.
 - (B) the stars were bright.
 - (C) the moon was full.
 - (D) it was early in the morning.

Recalling Facts and Details

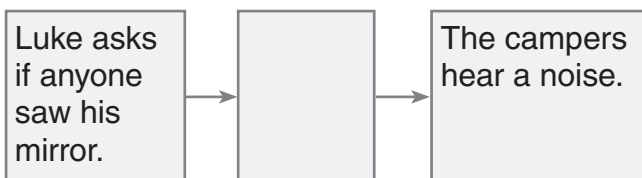
2. Each time the wood rat took something, it left behind
- (A) a spoon.
 - (B) a pebble.
 - (C) a shiny object.
 - (D) a tin can.

Comparing and Contrasting

5. How were all the missing objects alike?
- (A) They were all shiny.
 - (B) They were all made of tin.
 - (C) They all belonged to Mark.
 - (D) They were all used for cooking.

Understanding Sequence

3. The boxes tell about some things in the story.



What belongs in the empty box?

- (A) The campers find their missing things.
- (B) The campers search for the robber.
- (C) The campers decide to do the dishes in the morning.
- (D) The campers see that many things are missing.

Making Predictions

6. Predict what the campers did the third night.
- (A) They left out lots of shiny objects.
 - (B) They put their shiny objects in a safe place.
 - (C) They stayed up all night to make sure nothing was taken.
 - (D) They moved their tents closer together.

<p>Finding Word Meaning in Context</p> <p>7. The word <i>trade</i> means</p> <ul style="list-style-type: none"> Ⓐ “to use an object in a new way”. Ⓑ “to turn an object into something else”. Ⓒ “to offer one object for another”. Ⓓ “to offer money for something”. 	<p>Identifying Author’s Purpose</p> <p>10. The author wrote the story mainly to</p> <ul style="list-style-type: none"> Ⓐ explain about wood rats. Ⓑ tell readers a funny story. Ⓒ describe what camping is like. Ⓓ get readers to learn more about wood rats.
<p>Drawing Conclusions and Making Inferences</p> <p>8. A wood rat would probably <u>not</u> take</p> <ul style="list-style-type: none"> Ⓐ a key. Ⓑ a coin. Ⓒ a book. Ⓓ a gold pen. 	<p>Interpreting Figurative Language</p> <p>11. Tina says “Something fishy is going on.” What does she mean?</p> <ul style="list-style-type: none"> Ⓐ I think an animal took our things. Ⓑ Something exciting is about to happen. Ⓒ I smell something that reminds me of fish. Ⓓ Something strange is happening.
<p>Distinguishing Between Fact and Opinion</p> <p>9. Which of these is an <i>opinion</i>?</p> <ul style="list-style-type: none"> Ⓐ Wood rats are also called trade rats. Ⓑ Wood rats are an unusual animal. Ⓒ Wood rats decorate their homes. Ⓓ Wood rats like shiny objects. 	<p>Distinguishing Between Real and Make-believe</p> <p>12. Which of these could really happen?</p> <ul style="list-style-type: none"> Ⓐ A wood rat asks a camper for a fork. Ⓑ A shiny object turns into a pebble. Ⓒ A wood rat decorates its home with a spoon. Ⓓ The moon shines brighter than the sun.

Read this story about a busy little hen. Then answer questions about the story. Choose the best answer for Numbers 1 to 12.

The Little Red Hen

A little red hen lived with a dog, a cat and a pig. One day, she decided to make bread.

“Who will help me cut the wheat to make my bread?” she asked.

“Not I,” said the dog.

“Not I,” said the cat.

“Not I,” said the pig.

“Then I will do it myself,” said the little red hen. And she did.

Soon it was time to go to the miller to grind the wheat into flour. The little red hen asked, “Who will help me carry the wheat?”

All the animals said, “Not I.”

“Then I will do it myself,” said the little red hen. And she did.

Next, it was time to make the dough. The little red hen asked, “Who will help me make the dough?”

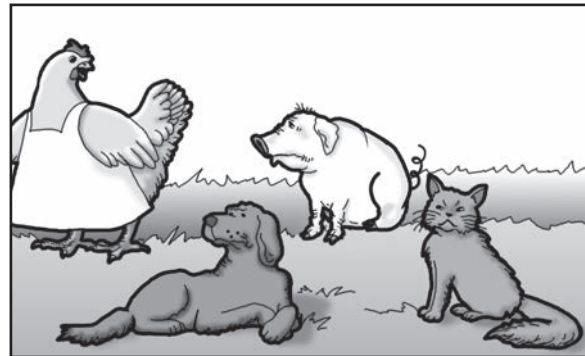
All the animals said, “Not I.”

“Then I will do it myself,” said the little red hen. And she did.

Soon the scent of baked bread filled the kitchen. The little red hen took the bread out of the oven. “Who will help me eat the bread?” she asked.

All the animals said, “I will!”

“No, you will not!” said the little red hen. “I did all the work on my own. I will eat the bread on my own, too.” And she did.



Finding Main Idea

1. The story tells mostly about
- Ⓐ how bread is made.
 - Ⓑ different kinds of pets.
 - Ⓒ animals that are hungry.
 - Ⓓ a hen who gets no help.

Recognising Cause and Effect

4. The little red hen went to the miller so she could
- Ⓐ buy some wheat.
 - Ⓑ grind some wheat.
 - Ⓒ find some wheat.
 - Ⓓ cut some wheat.

Recalling Facts and Details

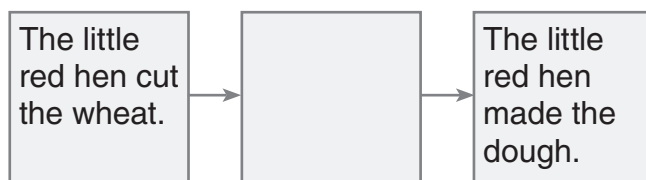
2. Who ate the bread?
- Ⓐ the dog
 - Ⓑ the cat
 - Ⓒ the hen
 - Ⓓ the pig

Comparing and Contrasting

5. How are the other animals different from the hen?
- Ⓐ They are lazy.
 - Ⓑ They work hard.
 - Ⓒ They are helpful.
 - Ⓓ They do not like bread.

Understanding Sequence

3. The boxes show some things that happened in the story.



What belongs in the empty box?

- Ⓐ The little red hen decided to make bread.
- Ⓑ The little red hen baked the bread.
- Ⓒ The little red hen went to the miller.
- Ⓓ The little red hen took the bread out of the oven.

Making Predictions

6. Predict what will happen the next time the little red hen makes bread.
- Ⓐ No one will want to help her.
 - Ⓑ All the animals will want to help her.
 - Ⓒ Only the dog and the cat will want to help her.
 - Ⓓ Only the pig will want to help her.

Finding Word Meaning in Context

7. What is the best meaning for the word *scent*?
- (A) “sound”
 - (B) “smell”
 - (C) “coin”
 - (D) “taste”

Understanding Author’s Purpose

10. The author probably wants you to know that
- (A) most animals are lazy.
 - (B) you should always share with others.
 - (C) baking bread takes a lot of work.
 - (D) you should help others if you want them to share with you.

Drawing Conclusions and Making Inferences

8. You can tell that flour is made from
- (A) wheat.
 - (B) bread.
 - (C) hens.
 - (D) dough.

Interpreting Figurative Language

11. The little red hen says, “I did all the work on my own.” This means that
- (A) she got some of the help she needed.
 - (B) she asked the animals for help.
 - (C) she did the work by herself.
 - (D) she did not really need any help.

Distinguishing Between Fact and Opinion

9. Which of these tells what someone thinks or believes?
- (A) The little red hen did all the work herself.
 - (B) The little red hen did not share her bread.
 - (C) The animals should have helped the little red hen.
 - (D) The animals wanted to help the little red hen eat the bread.

Distinguishing Between Real and Make-believe

12. Which of these could really happen?
- (A) A pig eats bread.
 - (B) A hen bakes bread.
 - (C) A cat talks to a hen.
 - (D) A dog mixes dough.

**Comprehensive Assessment
of Reading Strategies, Book B**

Pretest 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
RM = Distinguishing Between Real and Make-believe

Date: _____

Pretest 1

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

Date: _____

Benchmark 1

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

Date: _____

Post Test 1

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

**Comprehensive Assessment of Reading
Strategies, Book B
Sample Book 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
RM = Distinguishing Between Real and Make-believe

Date: _____

Pretest 1

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

Date: _____

Benchmark 1

MI	1.	(A)	(B)	(C)	(D)
FD	2.	(A)	(B)	(C)	(D)
US	3.	(A)	(B)	(C)	(D)
CE	4.	(A)	(B)	(C)	(D)
CC	5.	(A)	(B)	(C)	(D)
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CI	8.	(A)	(B)	(C)	(D)
FO	9.	(A)	(B)	(C)	(D)
AP	10.	(A)	(B)	(C)	(D)
FL	11.	(A)	(B)	(C)	(D)
RM	12.	(A)	(B)	(C)	(D)

Date: _____

Post Test 1

MI	1.	(A)	(B)	(C)	(D)
FD	2.	(A)	(B)	(C)	(D)
US	3.	(A)	(B)	(C)	(D)
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