

C A R S

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 H*, 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
- Summarising

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*, *nicest* 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."

- **Summarising**

Questions about the best summary of a passage ask you about the main points of the passage. When you answer questions about summary, first ask yourself, *What is the main idea of the passage?* A good summary is closer to the main idea than to any single detail found in the passage.

Pretest I

Read this passage of historical fiction that takes place during the mid-1700s. Then answer questions about the passage. Choose the best answer for Numbers 1 to 12.

A lone snowflake drifted from the slate grey sky, as an icy breeze blew across the meadow carried the smell of a wood-burning fire from a distant cabin. "I haven't got much time," Louis whispered aloud as he scanned the horizon.

Louis began to dismantle the small camp he had made along the bank of the St Lawrence River. He knew only too well what could happen to a trapper who got caught in a sudden snowstorm, especially in this section of Canada. Louis's grandfather nearly died on this same spot three years ago, in 1740, during a month-long trapping excursion. A small storm turned quickly into a blizzard. If not for his loyal dogs, Louis's grandfather would never have escaped in time. Louis had mixed feelings about making camp in this area, thinking it was bad luck. He convinced himself that he was being foolish, but now, he wasn't so sure.

Louis tugged at the poles of his tent, but they held firm in the frozen ground. Glancing again at the sky, he saw the clouds growing greyer. Louis turned his attention to his belongings – the pelts he had accumulated over the last two weeks and the hiking gear that remained by the water. He threw everything into two identical packs, one for pelts and the other for his gear. He bound them securely to the sled. With his father very ill, Louis had to support his family. These pelts would bring in the money they desperately needed. Animal skins were in great demand, especially in Europe, where fur-bearing animals were scarce.

"Rascal! Badger!" Louis commanded. Almost immediately, the huskies marched out of the woods, followed by four other dogs of various breeds. He was careful to mask his nervousness about the impending storm. If the dogs detected any fear in Louis's voice, they would not be able to do their job.

Louis began hitching the dogs to the sled mount. As he lashed the lines, he caught a glimpse of a large figure emerging from the woods. His stomach tightened at the sight of an enormous grizzly.

Louis jumped onto the dogsled and grabbed the reins. He blew three brief whistles, the command for the dogs to move, as the grizzly charged toward them. Though the dogs were fast, they hadn't yet built up enough speed to outdistance the bear.

Having gained on Louis and the dogs, the bear barrelled into the dogsled, knocking Louis over and sending one of the packs flying. Distracted, the bear went after the pack. Louis had the presence of mind to quickly regain control of the sled.

"Let's move!" Louis barked, his voice wrapped in nervous energy. Sensing the urgency in their master's voice, the dogs bolted down the narrow trail, heading for home at a pace that would likely leave the bear and the storm far behind.



<p>Finding Main Idea</p> <p>1. The best title for the passage is</p> <p>(A) “Attack of the Grizzly Bear”. (B) “Fur Trapping in Canada”. (C) “Fear in the Wild”. (D) “The Fur Trade”.</p>	<p>Recognising Cause and Effect</p> <p>4. Why were animal skins in great demand in Europe?</p> <p>(A) The temperatures in Europe were significantly lower than in Canada. (B) Animals of all kinds were uncommon in most of Europe. (C) Fur-bearing animals were not as numerous in European countries. (D) The fur of animals in Canada was more desirable than the fur of animals in Europe.</p>
<p>Recalling Facts and Details</p> <p>2. Which fact is supported by information in the passage?</p> <p>(A) A grizzly had once threatened Louis’s grandfather years ago. (B) Sudden snowstorms were not unusual in the area where Louis had been camping. (C) Louis and his father usually went on trapping excursions together. (D) Louis was unaware that one of his packs had been knocked off the sled.</p>	<p>Comparing and Contrasting</p> <p>5. Which of these tells a way that Louis and his grandfather were <u>not</u> alike?</p> <p>(A) They both trapped animals for a living. (B) They both were trapped in sudden snowstorms. (C) They both relied on dogs to save them from a dangerous situation. (D) They both found danger in the same area of Canada.</p>
<p>Understanding Sequence</p> <p>3. The sentences below describe events that took place in the passage.</p> <p>1. Louis packed his belongings as quickly as possible. 2. Louis tried unsuccessfully to dismantle the tent. 3. Louis regained control of the dogsled. 4. Louis spotted a grizzly emerging from the woods.</p> <p>What is the correct order of the sentences?</p> <p>(A) 1, 2, 3, 4 (C) 1, 3, 4, 2 (B) 2, 4, 3, 1 (D) 2, 1, 4, 3</p>	<p>Making Predictions</p> <p>6. In the future, Louis will probably</p> <p>(A) use a more modern dogsled to move about the wilderness. (B) acquire a faster and more loyal team of dogs. (C) avoid trapping in an area that has brought danger twice to his family. (D) abandon the trapping trade for a more profitable way of life.</p>

<p>Finding Word Meaning in Context</p> <p>7. In paragraph 3, what is the best meaning of the word <i>support</i>?</p> <p>(A) “carry or bear the weight of” (B) “show to be true” (C) “give approval to” (D) “provide for with funds or necessities”</p>	<p>Identifying Author’s Purpose</p> <p>10. What is the author’s purpose in paragraph 3?</p> <p>(A) to explain why the pelts were important to Louis (B) to describe Louis’s accomplishments on his excursion (C) to explain to readers what a fur trapper endures (D) to show readers that fur trapping was once a widespread occupation</p>
<p>Drawing Conclusions and Making Inferences</p> <p>8. From the passage, readers can conclude that Louis</p> <p>(A) traps animals as a hobby rather than as a trade. (B) has a considerable lack of respect for animals. (C) has not yet determined if the pack that fell off the sled contained his pelts. (D) dedicates many hours each day to training his dogs.</p>	<p>Interpreting Figurative Language</p> <p>11. The phrase <i>presence of mind</i> means</p> <p>(A) “ability”. (B) “good sense”. (C) “luck or good fortune”. (D) “strength of character”.</p>
<p>Distinguishing Between Fact and Opinion</p> <p>9. Which of these is an <i>opinion</i>?</p> <p>(A) Louis’s family was very ill. (B) Louis should have camped somewhere else. (C) Many of the pelts that Louis acquired would be sold in Europe. (D) Louis was frightened by the charging bear.</p>	<p>Summarising</p> <p>12. What is the best summary of the passage?</p> <p>(A) Fur trapping was once a profitable but dangerous way to make a living. (B) A trapper struggles to escape a dangerous bear. (C) A trapper finds danger in the Canadian wild. (D) A trapper is determined to provide his family with desperately needed money.</p>

Benchmark 1

Read this myth from ancient Greece. Then answer questions about the myth. Choose the best answer for Numbers 1 to 12.

Aegeus, the much beloved and respected king of Athens, often went travelling about the countryside. One year he journeyed far to the south where he met a woman named Aethra. Aegeus and Aethra fell in love, married and eventually had a child whom they named Theseus.

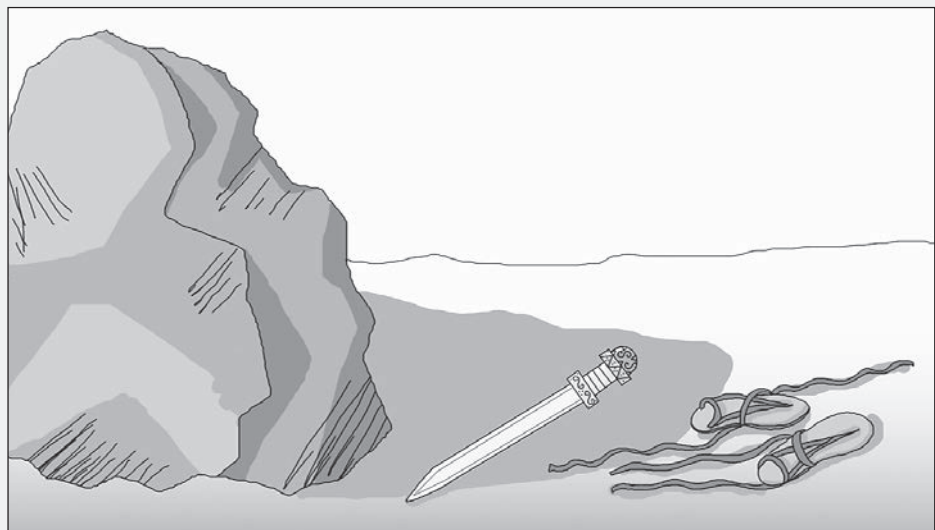
Aegeus enjoyed spending time far from his kingdom with his wife and son. But he also took great pride in his responsibilities as king. Aegeus knew his first duties were to the people under his rule. Aegeus knew that his return to Athens was at hand and that he would have to leave his family behind.

“Perhaps our eyes will never again meet,” Aegeus said to his wife, “but I hope one day to be reunited with my son. I shall leave my sandals and my sword here, under the heaviest of stones. If, when the boy grows up, he is strong enough to lift the stone, then he should take the sword and the sandals and bring them to me in Athens. Then I shall know that the young man is Theseus and that he is worthy to take over my throne.”

Aegeus tried to console his wife, but there was no comfort to be found in their parting. Aegeus returned to his palace in Athens, leaving Aethra to raise young Theseus alone, which she did with much dedication and love. In time, Theseus grew to be a fine young man with all the might of a mountain. When he was ready, his mother brought him to the stone and explained what his father had done years before. Theseus easily raised the stone and removed the sandals and sword from underneath. He put on his father’s sandals and secured his father’s sword around his waist.

“We both know that it is time for me to leave, Mother,” said Theseus, sadly. “I must go to my father in Athens and show him that I am worthy to take over.”

Aethra fought to control her grief, a sadness she had never known before. She knew there was nothing she could do to alter her son’s fate. She could only issue one warning: “Stay on the main



road to Athens, Theseus. In this way, you will meet as few troubles as possible on your journey.”

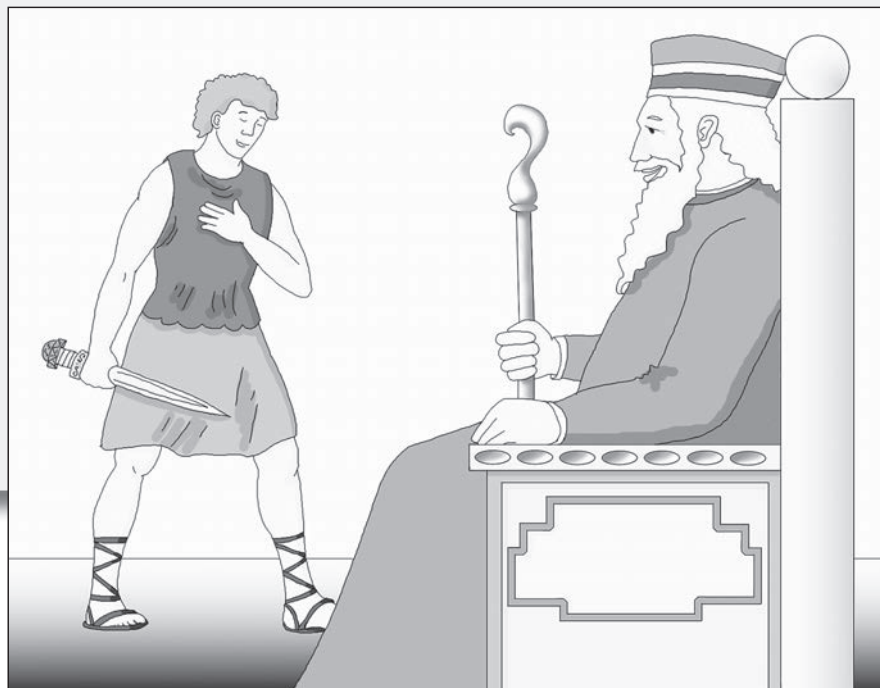
Theseus was not one to ordinarily disobey his mother. However, the thought of a long journey with little adventure was like imagining a sky without stars. So, rather than traverse the main road to Athens, Theseus travelled instead through the countryside. Each traveller he met offered grave warnings, imploring Theseus to turn back and avoid the monsters that lay waiting in the forest and among the cliffs. But Theseus was not deterred. “Then I shall slay them with my father’s sword,” he declared. “The news of my deeds will precede my arrival in Athens. I will make my father proud before I even arrive!”

The first monster Theseus encountered was Sciron. Sciron would first rob his victims of all they owned and then throw them off a cliff into the sea where they were devoured by a giant turtle. Theseus slew Sciron and delivered to him the same fate that Sciron delivered to his victims.

Soon after, another monster named Sinis appeared. But Sinis was no match for Theseus, who slew this monster as well. Many more monsters appeared, each more powerful than the one before. All of them met their doom at the hand of Theseus. For the first time, the people of the countryside began to feel free now to enjoy their land. But one terrible creature remained, and his name was Procrustes, the most feared monster of all.

Theseus had been warned of this monster and so when he met him, he was prepared to do away with him. Once inside Procrustes’s den, Theseus wrapped his strong, sinewy arms around the creature and squeezed the life out of him. Theseus then found a treasure room filled with gold and silver inside the den, which he distributed to the people of the countryside.

As predicted, Theseus arrived in his father’s palace already a well-known and much respected young man. He was beloved by the people for he had freed them from their fears and had been generous toward them. As Aegeus watched Theseus walk proudly past the pillars into the royal courtroom, he saw the sandals and the sword that he had left for the boy. King Aegeus wept with delight, for here was a man as beloved as he and worthy to succeed him.



Finding Main Idea

1. What is the main idea of paragraph 7?
- (A) Theseus's mother grieves over her son's departure.
 - (B) Theseus takes a dangerous route to Athens.
 - (C) Theseus learns he must go to find his father.
 - (D) Theseus bravely confronts several monsters.

Recognising Cause and Effect

4. Why did Aegeus return to Athens?
- (A) because he could no longer care for his wife and child
 - (B) because he had to return to his kingdom
 - (C) because there was trouble in Athens
 - (D) because his people demanded that he return

Recalling Facts and Details

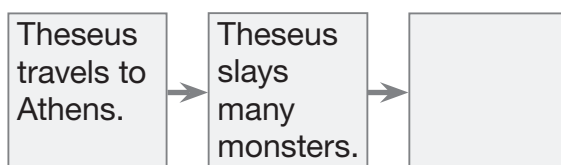
2. Inside Procrustes's den, Theseus found
- (A) a sword.
 - (B) a giant turtle.
 - (C) coins and jewels.
 - (D) gold and silver.

Comparing and Contrasting

5. In the myth, Theseus's strength is compared to a
- (A) monster.
 - (B) stone.
 - (C) pillar.
 - (D) mountain.

Understanding Sequence

3. The boxes show some of the events in Theseus's life.



What belongs in the empty box?

- (A) Theseus easily lifts the stone.
- (B) Theseus and his mother say good-bye.
- (C) Theseus faces the most feared monster of all.
- (D) Theseus grows into a strong and brave young man.

Making Predictions

6. What will most likely happen next?
- (A) Aegeus orders Theseus arrested.
 - (B) Theseus and his father will rule Athens together.
 - (C) Theseus will take over his father's rule.
 - (D) Theseus will return to his home in the countryside.

<p>Finding Word Meaning in Context</p> <p>7. The best meaning of the word <i>precede</i> is</p> <p>(A) “to come next after another; follow”.</p> <p>(B) “to advance or go on, especially after stopping”.</p> <p>(C) “to move back or withdraw”.</p> <p>(D) “to be, come or go before in time”.</p>	<p>Identifying Author’s Purpose</p> <p>10. The main purpose of the myth is to</p> <p>(A) describe daily life in ancient Greece.</p> <p>(B) persuade readers to learn more about the life of Theseus.</p> <p>(C) explain how the people of Athens were freed of monsters.</p> <p>(D) inform readers about ancient kings and their families.</p>
<p>Drawing Conclusions and Making Inferences</p> <p>8. From the myth, you can conclude that</p> <p>(A) Theseus received his strength from his father’s sword.</p> <p>(B) Aethra’s grief was stronger when Theseus left than when Aegeus left.</p> <p>(C) Aegeus never expected to see his son again.</p> <p>(D) Theseus had always been allowed to do as he pleased.</p>	<p>Interpreting Figurative Language</p> <p>11. The myth says <i>a long journey with little adventure was like imagining a sky without stars</i>. This is an example of</p> <p>(A) a metaphor.</p> <p>(B) personification.</p> <p>(C) hyperbole.</p> <p>(D) a simile.</p>
<p>Distinguishing Between Fact and Opinion</p> <p>9. Which of these is an <i>opinion</i>?</p> <p>(A) Aegeus often travelled over the land.</p> <p>(B) Aethra and Aegeus fell in love and were married.</p> <p>(C) Theseus has all the qualities needed to become a wise ruler.</p> <p>(D) Theseus was raised by his mother.</p>	<p>Summarising</p> <p>12. Which of these best summarises the myth?</p> <p>(A) A woman is left alone to raise her child.</p> <p>(B) A young man frees the people of Athens.</p> <p>(C) A boy proves his worth to his father and the people of Athens.</p> <p>(D) A powerful king hopes for a strong man to inherit his throne.</p>

Post Test 1

Read this article about an Australian institution. Then answer questions about the article. Choose the best answer for Numbers 1 to 12.

It's Your ABC

2012 marks the eightieth anniversary of Australia's national public broadcaster, the Australian Broadcasting Corporation. It's commonly just called the ABC or, sometimes, "Auntie". The ABC provides television, radio, online and mobile services throughout Australia. It even broadcasts overseas through the Australia Network and Radio Australia. 74% of all Australians use some form of ABC service every week. The ABC itself estimates that around 8.4 billion hours of ABC content are consumed by Australians each year! Additionally, surveys frequently reveal that the ABC is the news source most trusted by Australians.

The ABC was formed in 1932 when the government took over the Australian Broadcasting Company. This was a group of interests that made radio programs for broadcast around the country on transmitters owned by the government. The ABC was modelled on the British Broadcasting Corporation, or BBC, one of the most trusted and respected sources of news and entertainment in the world.

At first the ABC was made up of 12 stations broadcasting music, sport and information for about 11 hours each day. By 1939 there were 26 stations broadcasting around 16 hours a day. Before 1936, news bulletins were either based on those from the newspapers or even just read straight from them. The news director tried to change this, with the eventual objective of an independent ABC news service. This idea soon bore fruit. By 1939, the ABC was breaking news before the papers. The death of the Prime Minister Joseph Lyons and the declaration of World War Two by Prime Minister Robert Menzies were first announced on ABC Radio.

ABC Television was launched in 1956. The first TV news bulletin was read by James Dibble. In 1961 the ABC launched a current affairs program analysing the news of the week. It was called *Four Corners*. The ABC started experimenting with children's television in 1958. In 1966 a show called *Kindergarten Playtime* was replaced by a new one called *Play School*. Both *Four Corners* and *Play School* are still on air today.

In 1975 the ABC launched its first 24-hour rock music station. ABC radio programs were usually aimed at older listeners. The presentation style was formal and polite. But this new station was aimed at young people. The presenters were younger and chosen because they were entertainers. The new AM rock station was called Double J. It later transferred to FM and became Triple J.

The ABC launched its website in 1995. Today ABC Online has expanded many times, and is now a huge unwavering media presence in its own right rather than just a source of information about ABC radio and television. In 2008, the ABC launched iView, which allowed people to catch up on most ABC programs when they wanted.

Since 2005, the ABC has converted to digital television and radio broadcasting. The single ABC television channel has been joined by ABC2, ABC3 and Australia's first free-to-air, 24-hour television news channel: ABC News 24.

In a world where Australian voices are often drowned out by American ones in our TV and films, the ABC does a very important job. Because of the ABC, and the programs it creates, Australians can see stories created for them by Australians. The ABC is a vital part of our national identity and should be protected and respected by all of us.

<p>Finding Main Idea</p> <p>1. What is the main idea of paragraph 1?</p> <ul style="list-style-type: none"> (A) 26% of Australians don't use the ABC. (B) The ABC is sometimes called "Auntie". (C) The ABC broadcasts radio programs. (D) The ABC is a trusted source of news and entertainment across many different media that is used by most Australians. 	<p>Recognising Cause and Effect</p> <p>4. The main reason the ABC was able to start breaking news was that</p> <ul style="list-style-type: none"> (A) it started producing its news independently rather than basing it on the newspapers. (B) it was modelled on the BBC. (C) the newspapers became better. (D) more started to happen in Australia now that the ABC was there to cover it.
<p>Recalling Facts and Details</p> <p>2. The ABC was created after the government took over something called</p> <ul style="list-style-type: none"> (A) the Australian Broadcasting Calendar. (B) the Australian Broadcasting Commission. (C) the Australian Broadcasting Company. (D) the Australian Board of Creation. 	<p>Comparing and Contrasting</p> <p>5. An objective is most like</p> <ul style="list-style-type: none"> (A) a scheme. (B) an intention. (C) an example. (D) an inspiration.
<p>Understanding Sequence</p> <p>3. The first thing the ABC did was</p> <ul style="list-style-type: none"> (A) launch its online presence. (B) broadcast news, entertainment and information on radio stations around Australia. (C) start broadcasting news that had yet to make the newspapers. (D) launch ABC Television. 	<p>Making Predictions</p> <p>6. What would most likely have happened if the ABC had not moved into online and digital broadcasting?</p> <ul style="list-style-type: none"> (A) ABC News 24 would not be able to broadcast every day. (B) The ABC would have discovered new ways to broadcast. (C) Triple J would have stayed Double J. (D) The ABC would not be as popular and widely-used as it is today.

<p>Finding Word Meaning in Context</p> <p>7. You can tell that <i>unwavering</i> means</p> <ul style="list-style-type: none"> (A) “inexperienced”. (B) “uncertain”. (C) “obedient”. (D) “steadfast”. 	<p>Identifying Author’s Purpose</p> <p>10. The article was written mainly to</p> <ul style="list-style-type: none"> (A) describe how broadcasters are formed. (B) inform readers of the history of something they probably use themselves most days. (C) inform readers that it is the ABC’s eightieth anniversary. (D) explain why Triple J was created.
<p>Drawing Conclusions and Making Inferences</p> <p>8. From the article, readers can conclude that</p> <ul style="list-style-type: none"> (A) programs produced before the ABC took over the Australian Broadcasting Company weren’t very good. (B) people had trouble finding Double J broadcasts until it became Triple J. (C) the people responsible for setting up the ABC admired the British Broadcasting Corporation. (D) ABC radio stations still only broadcast for around sixteen hours a day. 	<p>Interpreting Figurative Language</p> <p>11. You can tell that <i>bore fruit</i> means</p> <ul style="list-style-type: none"> (A) “met with support”. (B) “produced results”. (C) “offered solutions”. (D) “provided nourishment”.
<p>Distinguishing Between Fact and Opinion</p> <p>9. Which statement from the article expresses an <i>opinion</i>?</p> <ul style="list-style-type: none"> (A) In 1975 the ABC launched its first 24-hour rock music station. (B) The ABC launched its website in 1995. (C) 74% of all Australians use some form of ABC service every week. (D) The ABC is a vital part of our national identity and should be protected and respected by all of us. 	<p>Summarising</p> <p>12. Which of these best summarises the information in the article?</p> <ul style="list-style-type: none"> (A) The ABC has recently converted to digital television and radio broadcasting. (B) The ABC was only respected after it became an independent news source. (C) The ABC was founded in 1932 and has expanded and gone through many changes to become the important part of Australian life that it is today. (D) The government used to employ companies to make programs for transmitters it owned, but decided it was better if it created a separate organisation to do it.

*Comprehensive Assessment
of Reading Strategies, Book H
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
SM = Summarising

Date: _____

Pretest 1

MI 1. (A) (B) (C) (D)
FD 2. (A) (B) (C) (D)
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CE 4. (A) (B) (C) (D)
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AP 10. (A) (B) (C) (D)
FL 11. (A) (B) (C) (D)
SM 12. (A) (B) (C) (D)

Date: _____

Benchmark 1

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Date: _____

Post Test 1

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

Sample Book Answer Form

Name _____

Teacher _____

Class _____

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Date: _____

Pretest 1

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Date: _____

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Date: _____

Post Test 1

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