

# SUPPORTING RESEARCH



CARS® Series



## COMPREHENSIVE ASSESSMENT OF READING STRATEGIES

- USES READING STRATEGIES TO INCREASE COMPREHENSION
- IDENTIFIES LEVEL OF MASTERY FOR 12 READING STRATEGIES
- PROVIDES PRACTICE WITH SELF-ASSESSMENT AND GOAL-SETTING





# CARS® Series

*Comprehensive Assessment of Reading Strategies*

**A Diagnostic Reading Program**

## TABLE OF CONTENTS

Introduction to the Series .....	3
Teacher Preparation .....	3
The 12 Reading Strategies .....	3
Metacognition and Self-Assessment .....	5
Effectiveness of Classroom Assessment.....	5
Summary.....	6
References.....	7

Republished in Australia by



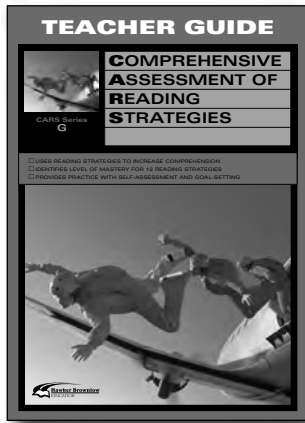
P.O. Box 580, Moorabbin, Victoria 3189, Australia  
Phone: (03) 8558 2444 Fax: (03) 8558 2400  
Toll Free Ph: 1800 334 603 Fax: 1800 150 445  
Website: [www.hbe.com.au](http://www.hbe.com.au)  
Email: [orders@hbe.com.au](mailto:orders@hbe.com.au)

Code: HBC083  
1109

© 2009 Hawker Brownlow Education

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 should be reproduced, transmitted, stored, communicated or recorded by any process, without written permission. Any enquiries regarding copyright or permissions for reproduction must be made to Hawker Brownlow Education.

Printed in Australia



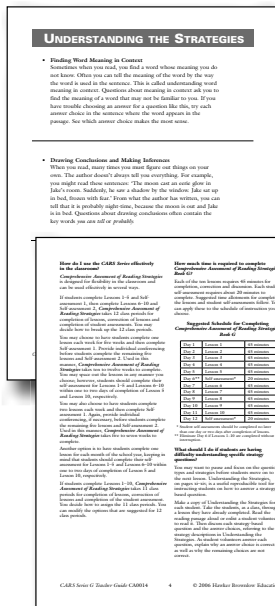
## INTRODUCTION TO THE SERIES

**Comprehensive Assessment of Reading Strategies (CARS® Series)** is the diagnostic component of a reading program that spans from diagnosis to assessment. This diagnostic tool identifies reading strategies that are understood, as well as those that need further study and reinforcement. The organizational design of the **CARS® Series** is grounded in several areas of research: reading comprehension, metacognition and self-assessment, and effectiveness of classroom assessment.

## TEACHER PREPARATION

“A prepared teacher knows what to teach, how to teach and has command of the subject matter being taught” (U.S. Department of Education, 2005). The **CARS® Series** helps teachers achieve this goal through several features in the teacher guide that offer reading strategy support.

1. Understanding the Strategies—A skills-review summary for teachers that may also be used as a reading-strategy reinforcement tool for students.
2. Suggestions for Students Having Difficulty—In addition to the skills-review summary, instructional support is provided for students having difficulty understanding specific strategy questions.



## THE 12 READING STRATEGIES

The **CARS® Series** diagnoses a student’s understanding of the 12 core reading strategies they need in order to make sense of what they are reading.

“. . . [M]any students have demonstrated difficulties with skills that are central to reading comprehension (i.e., identifying main topics, significant supporting information, and relations between a text’s main topics” (Seidenberg, 1989).

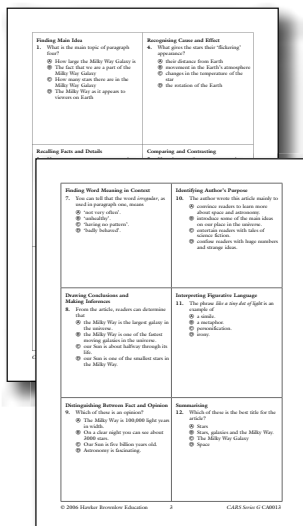
The **CARS® Series** encompasses essential reading skills that pertain to text structures. Learning how to understand main ideas has considerable research support.

READING STRATEGY	BOOK LEVELS							
	A	B	C	D	E	F	G	H
Finding Main Idea	✓	✓	✓	✓	✓	✓	✓	✓
Recalling Facts and Details	✓	✓	✓	✓	✓	✓	✓	✓
Distinguishing Between Real and Make-believe		✓	✓					
Understanding Sequence	✓	✓	✓	✓	✓	✓	✓	✓
Recognizing 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			✓	✓	✓	✓	✓	✓
Summarizing				✓	✓	✓	✓	✓
Reading Pictures	✓							

Kameenui & Simmons (1998) provide an extensive overview of main idea research: "The ability to identify main topics, significant supporting information, and interrelations among a text's main ideas are processes that appear central to comprehension" (Lorch & Lorch, cited in Seidenberg, 1989; Miller & Kintsch, cited in Seidenberg, 1989). "Textbook main idea studies suggest instruction in techniques for locating main ideas to be valuable for improved textbook comprehension, especially in dealing with difficult passages" (O'Hear & Aikman, 1996). Warren and Fitzgerald (1997) summarize the importance of main idea reading instruction: It is commonly believed

that identification or generation of main ideas and supporting details is crucial to making meaning while reading and to recall after reading (Hare & Milligan, 1984; Memory, 1983). There is evidence of a clear positive relationship between main-idea knowledge and overall understanding from reading (Baumann, 1984; Winograd, 1984). However, many poorer readers do not configure main ideas and details well (Bridge, Belmore, Moskow, Cohen, & Matthews, 1984; Brown & Day, 1983; Winograd, 1984). Such students might profit from help from others in identifying and generating main ideas and details in expository text. Several intervention approaches, such as direct instruction in getting main ideas, have been shown to enhance fifth graders' through college students' ability to get main ideas when reading (Alvermann, 1982; Armbruster, Anderson, & Ostertag, 1987; Baumann, 1984; Bridge, Belmore, Moskow, Cohen, & Matthews, 1984; Guri-Rozenblit, 1989; Memory, 1983; Moore & Cunningham, 1984; Williams, 1986).

In another literature review, Kameenui & Simmons (1998, p. 255) offer the following reasons why Understanding Sequence, Recognizing Cause and Effect, and Comparing and Contrasting are critical reading strategies. "Student awareness of structural patterns in expository writing (e.g., sequence, causation, comparison/contrast) facilitated recall of not only more text information, but more theses or main ideas" (Seidenberg, 1989). The reading strategies Understanding Sequence and Finding Details are easier to teach because they are more literal. The reading strategies Making Predictions and Drawing Conclusions are abstract inference reading strategies and more difficult to teach. "Inferencing is a natural part of language use, usually based on children's knowledge of the world (Anderson & Pearson, 1984). To get children to be better able to make inferences during reading may involve little more than encouraging them to do so. Hansen (1981) found that increasing the percentage



The CARS® Series provides a reliable diagnosis of a student's understanding of 12 reading strategies.

of inferential questions asked during a lesson was just as effective as a direct instruction inference training program in improving children's ability to answer inference questions" (Stahl, 1998, p. 44). Researchers have proven that these core reading strategies are essential in gaining reading comprehension.

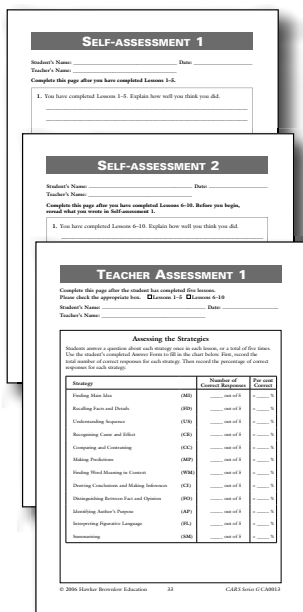
These core reading strategies are essential because of the difficulty students experience with different styles of language. With the **CARS® Series**, teachers are able to plot a clear road map of reading instruction for each student.

## METACOGNITION AND SELF-ASSESSMENT

Metacognitive training in reading is proven to be an effective instructional technique. "Good readers often will reflect on what they have just read, perhaps evaluating the credibility of the material. . . . Monitoring also occurs at the conclusion of a reading. Thus, good readers can be aware of whether their understanding of the text is consistent with all the ideas expressed in it" (Pressley, 2002, p. 297).

*"Gains on learning and intelligence measures were noted in response to providing instruction in a variety of specific techniques, including metacognition (self-awareness, self-monitoring, and self-regulating)" (Cotton, 1991).*

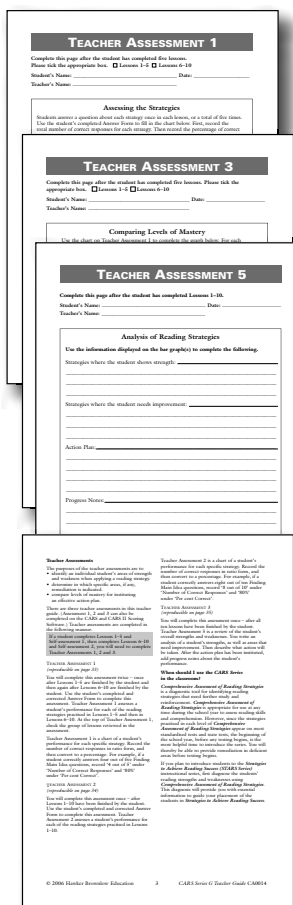
The **CARS® Series** employs metacognitive questioning in the form of student self-assessment. The self-questioning in each student assessment provides an awareness of the student's knowledge about a concept or strategy. Students must sort, organize, and consolidate their thoughts about their reading performance through self-evaluation and monitoring.



Students actively evaluate and monitor their reading performance.

## EFFECTIVENESS OF CLASSROOM ASSESSMENT

**Comprehensive Assessment of Reading Strategies** is a diagnostic tool that helps teachers focus their reading instruction and helps students recognize the reading strategies that need improvement. Trimble, Gay, and Matthews (2005) summarize current findings about the benefits of using diagnostic assessments to guide instruction. "Black and William (1998) and Guskey (2003) have documented the use of classroom assessments to improve instruction. Both Turning Points 2000 (Jackson & Davis, 2000) and the Southern Regional Education Board (2001) recommend using data from ongoing assessments and access to more data is now well defined" (p. 26).



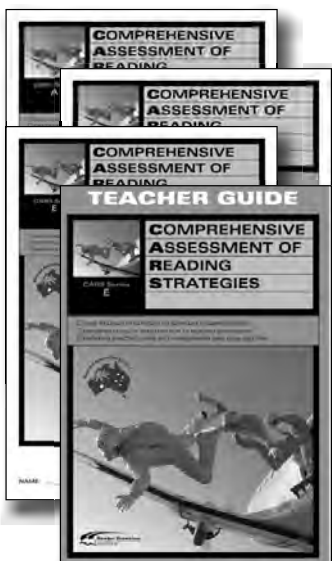
The Teacher Assessments may be completed at intervals of 5 lessons or at the end of the program as an overview of the 10 completed lessons. The Teacher Assessments provide teachers with a tool for diagnosing areas of strength or areas where improvement is needed with the 12 core reading strategies. Teachers are also able to use this information to construct a visual aid—a bar graph—so that levels of mastery can be easily compared. Teachers then communicate in writing the results of diagnosis so that an instructional plan can be completed. Teachers may also use the Class Performance Chart to track the overall diagnostic results of the students in their classroom.

The **CARS® Series** offers teachers a flexible schedule in which to administer the assessments and record students' performances. "In a standards-based classroom, assessment is an integral part of instruction and is aligned with the curriculum. The teacher collects evidence of the students' knowledge, their ability to use that knowledge, and their disposition toward learning. Student performance is monitored to promote learning, to adjust instruction, and to report progress" (Midgett, 2001). Schunk (1991) points out "[P]erhaps the most efficient way for supplemental programs to address reading efficacy issues would be to incorporate a few minutes each day (for small group formats) or each week (for one-on-one programs) where the teacher meets with students individually to discuss progress..."

*Teachers may follow either the recommended schedule of assessments or they may structure the program to fit their individual classroom needs*

## SUMMARY

**Comprehensive Assessment of Reading Strategies** is an effective tool that provides teachers with immediate feedback on students' reading strengths and weaknesses. This information allows teachers to focus their instructional goals to gain maximum student learning. Students are engaged with their learning progress through metacognitive self-assessments. Students are motivated to think about their reading performance and the acquisition of reading strategies. Teachers can be assured of student engagement because the **CARS® Series** delivers quick diagnostic results regarding individual student performances, enabling students to take an active role in monitoring their own learning.



## REFERENCES

- Alvermann, D. E. (1982). Restructuring text facilitates written recall of main ideas. *Journal of Reading*, 25, 754–758.
- Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading. In P. D. Pearson (Ed.), *Handbook of Reading Research* (Vol. 1, pp. 255–292). White Plains, NY: Longman.
- Armbruster, B. B., Anderson, T. H., & Ostertag, J. (1987). Does text structure/summarization instruction facilitate learning from expository text? *Reading Research Quarterly*, 22, 331–346.
- Baumann, J. F. (1984). The effectiveness of a direct instruction paradigm for teaching main idea comprehension. *Reading Research Quarterly*, 20, 93–115.
- Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80, 139–148.
- Bridge, C. A., Belmore, S. M., Moskow, S. P., Cohen, S. S., & Matthews, P. D. (1984). Topicalization and memory for main ideas in prose. *Journal of Reading Behavior*, 16, 61–80.
- Brown, A. L., & Day, J. D. (1983). Macrorules for summarizing texts: The development of expertise. *Journal of Verbal Learning and Behavior*, 22, 1–14.
- Cotton, K. (1991). School improvement research series: Teaching thinking skills. Retrieved August 21, 2005, from <http://www.nwrel.org/scpd/sirs/6/cu11.html>.
- Guri-Rozenblit, S. (1989). Effects of a tree diagram on students' comprehension of main ideas in a multi-thematic expository text. *Reading Research Quarterly*, 24, 235–247.
- Guskey, T. R. (2003). How classroom assessment improves learning. *Educational Leadership*, 60(5), 6–11.
- Hansen, J. (1981). The effects of inferences training and practice on young children's reading comprehension. *Reading Research Quarterly*, 16, 391–417.
- Hare, V. C., & Milligan, B. (1984). Main idea identification: Instructional explanations in four basal reader series. *Journal of Reading Behavior*, 16, 189–204.
- Jackson, A. W., & Davis, G. A. (2000). *Turning points 2000*. New York & Westerville, OH: Teachers College Press & National Middle School Association.
- Kameenui, E. J., & Simmons, D. C. (Eds.). (1998). *What reading research tells us about children with diverse learning needs: bases and basics*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Memory, D. M. (1983). Main idea prequestions as adjunct aids with good and low-average middle grade readers. *Journal of Reading Behavior*, 15, 37–48.
- Midgett, C. *A snapshot of assessment in a standards-based classroom*. Retrieved April 2001, from <http://www.enc.org/topics/assessment/align/document.shtm?input=FOC-001935-index>.
- Moore, D. W., & Cunningham, J. W. (1984). Task clarity and sixth-grade students' main idea statements. In J. A. Niles and L. A. Harris (Eds.) *Changing perspectives on research in reading/language processing and instruction: Thirty-third yearbook of the National Reading Conference* (pp. 99–104). Rochester, NY: National Reading Conference.
- O'Hear, M. F., & Aikman, C. C. (1996, Summer). Main ideas in best-sellers: A new look at an old problem. *Reading Research and Instruction*, 35, 315–322.
- Pressley, M. (2002). Metacognition and self-regulated comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction*. (pp. 294–309). Newark, DE: International Reading Association.
- Schunk, D. A. (1991). Self-efficacy and academic motivation. *Educational Psychologist*, 26, 207–231.
- Seidenberg, P. L. (1989). Relating text-processing research to reading and writing instruction for learning disabled students. *Learning Disabilities Focus*, 5(1), 4–12.
- Southern Regional Education Board. (2001). *Making middle grades work*. Retrieved May 26, 2001, from <http://www.sreb.org/main/Publications/catalog/srebcatalog.asp>.
- Stahl, S. A. (1998). Understanding shifts in reading and its instruction. *Peabody Journal of Education*, 73(3), 44.
- Trimble, S., Gay, A., & Matthews, J. (2005). Using test score data to focus instruction. *Middle School Journal*, 36(4), 26–32.
- U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Reading Assessment.
- U.S. Department of Education. No Child Left Behind. Proven methods: The facts about good teachers. Accessed February 24, 2005, from <http://www.ed.gov/nclb/methods/teacherteachers.html>.
- Warren, L., & Fitzgerald, J. (1997, Summer). Helping parents to read expository literature to their children: Promoting main-idea and detail understanding. *Reading Research and Instruction*, 36, 341–360.
- Williams, J. P. (1986). Teaching children to identify the main idea of expository texts. *Exceptional Children*, 53, 163–168.
- Winograd, P. N. (1984). Strategic difficulties in summarizing texts. *Reading Research Quarterly*, 19, 404–425.

# Order Form: CARS, STARS, EXTENSIONS & CARS II

	Qty	Title	Code	Price	
Level P		CARS Series P Student Book Set of 5	CA11023	\$25.95	
		CARS Series P Teacher Book	CA110239	\$9.95	
		STARS Series P Student Book Set of 5	CA11026	\$100.00	
		STARS Series P Teacher Book	CA110269	\$16.95	
		CARS II Series P Student Book Set of 5	CA11024	\$25.95	
		CARS II Series P Teacher Book	CA110249	\$9.95	
Level AA		CARS Series AA Student Book Set of 5	CA11021	\$25.95	
		CARS Series AA Teacher Book	CA110219	\$9.95	
		STARS Series AA Student Book Set of 5	CA11025	\$100.00	
		STARS Series AA Teacher Book	CA110259	\$16.95	
		CARS II Series AA Student Book Set of 5	CA11022	\$25.95	
		CARS II Series AA Teacher Book	CA110229	\$9.95	
Level A		CARS Series A Student Book Set of 5	CA0001	\$25.95	
		CARS Series A Teacher Book	CA0002	\$9.95	
		STARS Series A Student Book Set of 5	CA1001	\$100.00	
		STARS Series A Teacher Book	CA1002	\$16.95	
		Extensions in Reading: Series A Student Book (Pack of 5)	CA10100	\$75.00	
		Extensions in Reading: Series A Teacher Guide	CA101009	\$12.95	
Level B		CARS II - Series A Student Book Set of 5	CA0017	\$25.95	
		CARS II - Series A Teacher Book	CA0025	\$9.95	
		CARS Series B Student Book Set of 5	CA0003	\$25.95	
		CARS Series B Teacher Book	CA0004	\$9.95	
		STARS Series B Student Book Set of 5	CA1003	\$100.00	
		STARS Series B Teacher Book	CA1004	\$16.95	
		Extensions in Reading: Series B Student Book (Pack of 5)	CA10101	\$75.00	
		Extensions in Reading: Series B Teacher Guide	CA101019	\$12.95	
		CARS II - Series B Student Book Set of 5	CA0018	\$25.95	
		CARS II - Series B Teacher Book	CA0026	\$9.95	
	Level C		CARS Series C Student Book Set of 5	CA0005	\$25.95
			CARS Series C Teacher Book	CA0006	\$9.95
		STARS Series C Student Book Set of 5	CA1005	\$100.00	
		STARS Series C Teacher Book	CA1006	\$16.95	
		Extensions in Reading: Series C Student Book (Pack of 5)	CA10102	\$75.00	
		Extensions in Reading: Series C Teacher Guide	CA101029	\$12.95	
Level D		CARS II - Series C Student Book Set of 5	CA0019	\$25.95	
		CARS II - Series C Teacher Book	CA0027	\$9.95	
		CARS Series D Student Book Set of 5	CA0007	\$25.95	
		CARS Series D Teacher Book	CA0008	\$9.95	
		STARS Series D Student Book Set of 5	CA1007	\$100.00	
		STARS Series D Teacher Book	CA1008	\$16.95	
Level E		Extensions in Reading: Series D Student Book (Pack of 5)	CA10103	\$75.00	
		Extensions in Reading: Series D Teacher Guide	CA101039	\$12.95	
		CARS II - Series D Student Book Set of 5	CA0020	\$25.95	
		CARS II - Series D Teachers Book	CA0028	\$9.95	
		CARS Series E Student Book Set of 5	CA0009	\$25.95	
		CARS Series E Teacher Book	CA0010	\$9.95	
Level F		STARS Series E Student Book Set of 5	CA1009	\$100.00	
		STARS Series E Teacher Book	CA1010	\$16.95	
		Extensions in Reading: Series E Student Book (Pack of 5)	CA10104	\$75.00	
		Extensions in Reading: Series E Teacher Guide	CA101049	\$12.95	
		CARS II - Series E Student Book Set of 5	CA0021	\$25.95	
		CARS II - Series E Teacher Book	CA0029	\$9.95	

	Qty	Title	Code	Price
Level F		CARS Series F Student Book Set of 5	CA0011	\$25.95
		CARS Series F Teacher Book	CA0012	\$9.95
		STARS Series F Student Book Set of 5	CA1011	\$100.00
		STARS Series F Teacher Book	CA1012	\$16.95
		Extensions in Reading: Series F Student Book (Pack of 5)	CA10105	\$75.00
		Extensions in Reading: Series F Teacher Guide	CA101059	\$12.95
Level G		CARS II - Series F Student Book Set of 5	CA0022	\$25.95
		CARS II - Series F Teachers Book	CA0030	\$9.95
		CARS Series G Student Book Set of 5	CA0013	\$25.95
		CARS Series G Teacher Book	CA0014	\$9.95
		STARS Series G Student Book Set of 5	CA1013	\$100.00
		STARS Series G Teacher Book	CA1014	\$16.95
Level H		Extensions in Reading: Series G Student Book (Pack of 5)	CA10106	\$75.00
		Extensions in Reading: Series G Teacher Guide	CA101069	\$12.95
		CARS II - Series G Student Book Set of 5	CA0023	\$25.95
		CARS II - Series G Teacher Book	CA0031	\$9.95
		CARS Series H Student Book Set of 5	CA0015	\$25.95
		CARS Series H Teacher Book	CA0016	\$9.95
		STARS Series H Student Book Set of 5	CA1015	\$100.00
		STARS Series H Teacher Book	CA1016	\$16.95
		Extensions in Reading: Series H Student Book (Pack of 5)	CA10107	\$75.00
		Extensions in Reading: Series H Teacher Guide	CA101079	\$12.95
		CARS II - Series H Student Book Set of 5	CA0024	\$25.95
		CARS II - Series H Teacher Book	CA0032	\$9.95
	Poster: Strategies for Reading (Set of 4)	12345P	\$72.00	
	Data Management Software CD Revised	CA0000	\$35.95	

**TOTAL (plus freight) \$**

Attention ..... Order Number .....

Name of School .....

Address .....

..... State ..... P/Code .....

Country .....

Email: .....

Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

### Terms of Trade

- Prices are quoted in Australian dollars (\$AUD) and include GST
- All prices are subject to change without notice.
- For New Zealand customers, at the time of invoice, we will convert the amount into New Zealand dollars (\$NZD) so that you can pay by cheque or credit card in New Zealand dollars (\$NZD).
- Full money-back guarantee.
- We do realise it is difficult to order sight unseen. To assist you in your selection, please visit our website <www.hbe.com.au>. Go to 'Browse Books' and most titles will give you the option to view the first few pages of the book. Click 'View Contents' on your selected book page.
- We will supply our books on approval, and if they do not suit your requirements we will accept undamaged returns for full credit or refund. Posters are for firm sale only and will not be sent on approval. Please be aware that delivery and return postage is the responsibility of the customer.
- Freight costs are determined at Australia Post rates, with a minimum delivery charge of \$9.50 within Australia and \$15.00 for New Zealand for each order.
- Please provide your street address for delivery purposes.



P.O. Box 580, Moorabbin, Victoria 3189, Australia  
 Phone: +61 3 8558 2444 • Fax: +61 3 8558 2400  
 Toll-Free Phone: 1800 334 603 • Fax: 1800 150 445  
 Website: <http://www.hbe.com.au>  
 Email: [orders@hbe.com.au](mailto:orders@hbe.com.au) ABN: 70 495 007 372

To Contact our Sales Rep  
 VIC contact reception on  
 Toll Free Ph: 1800 334 603 or  
[reception@hbe.com.au](mailto:reception@hbe.com.au)  
 NSW contact Judy Morrissey on  
 0414 424 160 or [nsw1@hbe.com.au](mailto:nsw1@hbe.com.au)  
 QLD contact Karen Hofmann on  
 0439 889 190 or [qld1@hbe.com.au](mailto:qld1@hbe.com.au)



HBC083