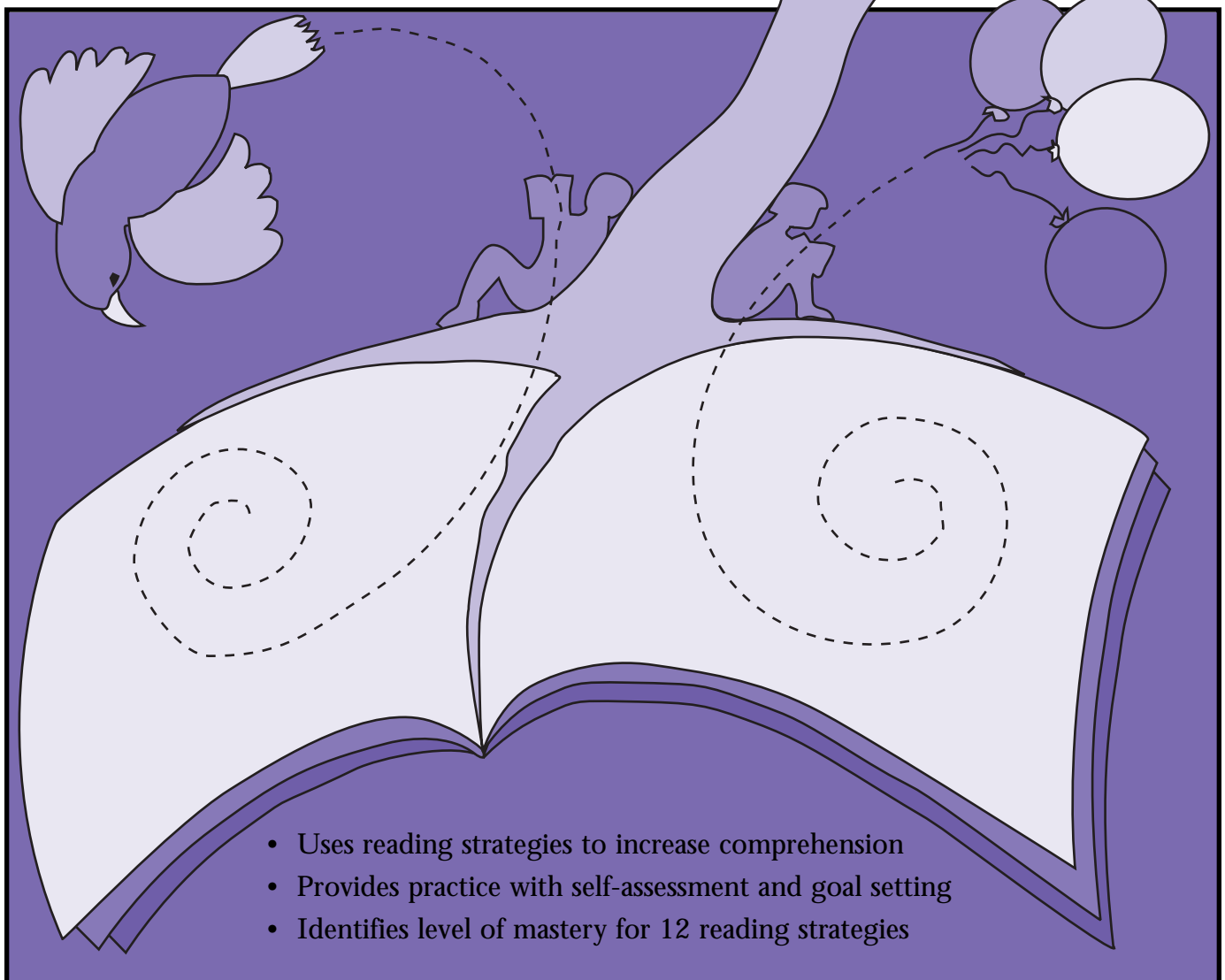


COMPREHENSIVE ASSESSMENT OF READING STRATEGIES

Book

4



- Uses reading strategies to increase comprehension
- Provides practice with self-assessment and goal setting
- Identifies level of mastery for 12 reading strategies

CURRICULUM ASSOCIATES®, Inc.

NAME: _____

FOR THE STUDENT



Comprehensive Assessment of Reading Strategies (CARS) is a reading program that gives you practice with 12 reading strategies. In *CARS, Book 4*, you will complete ten reading lessons. Each lesson has a reading passage and questions about the passage. Each passage is a different writing form. Some of the writing forms are a folktale, a short story, a poem, and an announcement. After you read each passage, you will answer 12 questions. Each question helps you practice a certain reading strategy.

Once you have completed the first five lessons, you will complete a self-assessment. The self-assessment will help you see how well you are doing and what goals you need to set. After you complete the last five lessons, you will complete another self-assessment. This self-assessment will help you see how well you met your goals.

CARS, Book 4 will help you become a better reader. You will understand what important information to look for as you read. This will help you get the most from your reading.

Permissions and Acknowledgments

Lesson 1: Reading passage from *Mosaics: Folktales from Around the World*, compiled by Melissa Billings. Copyright 1993 by Curriculum Associates, Inc.

Lesson 9: Reading passage based on information from *Insects*, by Robert Snedden. Copyright 1992.

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This *Comprehensive Assessment of Reading Strategies* book was prepared for students by Deborah Adcock. Courtney Bolser is a contributing author.

Illustrated by Susan Hawk

Here is a passage about a popular children's author. Read the passage. Then do Numbers 1 through 12.

Beverly Cleary—She Makes Reading Fun

Have you ever read *Ramona Quimby, Age 8*? How about *The Mouse and the Motorcycle* or *Mitch and Amy*? If you have, then perhaps you are a loyal reader of books by Beverly Cleary.

Beverly was born Beverly Atlee Bunn on April 12, 1916, in McMinnville, Oregon. She spent her early years on her father's farm in nearby Yamhill. Beverly's family moved to Portland, Oregon, when she was six years old.

Young Beverly did not enjoy reading. She felt that many stories she read left a lot to be desired. She thought the characters were not like most real children. Beverly knew she would write books one day. "I wanted to read funny stories about the sort of children I knew, and I decided that someday when I grew up I would write them."

When Beverly was older, she studied to become a librarian. She went to college in California. There she met Clarence Cleary. Later, she attended a college in Seattle, Washington. She and Clarence were married in 1940.

Beverly began writing books after she had twins. She wrote her first book, *Henry Huggins*, in 1950. She wrote *The Mouse and the Motorcycle* years later. Her son had asked her to write a story about a motorcycle.

April 8, 1997, was a special day for Beverly. She was invited to a ceremony at the Central Library in Portland, Oregon. The children's library was being named after her. It became The Beverly B. Cleary Children's Library. Beverly spoke to the crowd. "I knew I would be a children's librarian and, with luck, write books to help fill the library shelves." It was her hopes as a child, she said, that made her dreams come true.





<p>Finding Main Idea</p> <p>1. What is the passage mostly about?</p> <ul style="list-style-type: none">Ⓐ Beverly Cleary's booksⒷ Beverly Cleary's childrenⒸ Beverly Cleary's lifeⒹ Beverly Cleary's school years	<p>Recognizing Cause and Effect</p> <p>4. Beverly wrote <i>The Mouse and the Motorcycle</i> because</p> <ul style="list-style-type: none">Ⓐ she wanted to write a story about an animal.Ⓑ her husband asked her to write a story about a mouse.Ⓒ she wanted to write a special story for all children.Ⓓ her son asked her to write a story about a motorcycle.										
<p>Recalling Facts and Details</p> <p>2. In college, Beverly Cleary studied to be a</p> <ul style="list-style-type: none">Ⓐ storyteller.Ⓑ librarian.Ⓒ teacher.Ⓓ farmer.	<p>Comparing and Contrasting</p> <p>5. The passage is most like a</p> <ul style="list-style-type: none">Ⓐ short story.Ⓑ brief biography.Ⓒ history article.Ⓓ set of directions.										
<p>Understanding Sequence</p> <p>3. The time line describes some of the events in Beverly Cleary's life.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"><table style="width: 100%; border-collapse: collapse;"><tr><td style="border: 1px solid black; padding: 5px; width: 30%;">Beverly attends college in California.</td><td style="text-align: center; width: 5%;">➔</td><td style="border: 1px solid black; padding: 5px; width: 30%;">Beverly writes <i>The Mouse and the Motorcycle</i>.</td><td style="text-align: center; width: 5%;">➔</td><td style="border: 1px solid black; width: 30%;"></td></tr><tr><td style="text-align: center;">1</td><td></td><td style="text-align: center;">2</td><td></td><td style="text-align: center;">3</td></tr></table></div> <p>Which of these belongs in the empty box?</p> <ul style="list-style-type: none">Ⓐ Beverly attends a ceremony during which a library is named for her.Ⓑ Beverly writes <i>Henry Huggins</i>.Ⓒ Beverly meets Clarence Cleary.Ⓓ Beverly becomes a mother of twins.	Beverly attends college in California.	➔	Beverly writes <i>The Mouse and the Motorcycle</i> .	➔		1		2		3	<p>Making Predictions</p> <p>6. Predict which kind of book Beverly Cleary might write in the future.</p> <ul style="list-style-type: none">Ⓐ a book about the homes of desert animalsⒷ a book about the life of George WashingtonⒸ a book about a little girl who has trouble making friendsⒹ a book about famous writers
Beverly attends college in California.	➔	Beverly writes <i>The Mouse and the Motorcycle</i> .	➔								
1		2		3							



<p>Finding Word Meaning in Context</p> <p>7. The best meaning for the word <i>loyal</i> in paragraph one is</p> <ul style="list-style-type: none">Ⓐ “sensible.”Ⓑ “faithful.”Ⓒ “absolute.”Ⓓ “dependable.”	<p>Identifying Author’s Purpose</p> <p>10. The author wrote this passage mainly to</p> <ul style="list-style-type: none">Ⓐ describe the events that shaped a writer’s life.Ⓑ inform readers how to write children’s books.Ⓒ try to get people to read books written by Beverly Cleary.Ⓓ entertain readers with facts about popular books.
<p>Drawing Conclusions and Making Inferences</p> <p>8. From the passage, you can tell that Beverly Cleary</p> <ul style="list-style-type: none">Ⓐ enjoyed being a writer more than being a librarian.Ⓑ learned how to write children’s books while attending college.Ⓒ got most of the ideas for her books from her family.Ⓓ wanted to become a writer from the time she was a little girl.	<p>Interpreting Figurative Language</p> <p>11. In paragraph three, the phrase <i>left a lot to be desired</i> means</p> <ul style="list-style-type: none">Ⓐ “were not written for young readers.”Ⓑ “were difficult to understand.”Ⓒ “were less than satisfactory in many ways.”Ⓓ “were interesting to read.”
<p>Distinguishing Between Fact and Opinion</p> <p>9. Which of these is a fact about Beverly Cleary?</p> <ul style="list-style-type: none">Ⓐ All children enjoy reading books by Beverly Cleary.Ⓑ Beverly Cleary grew up on a farm in Yamhill, Oregon.Ⓒ Beverly Cleary is a talented storyteller.Ⓓ Beverly Cleary had a more interesting childhood than that of most writers.	<p>Distinguishing Between Real and Make-believe</p> <p>12. Which book by Beverly Cleary probably tells about things that could not really happen?</p> <ul style="list-style-type: none">Ⓐ <i>Henry Huggins</i>Ⓑ <i>The Mouse and the Motorcycle</i>Ⓒ <i>Ramona Quimby, Age 8</i>Ⓓ <i>Mitch and Amy</i>



Complete this page after the student has completed Lessons 1–10.

Student's Name: _____ Date: _____

Teacher's Name: _____

Assessing the Strategies

Students answer a question about each strategy once in each lesson, or a total of ten times. Use the student's completed Answer Form to fill in the chart below. First, record the total number of correct responses for each strategy. Then record the percent of correct responses for each strategy.

Strategy		Number of Correct Responses	Percent Correct
Finding Main Idea	(MI)	____ out of 10	= ____ %
Recalling Facts and Details	(FD)	____ out of 10	= ____ %
Understanding Sequence	(US)	____ out of 10	= ____ %
Recognizing Cause and Effect	(CE)	____ out of 10	= ____ %
Comparing and Contrasting	(CC)	____ out of 10	= ____ %
Making Predictions	(MP)	____ out of 10	= ____ %
Finding Word Meaning in Context	(WM)	____ out of 10	= ____ %
Drawing Conclusions and Making Inferences	(CI)	____ out of 10	= ____ %
Distinguishing Between Fact and Opinion	(FO)	____ out of 10	= ____ %
Identifying Author's Purpose	(AP)	____ out of 10	= ____ %
Interpreting Figurative Language	(FL)	____ out of 10	= ____ %
Distinguishing Between Real and Make-believe	(RM)	____ out of 10	= ____ %

Cut along the dotted line.



Complete this page after completing Teacher Assessment 1.

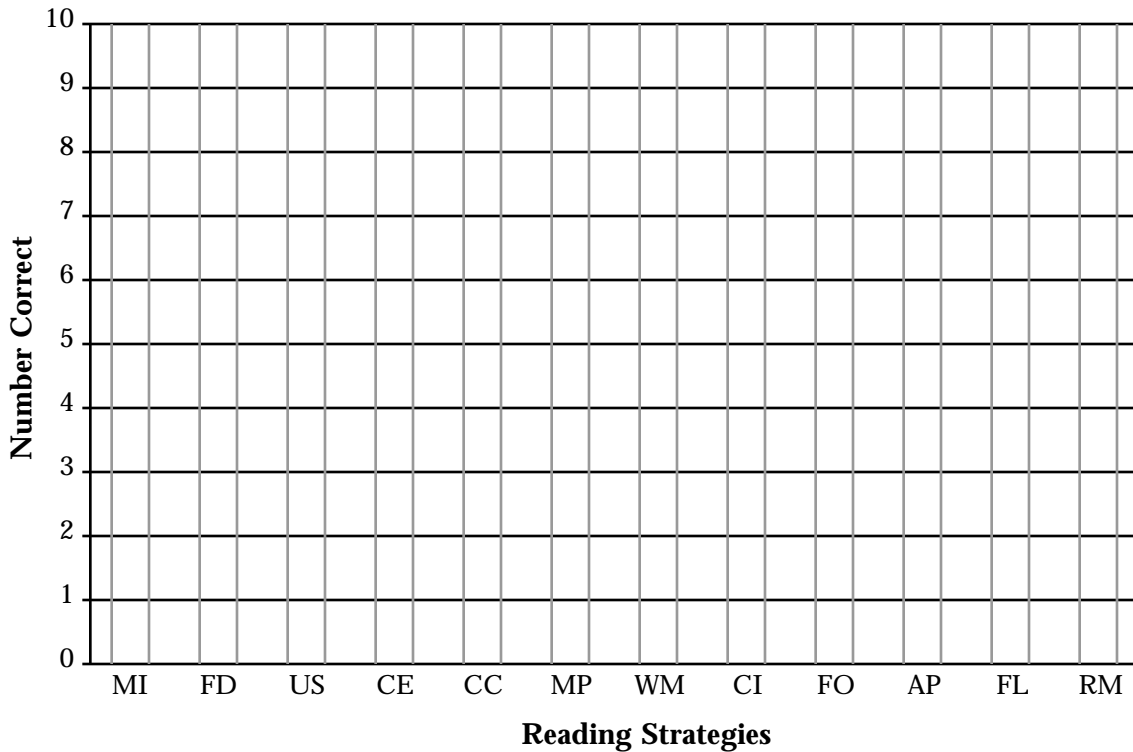
Student's Name: _____ Date: _____

Teacher's Name: _____

PART ONE

Comparing Levels of Mastery

Use the chart on Teacher Assessment 1 to complete the graph below. For each reading strategy, shade the number correct to form a bar. A completed bar graph compares a student's level of mastery for each reading strategy.



Key

- MI = Finding Main Idea
- FD = Recalling Facts and Details
- US = Understanding Sequence
- CE = Recognizing 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

Cut along the dotted line.

**Comprehensive Assessment
of Reading Strategies, Book 4
Answer Form**

Name _____
Teacher _____
Grade _____

Key

- MI = Finding Main Idea
- FD = Recalling Facts and Details
- US = Understanding Sequence
- CE = Recognizing 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: _____

LESSON 2

- MI 1. (A) 2. (B) 3. (C) 4. (D)
- FD 1. (A) 2. (B) 3. (C) 4. (D)
- US 1. (A) 2. (B) 3. (C) 4. (D)
- CE 1. (A) 2. (B) 3. (C) 4. (D)
- CC 1. (A) 2. (B) 3. (C) 4. (D)
- MP 1. (A) 2. (B) 3. (C) 4. (D)
- WM 1. (A) 2. (B) 3. (C) 4. (D)
- CI 1. (A) 2. (B) 3. (C) 4. (D)
- FO 1. (A) 2. (B) 3. (C) 4. (D)
- AP 1. (A) 2. (B) 3. (C) 4. (D)
- FL 1. (A) 2. (B) 3. (C) 4. (D)
- RM 1. (A) 2. (B) 3. (C) 4. (D)

Date: _____

LESSON 3

- MI 1. (A) 2. (B) 3. (C) 4. (D)
- FD 1. (A) 2. (B) 3. (C) 4. (D)
- US 1. (A) 2. (B) 3. (C) 4. (D)
- CE 1. (A) 2. (B) 3. (C) 4. (D)
- CC 1. (A) 2. (B) 3. (C) 4. (D)
- MP 1. (A) 2. (B) 3. (C) 4. (D)
- WM 1. (A) 2. (B) 3. (C) 4. (D)
- CI 1. (A) 2. (B) 3. (C) 4. (D)
- FO 1. (A) 2. (B) 3. (C) 4. (D)
- AP 1. (A) 2. (B) 3. (C) 4. (D)
- FL 1. (A) 2. (B) 3. (C) 4. (D)
- RM 1. (A) 2. (B) 3. (C) 4. (D)

Date: _____

LESSON 5

- MI 1. (A) 2. (B) 3. (C) 4. (D)
- FD 1. (A) 2. (B) 3. (C) 4. (D)
- US 1. (A) 2. (B) 3. (C) 4. (D)
- CE 1. (A) 2. (B) 3. (C) 4. (D)
- CC 1. (A) 2. (B) 3. (C) 4. (D)
- MP 1. (A) 2. (B) 3. (C) 4. (D)
- WM 1. (A) 2. (B) 3. (C) 4. (D)
- CI 1. (A) 2. (B) 3. (C) 4. (D)
- FO 1. (A) 2. (B) 3. (C) 4. (D)
- AP 1. (A) 2. (B) 3. (C) 4. (D)
- FL 1. (A) 2. (B) 3. (C) 4. (D)
- RM 1. (A) 2. (B) 3. (C) 4. (D)

Date: _____

LESSON 6

- MI 1. (A) 2. (B) 3. (C) 4. (D)
- FD 1. (A) 2. (B) 3. (C) 4. (D)
- US 1. (A) 2. (B) 3. (C) 4. (D)
- CE 1. (A) 2. (B) 3. (C) 4. (D)
- CC 1. (A) 2. (B) 3. (C) 4. (D)
- MP 1. (A) 2. (B) 3. (C) 4. (D)
- WM 1. (A) 2. (B) 3. (C) 4. (D)
- CI 1. (A) 2. (B) 3. (C) 4. (D)
- FO 1. (A) 2. (B) 3. (C) 4. (D)
- AP 1. (A) 2. (B) 3. (C) 4. (D)
- FL 1. (A) 2. (B) 3. (C) 4. (D)
- RM 1. (A) 2. (B) 3. (C) 4. (D)

Date: _____

LESSON 8

- MI 1. (A) 2. (B) 3. (C) 4. (D)
- FD 1. (A) 2. (B) 3. (C) 4. (D)
- US 1. (A) 2. (B) 3. (C) 4. (D)
- CE 1. (A) 2. (B) 3. (C) 4. (D)
- CC 1. (A) 2. (B) 3. (C) 4. (D)
- MP 1. (A) 2. (B) 3. (C) 4. (D)
- WM 1. (A) 2. (B) 3. (C) 4. (D)
- CI 1. (A) 2. (B) 3. (C) 4. (D)
- FO 1. (A) 2. (B) 3. (C) 4. (D)
- AP 1. (A) 2. (B) 3. (C) 4. (D)
- FL 1. (A) 2. (B) 3. (C) 4. (D)
- RM 1. (A) 2. (B) 3. (C) 4. (D)

Date: _____

LESSON 9

- MI 1. (A) 2. (B) 3. (C) 4. (D)
- FD 1. (A) 2. (B) 3. (C) 4. (D)
- US 1. (A) 2. (B) 3. (C) 4. (D)
- CE 1. (A) 2. (B) 3. (C) 4. (D)
- CC 1. (A) 2. (B) 3. (C) 4. (D)
- MP 1. (A) 2. (B) 3. (C) 4. (D)
- WM 1. (A) 2. (B) 3. (C) 4. (D)
- CI 1. (A) 2. (B) 3. (C) 4. (D)
- FO 1. (A) 2. (B) 3. (C) 4. (D)
- AP 1. (A) 2. (B) 3. (C) 4. (D)
- FL 1. (A) 2. (B) 3. (C) 4. (D)
- RM 1. (A) 2. (B) 3. (C) 4. (D)

Date: _____

LESSON 4

- MI 1. (A) 2. (B) 3. (C) 4. (D)
- FD 1. (A) 2. (B) 3. (C) 4. (D)
- US 1. (A) 2. (B) 3. (C) 4. (D)
- CE 1. (A) 2. (B) 3. (C) 4. (D)
- CC 1. (A) 2. (B) 3. (C) 4. (D)
- MP 1. (A) 2. (B) 3. (C) 4. (D)
- WM 1. (A) 2. (B) 3. (C) 4. (D)
- CI 1. (A) 2. (B) 3. (C) 4. (D)
- FO 1. (A) 2. (B) 3. (C) 4. (D)
- AP 1. (A) 2. (B) 3. (C) 4. (D)
- FL 1. (A) 2. (B) 3. (C) 4. (D)
- RM 1. (A) 2. (B) 3. (C) 4. (D)

Date: _____

LESSON 7

- MI 1. (A) 2. (B) 3. (C) 4. (D)
- FD 1. (A) 2. (B) 3. (C) 4. (D)
- US 1. (A) 2. (B) 3. (C) 4. (D)
- CE 1. (A) 2. (B) 3. (C) 4. (D)
- CC 1. (A) 2. (B) 3. (C) 4. (D)
- MP 1. (A) 2. (B) 3. (C) 4. (D)
- WM 1. (A) 2. (B) 3. (C) 4. (D)
- CI 1. (A) 2. (B) 3. (C) 4. (D)
- FO 1. (A) 2. (B) 3. (C) 4. (D)
- AP 1. (A) 2. (B) 3. (C) 4. (D)
- FL 1. (A) 2. (B) 3. (C) 4. (D)
- RM 1. (A) 2. (B) 3. (C) 4. (D)

Date: _____

LESSON 10

- MI 1. (A) 2. (B) 3. (C) 4. (D)
- FD 1. (A) 2. (B) 3. (C) 4. (D)
- US 1. (A) 2. (B) 3. (C) 4. (D)
- CE 1. (A) 2. (B) 3. (C) 4. (D)
- CC 1. (A) 2. (B) 3. (C) 4. (D)
- MP 1. (A) 2. (B) 3. (C) 4. (D)
- WM 1. (A) 2. (B) 3. (C) 4. (D)
- CI 1. (A) 2. (B) 3. (C) 4. (D)
- FO 1. (A) 2. (B) 3. (C) 4. (D)
- AP 1. (A) 2. (B) 3. (C) 4. (D)
- FL 1. (A) 2. (B) 3. (C) 4. (D)
- RM 1. (A) 2. (B) 3. (C) 4. (D)

Date: _____

LESSON 1

- MI 1. (A) 2. (B) 3. (C) 4. (D)
- FD 1. (A) 2. (B) 3. (C) 4. (D)
- US 1. (A) 2. (B) 3. (C) 4. (D)
- CE 1. (A) 2. (B) 3. (C) 4. (D)
- CC 1. (A) 2. (B) 3. (C) 4. (D)
- MP 1. (A) 2. (B) 3. (C) 4. (D)
- WM 1. (A) 2. (B) 3. (C) 4. (D)
- CI 1. (A) 2. (B) 3. (C) 4. (D)
- FO 1. (A) 2. (B) 3. (C) 4. (D)
- AP 1. (A) 2. (B) 3. (C) 4. (D)
- FL 1. (A) 2. (B) 3. (C) 4. (D)
- RM 1. (A) 2. (B) 3. (C) 4. (D)

12 Reading Strategies Practiced in Book 4

- *Finding Main Idea*
- *Recalling Facts and Details*
- *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*
- *Distinguishing Between Real and Make-believe*



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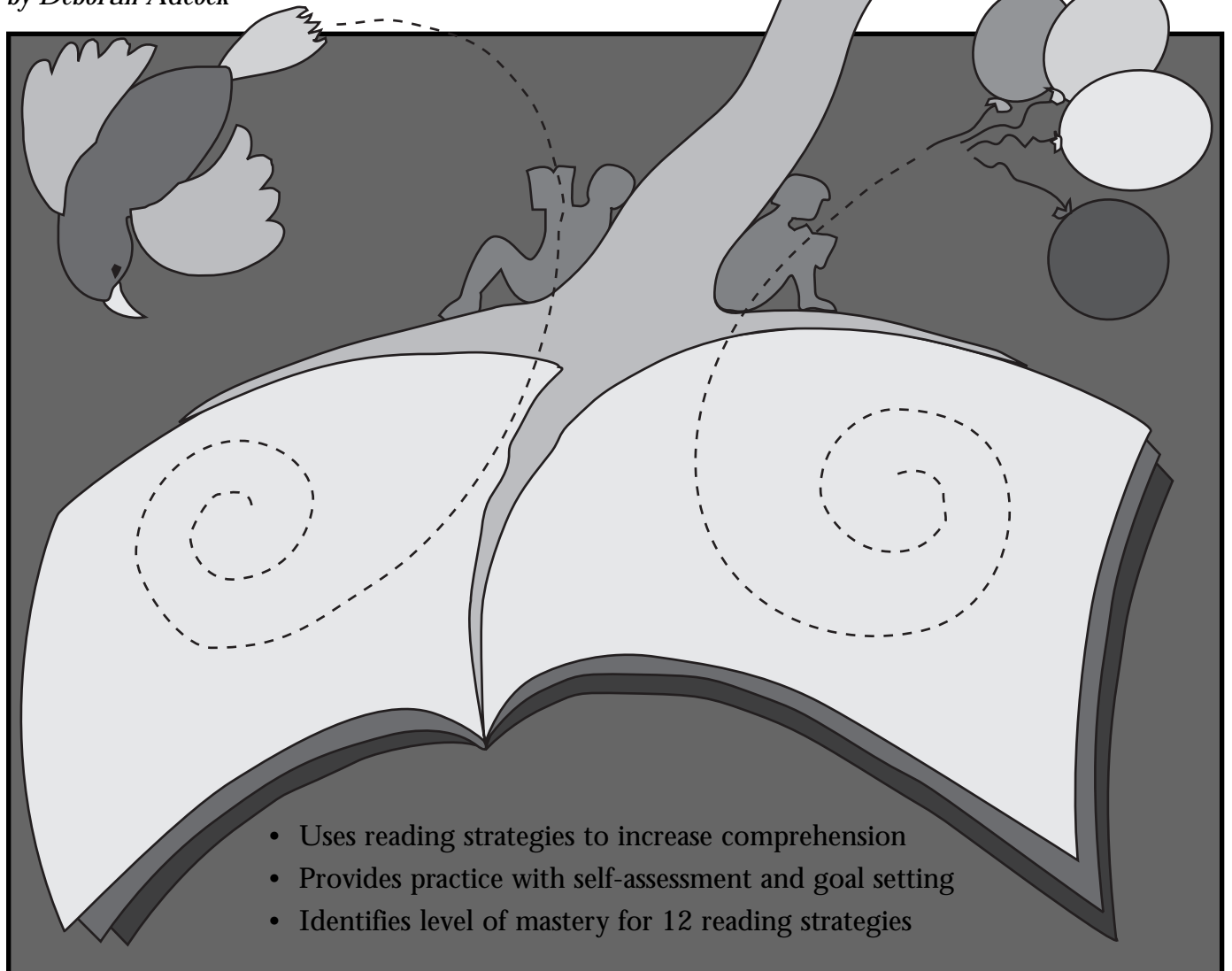
TEACHER GUIDE

COMPREHENSIVE ASSESSMENT OF READING STRATEGIES

Book

4

by Deborah Adcock



- Uses reading strategies to increase comprehension
- Provides practice with self-assessment and goal setting
- Identifies level of mastery for 12 reading strategies

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Author

Deborah Adcock is a developer of curriculum materials in reading, language, and mathematics.

FOR THE TEACHER



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

CARS is a diagnostic reading series that gives students practice in 12 reading strategies, as well as allowing for their self-assessment. *CARS* allows teachers to identify and assess a student's level of mastery with each of 12 reading strategies. This six-level program is designed for students in grades 3 through 8.

Each 40-page student book in the *CARS* program contains ten lessons, which include reading passages in a variety of literary genres. Following each reading passage are 12 selected-response questions. Each question focuses on a specific reading strategy.

In *CARS, Book 4*, students read the following genres:

- folktale
- biography
- narrative
- science article
- poem
- journal entry
- announcement
- short story
- informational article
- geography article

In *CARS, Book 4*, students practice the following 12 reading strategies:

- finding main idea
- recalling facts and details
- 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

What is in the student book?

Each student book contains

- ten lessons; each lesson provides a reading passage and 12 selected-response questions
- two self-assessment forms for students; students complete Self-assessment 1 after Lessons 1–5 and Self-assessment 2 after Lessons 6–10

- two assessment forms for teachers; teachers complete Teacher Assessment 1 and Teacher Assessment 2 after Lessons 1–10 have been completed and corrected
- an Answer Form; students use the Answer Form to record their answers

What is in the teacher guide?

Each teacher guide contains

- suggestions and instruction for using the *CARS* program effectively in the classroom
- Understanding the Strategies, an instructional reproducible for use with students in the classroom
- reproducibles of the student assessments and teacher assessments that appear in the student book
- a reproducible Class Performance Chart for recording class results
- a completed Answer Form

Where do students record their answers?

It is essential that students record their answers on the Answer Form on page 37. 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 Teacher Assessment 1 to begin the assessment process.

What is the correction procedure?

For the best results, correct each lesson orally with students immediately following its completion. 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.

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*.

- **Recognizing 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 comparing and contrasting, 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.



- **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 nighttime, 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*.

- **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."

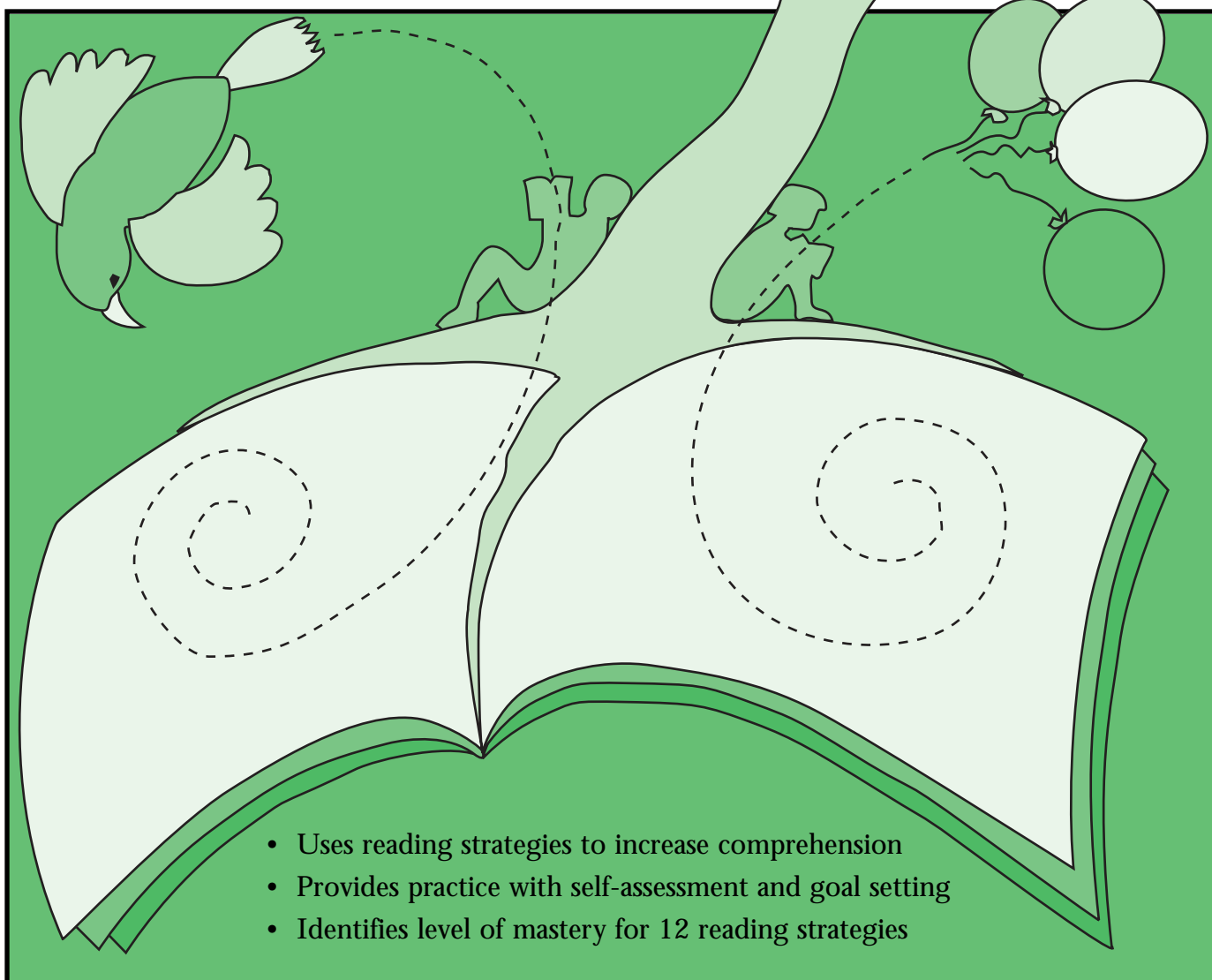
- **Summarizing**

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.

COMPREHENSIVE ASSESSMENT OF READING STRATEGIES

Book

5



CURRICULUM ASSOCIATES®, Inc.

NAME: _____

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15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

FOR THE STUDENT



Comprehensive Assessment of Reading Strategies (CARS) is a reading program that gives you practice with 12 reading strategies. In *CARS, Book 5*, you will complete ten reading lessons. Each lesson has a reading passage and questions about the passage. Each passage is a different writing form. Some of the writing forms are an informational article, a journal entry, a letter, and a biography. After you read each passage, you will answer 12 questions. Each question helps you practice a certain reading strategy.

Once you have completed the first five lessons, you will complete a self-assessment. The self-assessment will help you see how well you are doing and what goals you need to set. After you complete the last five lessons, you will complete another self-assessment. This self-assessment will help you see how well you met your goals.

CARS, Book 5 will help you become a better reader. You will understand what important information to look for as you read. This will help you get the most from your reading.

Permissions and Acknowledgments

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This *Comprehensive Assessment of Reading Strategies* book was prepared for students by Deborah Adcock. Patrick Robert Adcock and Courtney Bolser are contributing authors.

Illustrated by Susan Hawk



Here is a social studies article about a natural disaster. Read the article. Then do Numbers 1 through 12.

The Great California Earthquake of 1906

No one can predict when an earthquake will occur. However, buildings are stronger today, and emergency crews are put in place quickly. This helps lessen the losses caused by these awesome forces of nature. Long ago, however, less was known about earthquakes. The damage they caused was even more far-reaching.

In 1906, the early morning silence of April 18 was shattered at 5:12. At that very moment, an earthquake shook the city of San Francisco. Streets began to rise and fall like waves on an open sea.

The first shock continued for 40 terrifying seconds. The next shock lasted only 15 seconds. In less than one minute, the nation's worst natural disaster forever changed thousands of lives.

The most serious destruction was not caused by the quake itself. It was caused by broken water lines and gas lines. Gas leaks triggered explosions and fires. There was no water to put out the fires, and over 490 city blocks burned to the ground. As one citizen described, ". . . flames were seething, and as I stood there, a five-story building half a block away fell with a crash . . ." The fires raged on for three days before burning out.

Once the smoke cleared, citizens were able to survey the damage. Many people were separated from family members during the fires. Over 500 lives were lost, and more than 250,000 people were left homeless.

The earthquake rocked the city, but it did not shake the strength of its citizens. As one woman described in a letter to a friend just weeks after the quake, "We have certainly had an awful time out here, but the fortitude of the people has been something wonderful." The people of San Francisco were able to rise from the ashes and restore their battered city.





Finding Main Idea

1. What is the main topic of this article?
- Ⓐ major disasters of the twentieth century
 - Ⓑ earthquakes that have occurred in the United States
 - Ⓒ lifestyles of the early 1900s
 - Ⓓ an earthquake that destroyed a major city

Recognizing Cause and Effect

4. Which of these led to the outbreak of fires?
- Ⓐ gas leaks
 - Ⓑ broken power lines
 - Ⓒ lack of water
 - Ⓓ careless citizens

Recalling Facts and Details

2. How long did the first shock last?
- Ⓐ almost four days
 - Ⓑ less than one minute
 - Ⓒ only 15 seconds
 - Ⓓ over two minutes

Comparing and Contrasting

5. In the article, the rising and falling of the streets during the earthquake is compared to
- Ⓐ the rise and fall of the sun.
 - Ⓑ the nation's worst natural disaster.
 - Ⓒ raging flames.
 - Ⓓ the rise and fall of ocean waves.

Understanding Sequence

3. The boxes tell about some of the events described in the article.

An earthquake shook the city of San Francisco at 5:12 A.M. on April 18, 1906.		Water lines and gas lines were broken	Gas leaks triggered explosions.
---	--	---------------------------------------	---------------------------------

1 2 3 4
Which of these belongs in box 2?

- Ⓐ Citizens worked together to rebuild their city.
- Ⓑ The quake caused city streets to rise and fall.
- Ⓒ Fires destroyed almost 500 city blocks.
- Ⓓ Citizens were finally able to survey the damage.

Making Predictions

6. Predict which of these would most likely occur if a similar earthquake were to strike San Francisco today.
- Ⓐ Water lines and gas lines would remain undamaged.
 - Ⓑ Streets would not require repair.
 - Ⓒ Few citizens would lose their homes.
 - Ⓓ Losses to life and property would not be as severe.



<p>Finding Word Meaning in Context</p> <p>7. What is the meaning of the word <i>survey</i> in paragraph four?</p> <ul style="list-style-type: none">Ⓐ “poll”Ⓑ “inspect”Ⓒ “estimate”Ⓓ “deny”	<p>Identifying Author’s Purpose</p> <p>10. The author’s purpose in the last paragraph is to</p> <ul style="list-style-type: none">Ⓐ entertain readers with a quote from an old letter.Ⓑ explain the destructive power of an earthquake.Ⓒ describe the character of the after the earthquake.Ⓓ share information about the city of San Francisco.
<p>Drawing Conclusions and Making Inferences</p> <p>8. A reader of this article could conclude that</p> <ul style="list-style-type: none">Ⓐ earthquakes today are more mild than those in the past.Ⓑ earthquakes usually occur in the early morning hours.Ⓒ earthquakes are as unpredictable today as they were in the past.Ⓓ earthquakes always last less than one minute.	<p>Interpreting Figurative Language</p> <p>11. In the last paragraph, <i>rise from the ashes</i> describes how</p> <ul style="list-style-type: none">Ⓐ the earthquake of 1906 caused the outbreak of fire.Ⓑ the people of San Francisco were able to put aside their sorrow.Ⓒ the city of San Francisco was leveled by a powerful earthquake.Ⓓ the people of San Francisco rebuilt their city.
<p>Distinguishing Between Fact and Opinion</p> <p>9. Which of these is an opinion from the article?</p> <ul style="list-style-type: none">Ⓐ The most serious destruction to the city was not caused by the quake itself.Ⓑ Many people were separated from their families during the fires.Ⓒ After the earthquake, it took three days for the fires to burn out.Ⓓ The fortitude of the people has been something wonderful.	<p>Summarizing</p> <p>12. What is an appropriate summary of the article?</p> <ul style="list-style-type: none">Ⓐ The California earthquake of 1906 left hundreds dead and even more homeless, but never destroyed the people’s spirit.Ⓑ People often don’t realize how strong they are until disaster strikes.Ⓒ Fires are a more destructive force than earthquakes.Ⓓ The California earthquake of 1906 was the worst disaster in the nation’s history.



Complete this page after the student has completed Lessons 1–10.

Student's Name: _____ Date: _____

Teacher's Name: _____

Assessing the Strategies

Students answer a question about each strategy once in each lesson, or a total of ten times. Use the student's completed Answer Form to fill in the chart below. First, record the total number of correct responses for each strategy. Then record the percent of correct responses for each strategy.

Strategy		Number of Correct Responses	Percent Correct
Finding Main Idea	(MI)	____ out of 10	= ____ %
Recalling Facts and Details	(FD)	____ out of 10	= ____ %
Understanding Sequence	(US)	____ out of 10	= ____ %
Recognizing Cause and Effect	(CE)	____ out of 10	= ____ %
Comparing and Contrasting	(CC)	____ out of 10	= ____ %
Making Predictions	(MP)	____ out of 10	= ____ %
Finding Word Meaning in Context	(WM)	____ out of 10	= ____ %
Drawing Conclusions and Making Inferences	(CI)	____ out of 10	= ____ %
Distinguishing Between Fact and Opinion	(FO)	____ out of 10	= ____ %
Identifying Author's Purpose	(AP)	____ out of 10	= ____ %
Interpreting Figurative Language	(FL)	____ out of 10	= ____ %
Sumarizing	(SM)	____ out of 10	= ____ %c

Cut along the dotted line.

TEACHER ASSESSMENT



2

Complete this page after completing Teacher Assessment 1.

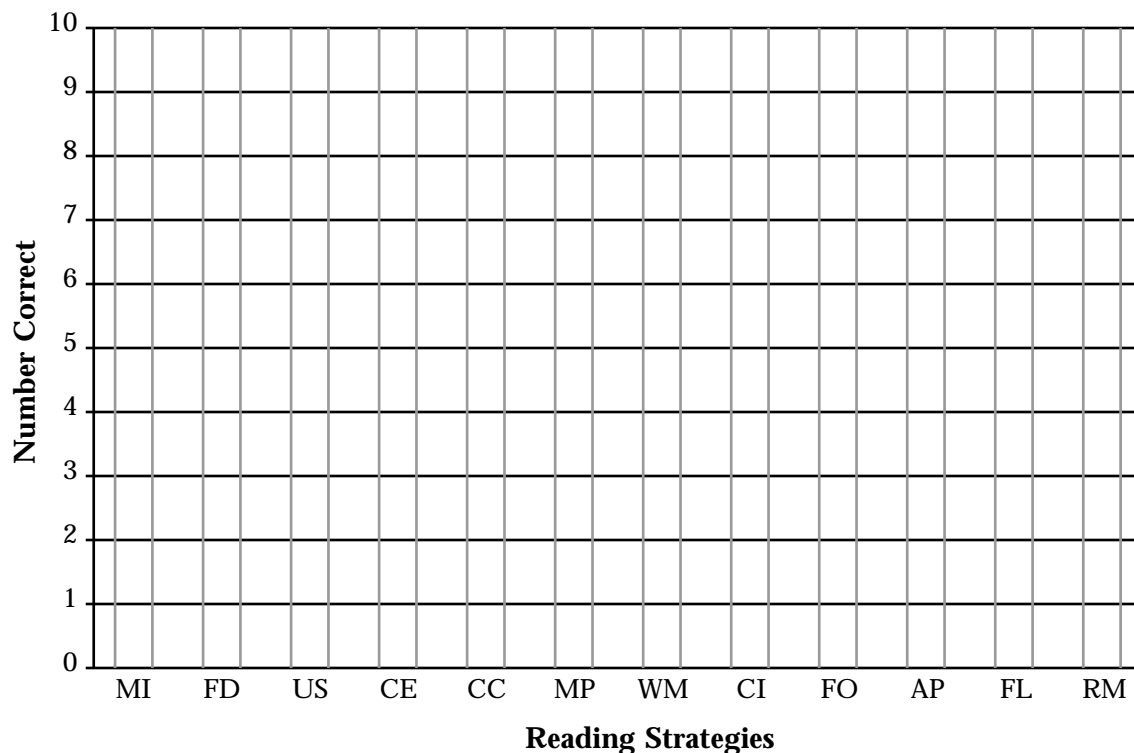
Student's Name: _____ Date: _____

Teacher's Name: _____

PART ONE

Comparing Levels of Mastery

Use the chart on Teacher Assessment 1 to complete the graph below. For each reading strategy, shade the number correct to form a bar. A completed bar graph compares a student's level of mastery for each reading strategy.



Key

MI = Finding Main Idea

FD = Recalling Facts and Details

US = Understanding Sequence

CE = Recognizing 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

**Comprehensive Assessment
of Reading Strategies, Book 4
Answer Form**

Name _____
Teacher _____
Grade _____

Key

- MI = Finding Main Idea
- FD = Recalling Facts and Details
- US = Understanding Sequence
- CE = Recognizing 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: _____

LESSON 2

- 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: _____

LESSON 5

- 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: _____

LESSON 8

- 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: _____

LESSON 3

- 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: _____

LESSON 9

- 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: _____

LESSON 4

- 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: _____

LESSON 7

- 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: _____

LESSON 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: _____

LESSON 10

- 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)

12 Reading Strategies Practiced in Book 5

- *Finding Main Idea*
- *Recalling Facts and Details*
- *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*



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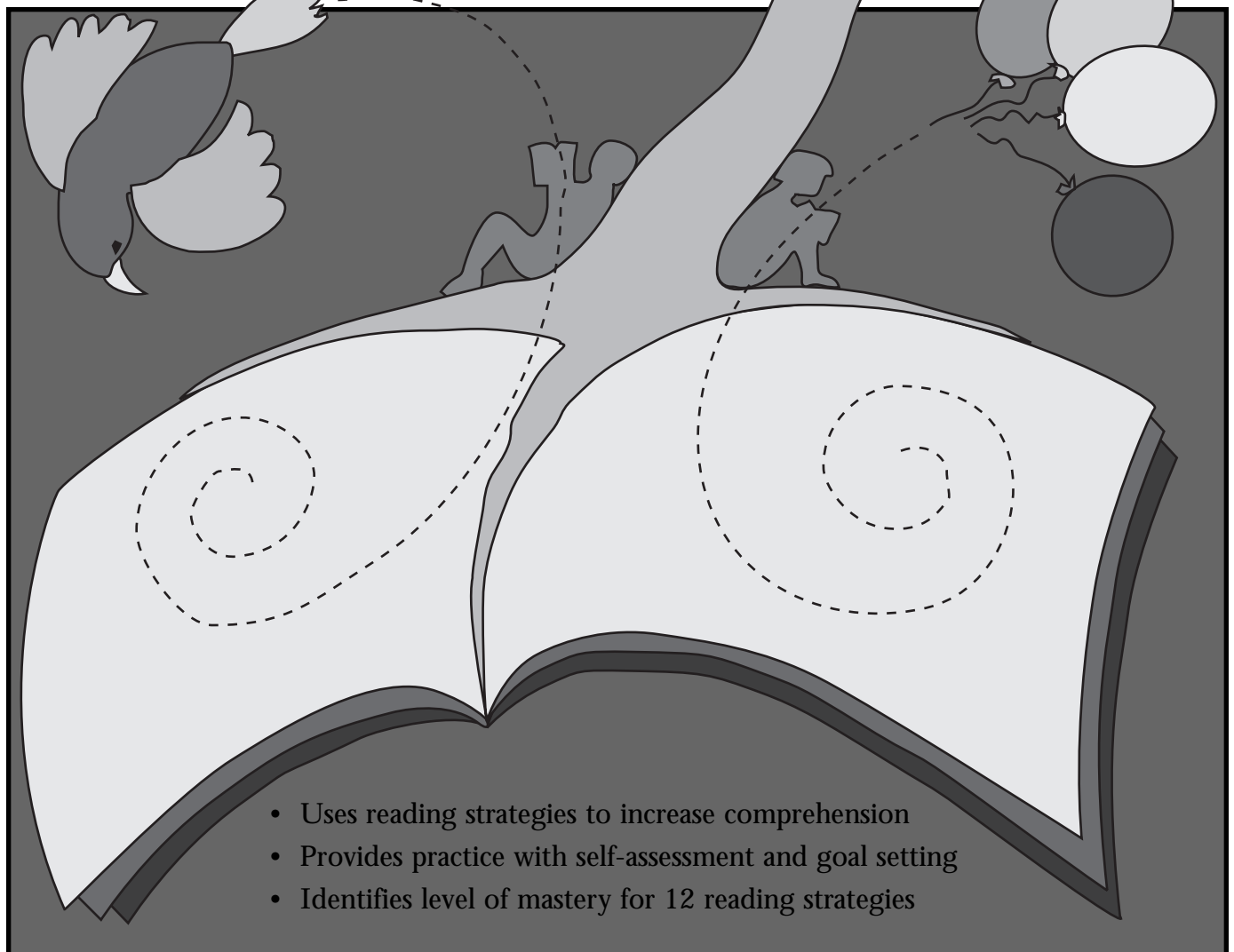
TEACHER GUIDE

COMPREHENSIVE ASSESSMENT OF READING STRATEGIES

Book

5

by Deborah Adcock



- Uses reading strategies to increase comprehension
- Provides practice with self-assessment and goal setting
- Identifies level of mastery for 12 reading strategies

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Author

Deborah Adcock is a developer of curriculum materials in reading, language, and mathematics.

FOR THE TEACHER



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

CARS is a diagnostic reading series that gives students practice in 12 reading strategies, as well as allowing for their self-assessment. *CARS* allows teachers to identify and assess a student's level of mastery with each of 12 reading strategies. This six-level program is designed for students in grades 3 through 8.

Each 40-page student book in the *CARS* program contains ten lessons, which include reading passages in a variety of literary genres. Following each reading passage are 12 selected-response questions. Each question focuses on a specific reading strategy.

In *CARS, Book 5*, students read the following genres:

- informational article
- social studies article
- science article
- computer web sites
- journal entry
- poem
- letter
- legend
- biography
- short story

In *CARS, Book 5*, students practice the following 12 reading strategies:

- finding main idea
- recalling facts and details
- 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

What is in the student book?

Each student book contains

- ten lessons; each lesson provides a reading passage and 12 selected-response questions
- two self-assessment forms for students; students complete Self-assessment 1 after Lessons 1–5 and Self-assessment 2 after Lessons 6–10

- two assessment forms for teachers; teachers complete Teacher Assessment 1 and Teacher Assessment 2 after Lessons 1–10 have been completed and corrected
- an Answer Form; students use the Answer Form to record their answers

What is in the teacher guide?

Each teacher guide contains

- suggestions and instruction for using the *CARS* program effectively in the classroom
- Understanding the Strategies, an instructional reproducible for use with students in the classroom
- reproducibles of the student assessments and teacher assessments that appear in the student book
- a reproducible Class Performance Chart for recording class results
- a completed Answer Form

Where do students record their answers?

It is essential that students record their answers on the Answer Form on page 37. 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 Teacher Assessment 1 to begin the assessment process.

What is the correction procedure?

For the best results, correct each lesson orally with students immediately following its completion. 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.

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*.

- **Recognizing 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 comparing and contrasting, 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.



- **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 nighttime, 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*.

- **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."

- **Summarizing**

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.

