

New York State Draft Performance Indicators 1-5

Correlated to

- Comprehensive Assessment of Reading Strategies (CARS® Series)**
- Strategies to Achieve Reading Success (STARS™ Series)**
- Comprehensive Assessment of Reading Strategies II (CARS® Series II)**



New York State Draft Performance Indicators 1-8
Correlated to
Comprehensive Assessment of Reading Strategies (CARS® Series)
Strategies to Achieve Reading Success (STARS™ Series)
Comprehensive Assessment of Reading Strategies II (CARS® II Series)

Standard 1: Students will read, write, listen, and speak for information and understanding.

LISTENING AND READING to acquire information and understanding involves collecting data, facts and ideas; discovering relationships, concepts and generalizations; and using knowledge from oral, written and electronic sources.

New York State Elementary Standards Grade 1	CARS® Series/STARS™ Series/CARS® Series II Book 1 Strategies
Gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.	Finding main idea Recalling facts and details Understanding sequence Recognizing cause and effect Making predictions Finding word meaning in context Drawing conclusions and making inferences Reading pictures
Select information appropriate to the purpose of their investigation and relate ideas from one text to another.	Recalling facts and details Recognizing cause and effect Drawing conclusions and making inferences
Ask specific questions to clarify and extend meaning.	Finding word meaning in context Drawing conclusions and making inferences
Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words.	Understanding sequence Finding word meaning in context
Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.	Drawing conclusions and making inferences Reading pictures

**New York State Draft Performance Indicators 1-8
Correlated to
Comprehensive Assessment of Reading Strategies (CARS® Series)
Strategies to Achieve Reading Success (STARS™ Series)
Comprehensive Assessment of Reading Strategies II (CARS® II Series)**

Standard 1: Students will read, write, listen, and speak for information and understanding.

SPEAKING AND WRITING to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

New York State Elementary Standards Grade 1	CARS® Series/STARS™ Series/CARS® Series II Book 1 Strategies
Select a focus, organization, and point of view for oral and written presentations	Finding Main Idea Drawing Conclusions and Making Inferences
Use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference	Recalling Facts and Details Understanding Sequence Recognizing Cause and Effect Reading Pictures
Use details, examples, anecdotes, or personal experiences to explain or clarify information Include relevant information and exclude extraneous material	Finding Main Idea Recalling Facts and Details Understanding Sequence

Standard 2: Students will read, write, listen, and speak for literary response and expression.

LISTENING AND READING for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical, and cultural features of the text.

Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers	See all of CARS® Series, STARS™ Series, and CARS® Series II Book 1
Understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives	Finding Main Idea Recognizing Cause and Effect Making Predictions
Use inference and deduction to understand the text	Making Predictions Drawing Conclusions and Making Inferences
Read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning	Finding Main Idea Finding Word Meaning in Context

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Strategies to Achieve Reading Success (STARS™ Series)
Comprehensive Assessment of Reading Strategies II (CARS® II Series)**

Standard 2: Students will read, write, listen, and speak for literary response and expression.

SPEAKING AND WRITING for literary response involves presenting interpretations, analysis, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

New York State Elementary Standards Grade 1	CARS® Series/STARS™ Series/CARS® Series II Book 1 Strategies
Explain the meaning of literary works with some attention to meanings beyond the literal level	Recognizing Cause and Effect Making Predictions Drawing Conclusions and Making Inferences

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

LISTENING AND READING to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sorts of criteria.

Read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor	Finding Main Idea Recalling Facts and Details Recognizing Cause and Effect
Recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner
Evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner

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Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

SPEAKING AND WRITING for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

New York State Elementary Standards Grade 1	CARS® Series/STARS™ Series/CARS® Series II Book 1 Strategies
Present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost)	Recognizing Cause and Effect
Use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing	See all of CARS® Series, STARS™ Series, and CARS® Series II Book 1

Standard 4: Students will read, write, listen, and speak for social interaction.

READING AND WRITING Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

Adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message	Drawing Conclusions and Making Inferences
Read and discuss published letters, diaries, and journals to learn the conventions of social writing	Letters, diaries, and journals are featured in STARS™ Series Book 1 for these strategies: Understanding Sequence Recognizing Cause and Effect, and Making Predictions

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Standard 4: Students will read, write, listen, and speak for social interaction.

LISTENING AND SPEAKING Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

New York State Elementary Standards Grade 1	CARS® Series/STARS™ Series/CARS® Series II Book 1 Strategies
Listen attentively and recognize when it is appropriate for them to speak	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner
Recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner

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Standard 1: Students will read, write, listen, and speak for information and understanding.

LISTENING AND READING to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

New York State Elementary Standards Grade 2	CARS® Series/STARS™ Series/CARS® Series II Book 2 Strategies
Gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams	Finding Main Idea Recalling Facts and Details Understanding Sequence Recognizing Cause and Effect Making Predictions Finding Word Meaning in Context Drawing Conclusions and Making Inferences Reading Pictures
Select information appropriate to the purpose of their investigation and relate ideas from one text to another	Recalling Facts and Details Recognizing Cause and Effect Comparing and Contrasting Drawing Conclusions and Making Inferences Distinguishing Between Fact and Opinion Identifying Author’s Purpose
Select and use strategies that have been taught for notetaking, organizing, and categorizing information	Recognizing Cause and Effect Distinguishing Between Fact and Opinion Distinguishing Between Real and Make-believe
Ask specific questions to clarify and extend meaning	Finding Word Meaning in Context Drawing Conclusions and Making Inferences
Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words	Understanding Sequence Finding Word Meaning in Context Distinguishing Between Fact and Opinion Identifying Author’s Purpose Interpreting Figurative Language Distinguishing Between Real and Make-believe
Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns	Drawing Conclusions and Making Inferences Reading Pictures

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Select and use strategies that have been taught for notetaking, organizing, and categorizing information	Recognizing Cause and Effect Distinguishing Between Fact and Opinion Distinguishing Between Real and Make-believe
Ask specific questions to clarify and extend meaning	Finding Word Meaning in Context Drawing Conclusions and Making Inferences
Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words	Understanding Sequence Finding Word Meaning in Context Distinguishing Between Fact and Opinion Identifying Author’s Purpose Interpreting Figurative Language Distinguishing Between Real and Make-believe
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New York State Elementary Standards Grade 2	CARS® Series/STARS™ Series/CARS® Series II Book 2 Strategies
Select a focus, organization, and point of view for oral and written presentations	Finding Main Idea Drawing Conclusions and Making Inferences
Use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference	Recalling Facts and Details Understanding Sequence Recognizing Cause and Effect
Use details, examples, anecdotes, or personal experiences to explain or clarify information Include relevant information and exclude extraneous material	Finding Main Idea Recalling Facts and Details Understanding Sequence

Standard 2: Students will read, write, listen, and speak for literary response and expression.

LISTENING AND READING for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical, and cultural features of the text.

Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers	See all of CARS® Series, STARS™ Series, and CARS® Series II Book 1
Understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives	Finding Main Idea Recognizing Cause and Effect Making Predictions Identifying Author's Purpose Distinguishing Between Real and Make-believe
Use inference and deduction to understand the text	Making Predictions Drawing Conclusions and Making Inferences Identifying Author's Purpose
Read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning	Finding Main Idea Finding Word Meaning in Context

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Standard 2: Students will read, write, listen, and speak for literary response and expression.

SPEAKING AND WRITING for literary response involves presenting interpretations, analysis, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

New York State Elementary Standards Grade 2	CARS® Series/STARS™ Series/CARS® Series II Book 2 Strategies
Explain the meaning of literary works with some attention to meanings beyond the literal level	Recognizing Cause and Effect Making Predictions Drawing Conclusions and Making Inferences Identifying Author’s Purpose Interpreting Figurative Language

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

LISTENING AND READING to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sorts of criteria.

Read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor	Finding Main Idea Recalling Facts and Details Recognizing Cause and Effect Distinguishing Between Fact and Opinion Identifying Author’s Purpose
Recognize that the criteria that one uses to analyze and evaluate anything depend on one’s point of view and purpose for the analysis	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner
Evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner

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New York State Elementary Standards Grade 2	CARS® Series/STARS™ Series/CARS® Series II Book 2 Strategies
Present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost)	Recognizing Cause and Effect Distinguishing Between Fact and Opinion
Use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing	See all of CARS® Series, STARS™ Series, and CARS® Series II Book 1

Standard 4: Students will read, write, listen, and speak for social interaction.

READING AND WRITING Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

Adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message	Drawing Conclusions and Making Inferences Interpreting Figurative Language
Read and discuss published letters, diaries, and journals to learn the conventions of social writing	Letters, diaries, and journals are featured in STARS™ Series Book 2 for these strategies: Recalling Facts and Details Understanding Sequence Comparing and Contrasting, and Interpreting Figurative Language Letters, diaries, and journals are featured in CARS® Series II Book 2 in: Lesson 4, and Lesson 9

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Standard 4: Students will read, write, listen, and speak for social interaction.

LISTENING AND SPEAKING Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

New York State Elementary Standards Grade 2	CARS® Series/STARS™ Series/CARS® Series II Book 2 Strategies
Listen attentively and recognize when it is appropriate for them to speak	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner
Recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner

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Standard 1: Students will read, write, listen, and speak for information and understanding.

LISTENING AND READING to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

New York State Elementary Standards Grade 3	CARS® Series/STARS™ Series/CARS® Series II Book 3 Strategies
Gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams	Finding Main Idea Recalling Facts and Details Understanding Sequence Recognizing Cause and Effect Making Predictions Finding Word Meaning in Context Drawing Conclusions and Making Inferences Reading Pictures
Select information appropriate to the purpose of their investigation and relate ideas from one text to another	Recalling Facts and Details Recognizing Cause and Effect Comparing and Contrasting Drawing Conclusions and Making Inferences Distinguishing Between Fact and Opinion Identifying Author’s Purpose
Select and use strategies that have been taught for notetaking, organizing, and categorizing information	Recognizing Cause and Effect Distinguishing Between Fact and Opinion Distinguishing Between Real and Make-believe
Ask specific questions to clarify and extend meaning	Finding Word Meaning in Context Drawing Conclusions and Making Inferences
Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words	Understanding Sequence Finding Word Meaning in Context Distinguishing Between Fact and Opinion Identifying Author’s Purpose Interpreting Figurative Language Distinguishing Between Real and Make-believe
Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns	Drawing Conclusions and Making Inferences Reading Pictures

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New York State Elementary Standards Grade 3	CARS® Series/STARS™ Series/CARS® Series II Book 3 Strategies
Gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams	Finding Main Idea Recalling Facts and Details Understanding Sequence Recognizing Cause and Effect Making Predictions Finding Word Meaning in Context Drawing Conclusions and Making Inferences Reading Pictures
Select information appropriate to the purpose of their investigation and relate ideas from one text to another	Recalling Facts and Details Recognizing Cause and Effect Comparing and Contrasting Drawing Conclusions and Making Inferences Distinguishing Between Fact and Opinion Identifying Author’s Purpose
Select and use strategies that have been taught for notetaking, organizing, and categorizing information	Recognizing Cause and Effect Distinguishing Between Fact and Opinion Distinguishing Between Real and Make-believe
Ask specific questions to clarify and extend meaning	Finding Word Meaning in Context Drawing Conclusions and Making Inferences
Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words	Understanding Sequence Finding Word Meaning in Context Distinguishing Between Fact and Opinion Identifying Author’s Purpose Interpreting Figurative Language Distinguishing Between Real and Make-believe
Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns	Drawing Conclusions and Making Inferences Reading Pictures

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Comprehensive Assessment of Reading Strategies II (CARS® II Series)**

Standard 1: Students will read, write, listen, and speak for information and understanding.

SPEAKING AND WRITING to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

New York State Elementary Standards Grade 3	CARS® Series/STARS™ Series/CARS® Series II Book 3 Strategies
Select a focus, organization, and point of view for oral and written presentations	Finding Main Idea Drawing Conclusions and Making Inferences
Use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference	Recalling Facts and Details Understanding Sequence Recognizing Cause and Effect
Use details, examples, anecdotes, or personal experiences to explain or clarify information Include relevant information and exclude extraneous material	Finding Main Idea Recalling Facts and Details Understanding Sequence

Standard 2: Students will read, write, listen, and speak for literary response and expression.

LISTENING AND READING for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical, and cultural features of the text.

Read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers	See all of CARS® Series, STARS™ Series, and CARS® Series II Book 3
Understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives	Finding Main Idea Recognizing Cause and Effect Making Predictions Identifying Author’s Purpose Distinguishing Between Real and Make-believe
Use inference and deduction to understand the text	Making Predictions Drawing Conclusions and Making Inferences Identifying Author’s Purpose
Read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning	Finding Main Idea Finding Word Meaning in Context

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Standard 2: Students will read, write, listen, and speak for literary response and expression.

SPEAKING AND WRITING for literary response involves presenting interpretations, analysis, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

New York State Elementary Standards Grade 3	CARS® Series/STARS™ Series/CARS® Series II Book 3 Strategies
Explain the meaning of literary works with some attention to meanings beyond the literal level	Recognizing Cause and Effect Making Predictions Drawing Conclusions and Making Inferences Identifying Author’s Purpose Interpreting Figurative Language

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

LISTENING AND READING to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sorts of criteria.

Read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor	Finding Main Idea Recalling Facts and Details Recognizing Cause and Effect Distinguishing Between Fact and Opinion Identifying Author’s Purpose
Recognize that the criteria that one uses to analyze and evaluate anything depend on one’s point of view and purpose for the analysis	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner
Evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner

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New York State Elementary Standards Grade 3	CARS® Series/STARS™ Series/CARS® Series II Book 3 Strategies
Present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost)	Recognizing Cause and Effect Distinguishing Between Fact and Opinion
Use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing	See all of CARS® Series, STARS™ Series, and CARS® Series II Book 3

Standard 4: Students will read, write, listen, and speak for social interaction.

READING AND WRITING Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

Adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message	Drawing Conclusions and Making Inferences Interpreting Figurative Language
Read and discuss published letters, diaries, and journals to learn the conventions of social writing	Letters, diaries, and journals are featured in STARS™ Series Book 3 for these strategies: Review Strategies 1-3, Recognizing Cause and Effect, Comparing and Contrasting, and Distinguishing Between Real and Make-believe Letters, diaries, and journals are featured in CARS® Series II Book 2 in: Lesson 7

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Listen attentively and recognize when it is appropriate for them to speak	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner
Recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner

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New York State Elementary Standards Grade 4	CARS® Series/STARS™ Series/CARS® Series II Book 4 Strategies
Gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams	Finding Main Idea Recalling Facts and Details Understanding Sequence Recognizing Cause and Effect Making Predictions Finding Word Meaning in Context Drawing Conclusions and Making Inferences Reading Pictures
Select information appropriate to the purpose of their investigation and relate ideas from one text to another	Recalling Facts and Details Recognizing Cause and Effect Comparing and Contrasting Drawing Conclusions and Making Inferences Distinguishing Between Fact and Opinion Identifying Author’s Purpose
Select and use strategies that have been taught for notetaking, organizing, and categorizing information	Recognizing Cause and Effect Distinguishing Between Fact and Opinion Distinguishing Between Real and Make-believe
Ask specific questions to clarify and extend meaning	Finding Word Meaning in Context Drawing Conclusions and Making Inferences
Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words	Understanding Sequence Finding Word Meaning in Context Distinguishing Between Fact and Opinion Identifying Author’s Purpose Interpreting Figurative Language Distinguishing Between Real and Make-believe
Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns	Drawing Conclusions and Making Inferences Reading Pictures

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New York State Elementary Standards Grade 4	CARS® Series/STARS™ Series/CARS® Series II Book 4 Strategies
Gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams	Finding Main Idea Recalling Facts and Details Understanding Sequence Recognizing Cause and Effect Making Predictions Finding Word Meaning in Context Drawing Conclusions and Making Inferences Reading Pictures
Select information appropriate to the purpose of their investigation and relate ideas from one text to another	Recalling Facts and Details Recognizing Cause and Effect Comparing and Contrasting Drawing Conclusions and Making Inferences Distinguishing Between Fact and Opinion Identifying Author’s Purpose
Select and use strategies that have been taught for notetaking, organizing, and categorizing information	Recognizing Cause and Effect Distinguishing Between Fact and Opinion Distinguishing Between Real and Make-believe
Ask specific questions to clarify and extend meaning	Finding Word Meaning in Context Drawing Conclusions and Making Inferences
Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words	Understanding Sequence Finding Word Meaning in Context Distinguishing Between Fact and Opinion Identifying Author’s Purpose Interpreting Figurative Language Distinguishing Between Real and Make-believe
Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns	Drawing Conclusions and Making Inferences Reading Pictures

New York State Draft Performance Indicators 1-8
Correlated to
Comprehensive Assessment of Reading Strategies (CARS® Series)
Strategies to Achieve Reading Success (STARS™ Series)
Comprehensive Assessment of Reading Strategies II (CARS® II Series)

Standard 1: Students will read, write, listen, and speak for information and understanding.

SPEAKING AND WRITING to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

New York State Elementary Standards Grade 4	CARS® Series/STARS™ Series/CARS® Series II Book 4 Strategies
Select a focus, organization, and point of view for oral and written presentations	Finding Main Idea Drawing Conclusions and Making Inferences
Use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference	Recalling Facts and Details Understanding Sequence Recognizing Cause and Effect
Use details, examples, anecdotes, or personal experiences to explain or clarify information Include relevant information and exclude extraneous material	Finding Main Idea Recalling Facts and Details Understanding Sequence

Standard 2: Students will read, write, listen, and speak for literary response and expression.

LISTENING AND READING for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical, and cultural features of the text.

Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers	See all of CARS® Series, STARS™ Series, and CARS® Series II Book 4
Understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives	Finding Main Idea Recognizing Cause and Effect Making Predictions Identifying Author's Purpose Distinguishing Between Real and Make-believe
Use inference and deduction to understand the text	Making Predictions Drawing Conclusions and Making Inferences Identifying Author's Purpose
Read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning	Finding Main Idea Finding Word Meaning in Context

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Correlated to
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Strategies to Achieve Reading Success (STARS™ Series)
Comprehensive Assessment of Reading Strategies II (CARS® II Series)**

Standard 2: Students will read, write, listen, and speak for literary response and expression.

SPEAKING AND WRITING for literary response involves presenting interpretations, analysis, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

New York State Elementary Standards Grade 4	CARS® Series/STARS™ Series/CARS® Series II Book 4 Strategies
Explain the meaning of literary works with some attention to meanings beyond the literal level	Recognizing Cause and Effect Making Predictions Drawing Conclusions and Making Inferences Identifying Author’s Purpose Interpreting Figurative Language

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

LISTENING AND READING to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sorts of criteria.

Read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor	Finding Main Idea Recalling Facts and Details Recognizing Cause and Effect Distinguishing Between Fact and Opinion Identifying Author’s Purpose
Recognize that the criteria that one uses to analyze and evaluate anything depend on one’s point of view and purpose for the analysis	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner
Evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner

**New York State Draft Performance Indicators 1-8
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Comprehensive Assessment of Reading Strategies II (CARS® II Series)**

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

SPEAKING AND WRITING for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

New York State Elementary Standards Grade 4	CARS® Series/STARS™ Series/CARS® Series II Book 4 Strategies
Present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost)	Recognizing Cause and Effect Distinguishing Between Fact and Opinion
Use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing	See all of CARS® Series, STARS™ Series, and CARS® Series II Book 4

Standard 4: Students will read, write, listen, and speak for social interaction.

READING AND WRITING Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

Adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message	Drawing Conclusions and Making Inferences Interpreting Figurative Language
Read and discuss published letters, diaries, and journals to learn the conventions of social writing	Letters, diaries, and journals are featured in STARS™ Series Book 4 for these strategies: Review Strategies 1-3, Recognizing Cause and Effect, Comparing and Contrasting, Drawing Conclusions and Making Inferences, Interpreting Figurative Language Letters, diaries, and journals are featured in CARS® Series II Book 4 in: Lesson 6

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Strategies to Achieve Reading Success (STARS™ Series)
Comprehensive Assessment of Reading Strategies II (CARS® II Series)**

Standard 4: Students will read, write, listen, and speak for social interaction.

LISTENING AND SPEAKING Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

New York State Elementary Standards Grade 4	CARS® Series/STARS™ Series/CARS® Series II Book 4 Strategies
Listen attentively and recognize when it is appropriate for them to speak	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner
Recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations	All of STARS™ Series: each strategy contains a section inviting students to rationalize and explain their point of view to their partner

**New York State Draft Performance Indicators 1-8
Correlated to
Comprehensive Assessment of Reading Strategies (CARS® Series)
Strategies to Achieve Reading Success (STARS™ Series)
Comprehensive Assessment of Reading Strategies II (CARS® II Series)**

Standard 1: Students will read, write, listen, and speak for information and understanding.

LISTENING AND READING to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

New York State Elementary Standards Grade 5	CARS® Series/STARS™ Series/CARS® Series II Book 5 Strategies
Interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience.	Recognizing Cause and Effect Comparing and Contrasting Drawing Conclusions and Making Inferences Distinguishing Between Fact and Opinion Identifying Author's Purpose
Compare and synthesize information from different sources	Finding Main Idea Recalling Facts and Details Comparing and Contrasting Drawing Conclusions and Making Inferences Identifying Author's Purpose Summarizing
Use a wide variety of strategies for selecting, organizing, and categorizing information	Drawing Conclusions and Making Inferences
Distinguish between relevant and irrelevant information and between fact and opinion	Finding Main Idea Recalling Facts and Details Distinguishing Between Fact and Opinion
Understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, and relevance of details	Recalling Facts and Details Understanding Sequence

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Strategies to Achieve Reading Success (STARS™ Series)
Comprehensive Assessment of Reading Strategies II (CARS® II Series)

Standard 1: Students will read, write, listen, and speak for information and understanding.

SPEAKING AND WRITING to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

New York State Elementary Standards Grade 5	CARS® Series/STARS™ Series/CARS® Series II Book 5 Strategies
Produce oral and written reports on topics related to all school subjects	Finding Main Idea Recalling Facts and Details Summarizing
Establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented	Finding Main Idea Recalling Facts and Details Recognizing Cause and Effect Drawing Conclusions and Making Inferences
Organize information according to an identifiable structure, such as compare/contrast or general to specific	Recognizing Cause and Effect Comparing and Contrasting
Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material	Finding Main Idea Recalling Facts and Details Comparing and Contrasting

Standard 2: Students will read, write, listen, and speak for literary response and expression.

LISTENING AND READING for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical, and cultural features of the text.

Read and view texts and performances from a wide range of authors, subjects, and genres	See all of CARS® Series, STARS™ Series, and CARS® Series II
Identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work	Making Predictions Interpreting Figurative Language
Recognize different levels of meaning	Finding Word Meaning in Context Identifying Author's Purpose Interpreting Figurative Language
Read aloud with expression, conveying the meaning and mood of a work	Identifying Author's Purpose

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Strategies to Achieve Reading Success (STARS™ Series)
Comprehensive Assessment of Reading Strategies II (CARS® II Series)**

Standard 2: Students will read, write, listen, and speak for literary response and expression.

SPEAKING AND WRITING for literary response involves presenting interpretations, analysis, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

New York State Elementary Standards Grade 5	CARS® Series/STARS™ Series/CARS® Series II Book 5 Strategies
Produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect	Comparing and Contrasting Drawing Conclusions and Making Inferences Identifying Author’s Purpose Summarizing

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

LISTENING AND READING to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sorts of criteria.

Analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials	See all of CARS® Series, STARS™ Series, and CARS® Series II
Assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, comprehensiveness, and understanding of the game to evaluate a sports editorial)	Distinguishing Between Fact and Opinion Identifying Author’s Purpose
Understand that within any group there are many different points of view depending on the particular interests and values of the individuals, and recognize those differences in perspective in texts and presentations (e.g., in considering whether to let a new industry come into a community, some community members might be enthusiastic about the additional jobs that will be created while others are concerned about the air and noise pollution that could result)	Comparing and Contrasting Drawing Conclusions and Making Inferences Distinguishing Between Fact and Opinion Identifying Author’s Purpose Summarizing
Evaluate their own and other’s work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches	Drawing Conclusions and Making Inferences Distinguishing Between Fact and Opinion Identifying Author’s Purpose Summarizing