

CARS® & STARS®

PROGRAM OVERVIEW

YEARS F-9



Boost reading comprehension

Students using STARS® instruction showed significant improvement on foundational reading skills. The CARS® & STARS® treatment group for Year 3 scored 40% higher on the post-test than did the control group. Struggling learners showed especially strong growth, with scores that jumped 40–79% in just 18 weeks.

A study of the instructional effectiveness of CARS & STARS

Program overview

CARS® & STARS® Plus is a comprehensive reading program consisting of 10 levels (P–H) that allows you to identify and teach 12 reading and comprehension strategies and improve literacy results. The program is divided into two parts: Comprehensive Assessment of Reading Strategies (CARS; the assessment portion) and Strategies to Achieve Reading Success (STARS; the instruction portion). Each CARS & STARS Plus level consists of both a student book and a teacher guide. See pages 4 and 5 for more detailed information on each part.

The five-step process to using CARS & STARS Plus in your classroom

STEP 1 PLACEMENT BOOK

The placement book evaluation tests individual students' comprehension levels and places them in the correct CARS & STARS level for their abilities. This will mean that a single class may consist of multiple different CARS & STARS levels, but the program was developed for this and makes it easy to teach multiple levels in one class.

The Placement Test is best conducted at either the end of the school year or at the beginning of the following year. Go to <https://hawkerbrownlow.com/collections/cars-stars-collection> to download the Placement Book or complete the free online version at <https://p.carsandstars.com.au>.

How to do the placement test:

1. Conducting the placement test: Choose a level with text appropriate to your student's year level. As a general starting point, Level P correlates with Prep/Foundation and Level H with Year 9.
2. Have your student complete the chosen level placement test. From Level A onwards, students must be able to read the text independently. If they are unable to do so, move them to the teacher-guided reading levels AA or P.
3. From Level B to H (12 Strategies): When your student achieves between 6–10 correct, they are on the correct level. If they get 11 or 12, place them on the level above. If a student gets fewer than 5 correct, place them on the level below.

Level A (8 Strategies): Between 5–6 is correct. If they get 7 to 8, place them on the level above. If a student gets fewer than 4 correct, place them on the level below.

Level P and AA (6 Strategies): Students must get 6 out of 6 correct before moving up a level. If in doubt, move the student down a level. The student will remain on this level for the whole year and therefore should not be stretched beyond their abilities.

4. On completion of the placement test, order your CARS & STARS Plus student and teacher books.

YEAR LEVELS

Level P	— Prep (QLD), Foundation (VIC), Kinder (NSW), Transition (NT)
Level AA	— Year 1
Level A	— Year 2
Level B	— Year 3
Level C	— Year 4
Level D	— Year 5
Level E	— Year 6
Level F	— Year 7
Level G	— Year 8
Level H	— Year 9

NOTE: If a student is on level A in CARS, they should also be on level A in STARS. See the relevant *STARS Plus: Teacher guide* for more information.

STEP 2 DIAGNOSE WITH CARS PLUS PRE-TESTS

1. Administer the five pre-tests in the CARS Plus series to diagnose strengths and weaknesses in the strategies. These should be done over a two-week period.
2. Correct each pre-test orally as a class and then have students shade in their results in the student progress chart in their CARS Plus: Student books (page 3).
3. After students complete the 5 pre-tests, have them complete Self-assessment 1 and hand it to you with their answer bubble sheet. Using the student's self-assessment and bubble sheet, complete your choice of the three teacher assessments found in the CARS Teacher book.
4. This can be used for student discussion, goal setting or data. Make sure students take note of the results in their student progress chart to see which strategies they are strong in and which ones they need to focus on for the year. From this data, then you go to Step 3: STARS Plus.



STEP 3 INSTRUCT WITH STARS PLUS

The STARS Plus Student Book lessons are cumulative and designed to be used from start to finish for each strategy. Refer to page 9 of the STARS Plus Teacher Book for a suggested lesson pacing chart and pages 12–23 for a sample lesson plan. There are 5 lessons/parts for each strategy.



STEP 4 BENCHMARK WITH CARS PLUS

The five Benchmark tests in the CARS Plus Student book are used as a progress monitoring lesson to identify students who are unable to grasp the strategy being taught in STARS. They should be issued when you deem suitable. Each Benchmark test requires between 45–60 minutes to complete, correct and discuss. Benchmark tests do not need to be completed consecutively. Use the Focus on Reading series for intervention to further assist these students.

STEP 5 ASSESS MASTERY WITH CARS PLUS POST-TESTS

1. On completion of the STARS Plus lessons, and after students have practised with the final review, administer the five post-tests in the same manner you administered the five pre-tests.
2. Correct each post-test orally as a class and then have students shade in the student progress chart in their CARS Plus: Student book (page 3) with their results.
3. Then have them complete their Self-assessment 2 and hand it to you with their bubble/answer sheet.
4. Using these results, complete your choice of Teacher assessments 1–3 (for student discussion, goal setting or data).
5. Have students take note of their student progress chart to see which strategies they were strong in when they started, where they improved during the benchmarks and which ones they mastered at the end of the year. Use the results for parent/teacher interviews.

NOTE: Self-assessments 1 (completed after the pre-tests) and 2 (completed after the post-tests), in each *CARS Plus: Student book*, require about 20 minutes each for completion. They should be completed no more than one or two days after the pre-tests or post-tests have been completed.



Download the placement book

<https://hawkerbrownlow.com/collections/cars-stars-collection>



Fill out the placement book online

<https://p.carsandstars.com.au/>

ASSESSMENT

CARS[®] Plus

Comprehensive
Assessment of
Reading
Strategies

Pinpoint needs & measure progress

The research-based **CARS Plus** series helps you quickly identify which of the 12 standards-based reading comprehension strategies your students might be struggling to understand. Informed by this data, you can then provide students with targeted instruction depending on each student's individual needs by using **STARS Plus**.

Benefits of the new, revised CARS Plus include:

- pre-tests, benchmarks and post-tests all in the same book to easily monitor students' progress
- tracking forms and charts for teachers and self-assessments for students
- assessments covering a diverse range of genres and cross-curricular content
- responses to strategy-specific questions to help you tailor instruction
- self-assessments to encourage goal setting and reflection.



The 12 key reading strategies CARS & STARS Plus addresses:

1. Finding the main idea
2. Recalling facts and details
3. Understanding sequence
4. Recognising cause and effect
5. Comparing and contrasting
6. Making predictions
7. Finding word meaning in context
8. Drawing conclusions and making inferences
9. Distinguishing fact from opinion
10. Identifying author's purpose
11. Interpreting figurative language
12. Summarising

CARS Plus testing procedures

Pre-testing

To be done at the beginning of the year. Administer these tests over a two-week period.

Benchmarking

To be done throughout the year while using STARS Plus to monitor student progress. There are five benchmarking tests to be administered in 45–60-minute periods.

Post-testing

To be completed at the end of the year. Administer these tests over a two-week period.

INSTRUCTION

STARS[®] Plus

Strategies
To
Achieve
Reading
Success

Why use STARS[®] Plus?

The research-based Strategies to Achieve Reading Success (**STARS**) Plus series provides explicit direct instruction in the 12 core reading strategies tested in **CARS Plus**. Each lesson is broken into five parts providing a gradual release of responsibility and increase in student confidence.

STARS Plus supports all student learning including ELL/ESL/EAL-D learners with prior knowledge activation, explicit instruction, graphic organisers and theme-based instruction. Multiple definitions and examples of each strategy within each lesson continually reinforce understanding. The easy-to-use, informative Teacher Guide makes every teacher a reading expert.

THE FIVE-PART LESSON

STARS Plus strategy are broken into 5 carefully structured lesson parts providing a gradual release of responsibility and increase in student confidence. The Teacher Guide includes an additional "Introduction" at the beginning providing even more information for teachers to set up the lesson.

- Introduction
- Part 1: Modelled Instruction
- Part 2: Guided Instruction
- Part 3: Modelled Practice
- Part 4: Guided Practice
- Part 5: Independent Practice

STARS Plus Student Books contain:

- 5-part lessons for each strategy (P and AA have 6, A has 8 and B–H has 12)
- Strategy reviews after every 3 lessons (Review in levels P–A are after every 2 lessons)
- A multi-passage final review

STARS[®] Plus Teacher Guides:

STARS Plus Teacher Guides are even better than before! They now include step-by-step instruction on how to guide students through lessons including: strategy bookmarks, suggested pacing charts, reproducible blank answer form and completed answer forms. Support all students, including ELL and ESL students, with:

- Lesson object
- Introducing the strategy
- ELL support
- Genre focus
- Tips
- Connection to Literature feature to apply strategies to authentic literature
- Re-teaching box to reinforce student learning
- Teacher's corner

EXTENSIONS

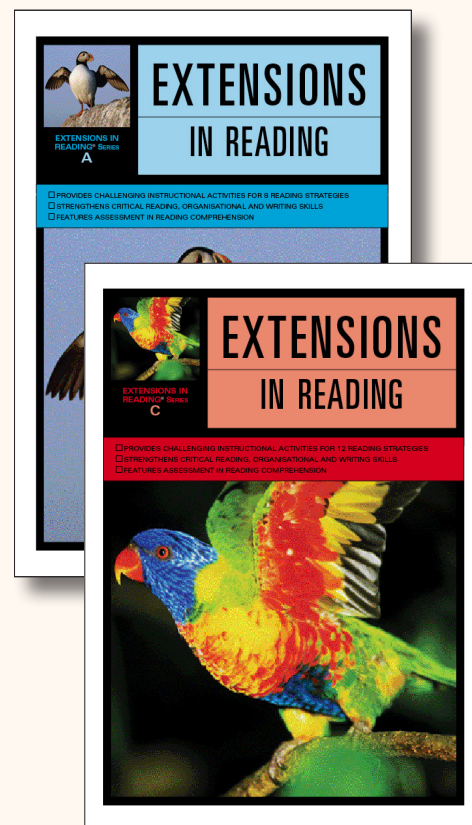
IN READING SERIES

Levels A–H. Suitable for
year levels 2 to 9.

The Extensions in Reading books are for students looking for extra practice in the 12 reading and comprehension strategies. This series consists of eight levels (A–H) that apply and extend the 12 strategies taught in the CARS & STARS® program.

Below are the 12 reading strategies and graphic organisers covered in the series:

- Finding main idea (main idea chart)
- Recalling facts and details (facts-and-details web)
- Understanding sequence (sequence chain)
- Recognising cause and effect (cause-and-effect flowchart)
- Comparing and contrasting (features chart)
- Making Predictions (prediction map)
- Finding word meaning in context (words-and-meaning chart)
- Drawing conclusions and making inferences (conclusions/inferences diagram)
- Distinguishing between fact and opinion (fact-and-opinion chart)
- Identifying author's purpose (author's purpose questionnaire)
- Interpreting figurative language (figurative language chart)
- Summarising (story map)



The books give step-by-step instruction and thorough practice to support students as they develop into strategic, thoughtful and confident readers and thinkers. They can be used alongside CARS & STARS® for students that are excelling and want to develop deeper knowledge of the strategies or can be used as a stand-alone program. Each level comprises a student workbook, which covers all 12 strategies, and one teacher guide.

WHY USE EXTENSIONS IN READING?

Watch students reach new heights using increasingly sophisticated elements:

- graphic organisers
- explicit instruction
- characteristics of literacy forms
- an enriched vocabulary
- longer reading passages in a range of genres
- paired passages
- writing and research projects

Lesson extensions engage students in writing, researching and cross-curricular activities.

Assess students' progress with:

- Check Your Understanding in every lesson
- student self-assessment questions
- teacher assessment questions
- cumulative review lesson
- teacher-guided review and practice

Research-based lessons ensure success with:

- rich nonfiction and fiction selections
- direct instruction, guided review, independent practice
- embedded test-taking practice
- theme-based instruction

Student Book

Student Books contain twelve 10-page strategy lessons and one 5-page Review.

Each strategy lesson has the following structure:

- Learn About the Strategy
- Learn About a Graphic Organiser
- Learn About a Form of Writing
- Prepare for the Selection and Learn Vocabulary
- Reading Selection
- Check your Understanding
- Extend Your Learning

Integrates key elements of comprehension instruction:

- vocabulary
- comprehension monitoring
- graphic organisers
- summarisation

Students answer selected-response questions in standards-based test format

Check Your Understanding

Think about what you've read. Then answer these questions.

- Which of these might make you dizzy?
 - Ⓐ something that is soft
 - Ⓑ something that spins
 - Ⓒ something that makes noise
 - Ⓓ something that lights up
- Go back to page 38 and look at the picture. You can tell that the picture is of
 - Ⓐ Luke swinging.
 - Ⓑ Luke in the pipe.
 - Ⓒ Luke on the seesaw.
 - Ⓓ Luke on the merry-go-round.
- Which of these words on page 38 is a clue to the meaning of "swirl"?
 - Ⓐ swirl through
 - Ⓑ swirl on the ground
 - Ⓒ swirl in the air
 - Ⓓ swirl
- Which of these is not something Luke liked to do at the park?
 - Ⓐ swing on the swings
 - Ⓑ go round and round on the merry-go-round
 - Ⓒ go up and down on the seesaw
 - Ⓓ dig a long tunnel
- Luke does not have the best time at the park because
 - Ⓐ he is afraid to go on the slide.
 - Ⓑ his mother will not let him go on the slide.
 - Ⓒ he is not big enough to go on the slide.
 - Ⓓ he never has time to go on the slide.
- When Luke's hands sweat,
 - Ⓐ he is nervous.
 - Ⓑ he is hot.
 - Ⓒ he is happy.
 - Ⓓ he is sad.

7. What happens after Luke sees the boy run off to the swings?
 Ⓐ Luke goes over to his mum.
 Ⓑ Luke climbs through the red pipe.
 Ⓒ Luke begins to shake.
 Ⓓ Luke's mum gives him lunch.

8. Why does Luke's mum climb the slide with him?
 Ⓐ She is afraid Luke will fall.
 Ⓑ Luke's dad told her it is a good idea.

Extend Your Learning

- Write a Story: Work with a group to make up another story about Luke at the park. Use a cause-and-effect chart to plan what will happen in the story. Write the story with your group.
- Read a Story: Read a story about a boy who is afraid to go on a slide. Use a cause-and-effect chart to plan what will happen in the story. Write the story with your group.

Prepare for the Reading Selection

Gaining knowledge Some people like to run and swim for fun. Some animals like to run and swim, too. But they run and swim to find food and to stay safe. What if animals didn't run and swim? Would you still like to run and swim?

beat gets in a track
 squawk 3. What word means "to swim against the current"?
 weight 4. What noise might a bird make?

Word Meanings

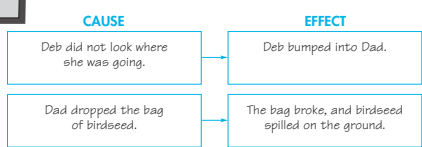
medals: flat pieces of metal that are given for doing well
 beat: to do better than someone else
 squawk: loud sound
 weight: how heavy something is

Students complete extension activities working independently or in small groups

Learn About a Graphic Organiser

Understanding a Cause-and-Effect Chart

A cause-and-effect chart will help you understand causes and effects in a story. You can use a cause and effect chart for folktales, fables or any kind of story. Here is a cause-and-effect chart for the story on page 34.



When you fill in a cause-and-effect chart, you see the reasons things happen in a story.

Why is the yard filled with birds?
 Birdseed spilled on the ground when Deb bumped into Dad. The birds came to eat the birdseed.

As you read, ask yourself

- What happened?
- Why did this happen?

Scaffolding and blank graphic organisers call for independent application

STRATEGY FOUR Recognising Cause and Effect

Learn About Recognising Cause and Effect

Thinking about the strategy Why does something happen in a story? Something happens because something else makes it happen. A cause is why something happens. An effect is what happens because of the cause. Writers often use words such as because and so to help you see causes and effects.

To Find a Cause	To Find an Effect	Look for
Ask: What made this happen?	Ask: What happened?	because, if

Studying a model Read the story. The words in the **underlined** words box are causes and effects.

Deb ran outside. She did not look where she was going, so she bumped into Dad. Because Deb bumped into Dad, he dropped the bag of birdseed he was holding. The bag broke, and birdseed spilled on the ground. Soon, the yard was filled with birds.

Teacher-directed instruction draws on models to explain the strategy

Students apply the 12 strategies to varied reading selections of substantial length. By reading different kinds of written works, students broaden their awareness of the forms of fiction and nonfiction that provide information, ideas and enjoyment.

Teacher Guides include:

- a chart showing a suggested timetable. The general recommendation is one week per strategy lesson.
- a summary of the research base for the series.
- 12 strategy lessons to help you introduce each strategy and lead students through the ten-page lesson in their Student Book. Suggestions are given for filling the graphic organisers; answers are given for Learn Vocabulary and for Check Your Understanding.
- answers to the selected-response questions in the Review.
- reproducible sheets with the graphic organisers (both scaffolding and blank) that are also in the Student Book.
- a reproducible self-assessment to use after completing the strategy lesson. Its purpose is to increase awareness of students' own reading and learning, and help them set goals for improvement.
- a reproducible Teacher Assessment sheet for you to use for each student.

Graphic Organiser STRATEGY ONE—Part Two

Name: _____ Date: _____

Who	What details

Answer Key

Name: _____ Teacher: _____ Year: _____

Extensions in Reading Series, Book B

Strategy	Answer Key
STRATEGY ONE: Finding Main Ideas	1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ 3. Ⓐ Ⓑ Ⓒ Ⓓ 4. Ⓐ Ⓑ Ⓒ Ⓓ 5. Ⓐ Ⓑ Ⓒ Ⓓ 6. Ⓐ Ⓑ Ⓒ Ⓓ
STRATEGY TWO: Reading Facts and Details	1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ 3. Ⓐ Ⓑ Ⓒ Ⓓ 4. Ⓐ Ⓑ Ⓒ Ⓓ 5. Ⓐ Ⓑ Ⓒ Ⓓ 6. Ⓐ Ⓑ Ⓒ Ⓓ
STRATEGY THREE: Understanding Sequence	1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ 3. Ⓐ Ⓑ Ⓒ Ⓓ 4. Ⓐ Ⓑ Ⓒ Ⓓ 5. Ⓐ Ⓑ Ⓒ Ⓓ 6. Ⓐ Ⓑ Ⓒ Ⓓ
STRATEGY FOUR: Recognising Cause and Effect	1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ 3. Ⓐ Ⓑ Ⓒ Ⓓ 4. Ⓐ Ⓑ Ⓒ Ⓓ 5. Ⓐ Ⓑ Ⓒ Ⓓ 6. Ⓐ Ⓑ Ⓒ Ⓓ
STRATEGY FIVE: Comparing and Contrasting	1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ 3. Ⓐ Ⓑ Ⓒ Ⓓ 4. Ⓐ Ⓑ Ⓒ Ⓓ 5. Ⓐ Ⓑ Ⓒ Ⓓ 6. Ⓐ Ⓑ Ⓒ Ⓓ
STRATEGY SIX: Making Predictions	1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ 3. Ⓐ Ⓑ Ⓒ Ⓓ 4. Ⓐ Ⓑ Ⓒ Ⓓ 5. Ⓐ Ⓑ Ⓒ Ⓓ 6. Ⓐ Ⓑ Ⓒ Ⓓ
STRATEGY SEVEN: Finding Word Meaning in Context	1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ 3. Ⓐ Ⓑ Ⓒ Ⓓ 4. Ⓐ Ⓑ Ⓒ Ⓓ 5. Ⓐ Ⓑ Ⓒ Ⓓ 6. Ⓐ Ⓑ Ⓒ Ⓓ
STRATEGY EIGHT: Drawing Conclusions and Making Inferences	1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ 3. Ⓐ Ⓑ Ⓒ Ⓓ 4. Ⓐ Ⓑ Ⓒ Ⓓ 5. Ⓐ Ⓑ Ⓒ Ⓓ 6. Ⓐ Ⓑ Ⓒ Ⓓ

FOCUS READING COMPREHENSION SERIES

Levels A–H. Suitable for year levels 2 to 9.

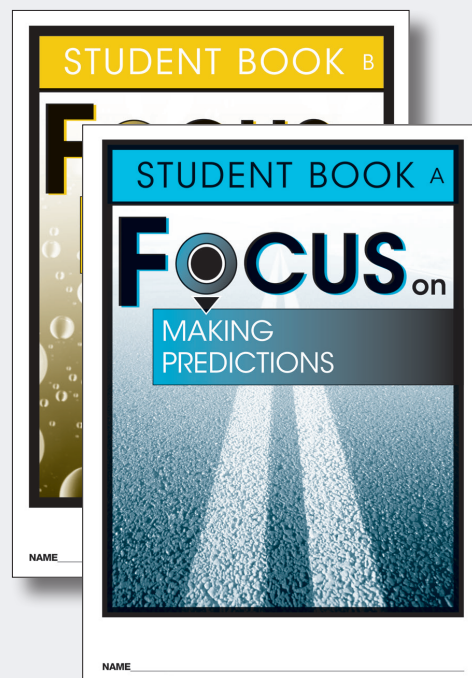
Give students concentrated practice to reinforce essential reading strategies.

- Give students plenty of focused practice on one strategy throughout 20 lessons
- Help students concentrate on applying one strategy to short pieces of text
- Provide experience with short-response questions to make sure a student fully grasps a strategy
- For learning support teachers - Intervention

FOCUS on Reading books are perfect for students struggling with or needing more practice on one of the 6 core reading comprehension strategies. This series has eight levels (A–H, A correlates to about a year 1 reading level), and each is linked directly to and reinforces the reading strategies explored in the CARS & STARS program. This series is designed for flexibility and can be used at any time to provide concentrated practice in the targeted strategies either to an entire class or individual students.

This 48-book research-based series covers six strategies – one per title – at each of the eight reading levels. The six strategies include:

1. Understanding Main Idea and Details
2. Understanding Sequence
3. Recognising Cause and Effect
4. Comparing and Contrasting
5. Making Predictions
6. Drawing Conclusions and Making Inferences



The FOCUS on Reading Series has the following components:

- Each Student Book (Levels A–H) features Learn About (an overview with instruction and modelling), Preview (guided practice with scaffolding, plus sample questions with correct and incorrect responses for discussion), 20 independent practice lessons and 5 self-assessments.
- EAL/D (ELL) support includes activating prior knowledge, scaffolding instruction, pairing students in cooperative learning situations, and focusing on roots, prefixes and suffixes.
- Teacher Guides include a research summary, strategies for teaching ELLs, answer form and answer key.
- For Learning Support Teachers - Intervention.

FOCUS is a series designed to help:

- on-level readers who need repeated practice and reinforcement of targeted strategies
- English-language learners
- struggling readers to practise comprehending what they have read. The program focuses on the higher-order reading strategies that struggling readers need extensive help with.

How does this series fit in with the CARS & STARS® Plus reading and comprehension program?

Brief instruction and concentrated practice reinforce targeted strategies for CARS and STARS® Plus students needing extra practice.

Learn About Modelled Practice

These two pages provide basic instruction and modelling in the understanding and application of the Reading Strategy. The Learn About should be read and discussed with students to make sure they understand the Reading Strategy. Additional tips for helping students understand and use the Reading Strategy are included in the Reading Strategy Tips for the Teacher on pages 12–13 of the teacher guide.

The FOCUS Series employs scaffolded instruction:

- “Learn About”: the strategy is modelled
- the lesson preview is guided
- the 20 lessons are independent

Learn About

Understanding Main Idea and Details

The main idea is the most important idea in a passage, or piece of writing. The main idea tells what the passage is mostly about. Every paragraph has a main idea. Each paragraph in a passage also has a main idea.

Details are pieces of information that tell about the main idea. Details explain the main idea. They tell who, what, when, where, who or how. Details can describe a person, place or thing. Details can tell about the order in which events happen. Details can also explain how to do something.

Read the passage. Find the main idea and the details that tell more about the main idea.

The main idea of the passage about Mattie is that she is very talented. It is stated in the first sentence. A main idea may be stated in other parts of a passage, too. Or it may not be directly stated at all. If the main idea is not stated, ask yourself questions like these: “What is this passage mostly about? What is the most important idea?”

The details in the passage about Mattie explain why she is talented. They tell three things that she can do. She can come when called. She can roll over on command. She can shake paws.

The passage about Mattie has one paragraph. Other passages might have more than one paragraph. Still, the whole passage has a main idea. And each paragraph in the passage also has a main idea.

The main idea is what the passage is mostly about. Details are pieces of information that tell about the main idea.

FOCUS supplies a graphic organizer that represents the text structure specific to each reading strategy

Lesson Preview Guided Practice

These two pages include a sample reading passage and two selected-response questions with explanations of why each of the eight answer choices is correct or not correct. The Lesson Preview should be read, worked through and discussed with students to make sure they understand how to answer strategy-based questions.

Lesson Preview

Read this sample passage about blue whales. As you read, think about what the passage is mostly about. That is the main idea. Think about what the details tell about the main idea.

Blue Whales

What is the largest animal ever to live on Earth? It's not an elephant. It's not a dinosaur. It's the blue whale. The blue whale is huge. The largest known blue whale was over 30 metres long. It probably weighed 145 tonnes, or 145,000 kilograms. Think of it this way. That is as long as two train carriages and as heavy as 30 elephants, or about 1400 human beings.

An animal that big must eat a lot. Strangely, the blue whale doesn't eat at all in the winter. In the summer, it can three to four tonnes of food a day. It can very small sea animals called krill.

You might wonder how a very large animal could eat such very small animals in the sea. Here is how the blue whale eats. It has no teeth. Instead of teeth, it has something called baleen. The baleen hangs down from the whale's upper jaw. It is like a large strainer. The whale takes a big gulp of sea water. The water is full of krill. Then the whale uses its huge tongue to push the water out of its mouth through the baleen. The krill stay in the whale's mouth. Then the whale swallows the krill.

1. What is the main idea of the passage?

The blue whale does not eat in winter.

This answer is not correct because it is not what the whole passage is mostly about. The passage also tells about other things. It tells about the size of the blue whale, what it eats and how it eats. This answer choice is a detail about the whale's eating habits.

The blue whale is huge.

This answer is correct because the whole passage has pieces of information or details that have something to do with the huge size of the blue whale.

The blue whale eats a small animal called krill.

This answer is not correct because it is a detail that tells only about the whale's eating habits. It is about other things, too.

All big animals must eat a lot.

This answer is not correct because the details talk about eating animals, not just the blue whale. It is about animals in general. The passage is mostly about the blue whale.

2. What do the details in the third paragraph tell mostly about?

why the blue whale eats in summer

This answer is not correct because no paragraph in the passage tells why the blue whale eats in summer.

the weight of the blue whale

This answer is not correct because the first paragraph tells the third paragraph talks about the weight of the blue whale.

how the blue whale eats

This answer is correct because most of the details in the third paragraph tell about how the blue whale eats to eat krill.

what krill look like

This answer is not correct because no paragraph tells about the appearance of krill.

Students fill out a tracking chart to record completion of lessons and number of questions answered correctly. Five self-assessments help them measure their own performance and set goals.

Guided Practice: sample reading passage and selected-response questions.

20 Lessons of Independent Practice

Each two-page lesson contains one reading passage, four strategy-based selected-response questions and one strategy-based constructed-response question. The reading passages progress across the reading level. Lessons include:

- **Fiction:** personal narrative, realistic fiction, historical fiction, fantasy fiction, mystery, folk tale, fable, legend
- **Nonfiction:** report, article, interview, letter, postcard, book report, movie review, diary entry, journal entry, biography, textbook lesson, directions, instructions, recipe, invitation, announcement, experiment
- **Selected-response questions:** In each lesson, students apply the Reading Strategy to a reading passage and then choose the correct answers for four selected-response (multiple-choice) strategy-based questions. You should model how to answer these kinds of questions using information on the Lesson Preview pages.
- **Constructed-response writing questions:** In each lesson, students apply the Reading Strategy to a reading passage and then write a short response to a strategy-based question. You should model how to answer these kinds of questions by using one of the sample answers provided on pages 28–29 of the teacher guide.

Passage genres are both fiction and nonfiction and include: personal narrative, realistic fiction, folk tale, fable, legend, article, letter, book report, journal entry, biography, textbook lesson and instructions.

Lesson 14

Read these biographies of two writers. As you read, think about how the two writers are alike and how they are different. Look for clue words.

The Lives of Two Writers

... then choose the correct answers for four selected-response (multiple choice) strategy-based questions...

1. Both Tim Winton and Nick Earls

were born in Australia.

were good at cricket, but were better at music.

were born in Australia, but Tim Winton moved here when he was eight years old.

Nick Earls lives in Brisbane. He moved to Australia from Northern Ireland when he was eight years old. When he was growing up he wanted to be a cricketer or a rock star. It took him a while to find out that he wasn't so good at cricket. It took him a bit longer to find out that only knowing three guitar chords was not enough to be a rock star. He became a writer for a little while instead. But he gave up because writing was more fun. He had a book published when he was still a teenager.

2. In the first paragraph, which word signals how the two writers are alike?

same

both

like

different

3. Unlike Lockie Leonard, a surfer who loves the outdoors, Nick's characters tend to be

normal people living in normal suburbs.

rock stars.

policemen.

ordinary people who discover they have super powers.

... or write a short response to a strategy-based question.

Independent Practice: students apply the Reading Strategy to a reading passage...

WHAT THE RESEARCH SAYS

Quick-reference chart of best practices

This series uses ...	Example	Research says ...
Core reading strategies These are the fundamental reading strategies that bring thinking skills and reading together, allowing students to understand what they are reading.	Throughout the series	'Great readers make sense of text ... Readers need to make sense of what they read and they do so by mobilising literacy processes simultaneously' (Frey, Fisher & Berkin, 2009).
Best practices: Strategies and features These are teaching strategies and instructional features that guarantee effective research-based instruction.	Throughout the series	Parris and Block (2007) state that effective teachers address diverse needs of students through individualised instruction and flexible grouping strategies that attend to individual needs within the context of groups.
Metacognition Students set learning goals and then self-evaluate for clarity and accuracy of their performance. They think about what strategies or skills need to be activated or improved to achieve their next milestone or final goal.	Student book: Self-assessments	'Strategic reading reflects metacognition and motivation because readers need to know the strategies and to be willing to use them' (Kolic-Vehovec & Bajšaski, 2006).
Progress-monitoring This strategy allows teachers to check on students' progress toward mastery of a strategy or skill.	Student book: Pre-tests 1–5 Benchmarks 1–5 Post-tests 1–5	'Research has demonstrated that when teachers use students' progress monitoring, students learn more, teacher decision-making improves, and students become more aware of their own performance' (Safer & Fleischman, 2005).
Assessments This feature is closely tied to common learning goals and provides decision-making guidance for each student.	Student book: Pre-tests 1–5 Benchmarks 1–5 Post-tests 1–5	'In the ... search for ways of raising academic achievement, there seems to be wide-spread agreement that a "standards-based" education system is the key to improvement' (Briars & Resnick, 2000).

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MEET CURRICULUM STANDARDS

The Australian Curriculum 9.0 and CARS & STARS Plus

The strategies that underpin the CARS & STARS Plus series represent distilled elements of word and reading comprehension that carry across all year levels. They are introduced in basic forms in Foundation Year and expanded upon throughout each year level of the program.

CARS & STARS Plus and the Australian Curriculum 9.0 makes specific reference to individual content descriptions from the Australian Curriculum 9.0 for English (ACARA, 2022) that are directly touched on in the broad span of the CARS & STARS Plus program. However, it is important to remember that because CARS & STARS Plus is concerned with reading mastery and the gradual development of important reading skills from the very beginning of schooling, it indirectly touches on all aspects of English instruction, in particular skills relating to literacy, with which it is primarily concerned. Individual stories vary as to content and genre, covering fiction, reviews, historical articles, essays and opinion pieces, and thus may directly address different content descriptions in the literature strands, depending on which story in which year level is being taught at the time.

For example, the following content description appears at Year 8 level in the Australian Curriculum 9.0:

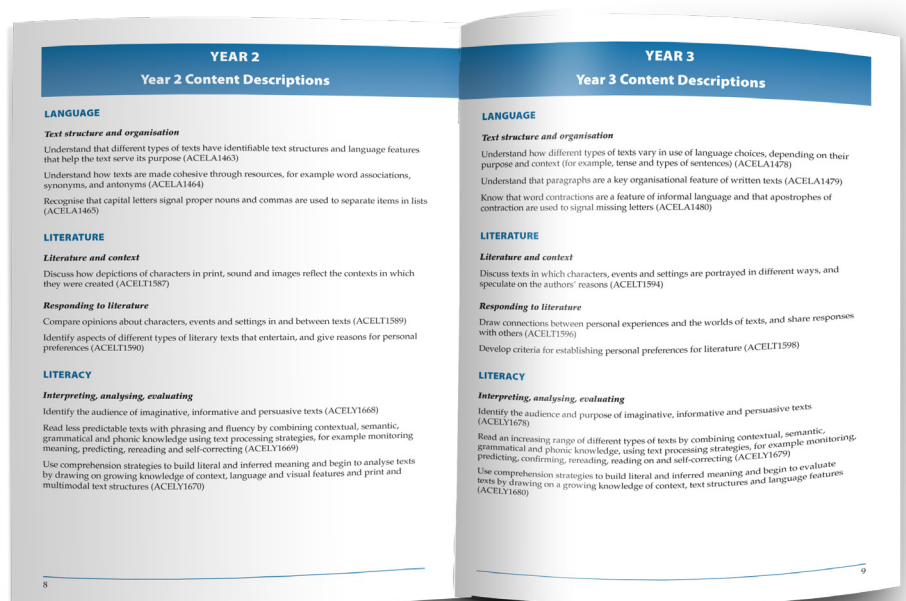
Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view. (ACELY1734)

In terms of CARS & STARS Plus, this content description is directly related to two of the 12 main reading strategies: 'Distinguishing between fact and opinion' and 'Identifying author's purpose'. What this means, therefore, is that students who have progressed through the CARS & STARS Plus programs – or those who have begun the program at any earlier level – will have been introduced gradually to this skill earlier than the year level specified in the curriculum and should be able to demonstrate the skills in this content description by the time they encounter it.

In relation to the Australian Curriculum 9.0, this means that a student who is at year level with CARS & STARS Plus might actually be slightly ahead of the curriculum insofar as it is concerned with reading comprehension and general literacy, because they have been introduced to elements of textual analysis that are only explicitly stated in the curriculum at a later level.



Download your copy at
<https://hawkerbrownlow.com/collections/cars-stars-collection>



Why it works

Research-based best practices

The CARS & STARS Plus series is founded on research-based strategies and features that are designed to support students as they learn how to read for meaning. Many of the strategies and features are supported by the United States National Reading Panel (NICHD, 2000) and are presented in the quick reference chart below.

CARS & STARS Plus

Core reading strategies

Book P

Pre-reading

- Finding the main idea
- Finding details
- Putting things in order
- Understanding what happens and why
- Making a guess
- Figuring things out

Book AA

Pre-reading

- Finding the main idea
- Finding details
- Putting things in order
- Understanding what happens and why
- Making a guess
- Figuring things out

Book A

- Finding the main idea
- Recalling facts and details
- Understanding sequence
- Recognising cause and effect
- Making predictions
- Finding word meaning in context
- Drawing conclusions and making inferences
- Reading pictures

Books B–C

- Finding the main idea
- Recalling facts and details
- Understanding sequence
- Recognising cause and effect
- Comparing and contrasting
- Making predictions
- Finding word meaning in context
- Drawing conclusions and making inferences
- Distinguishing between fact and opinion
- Identifying author's purpose
- Interpreting figurative language
- Distinguishing between real and make-believe context

Books D–H

- Finding the main idea
- Recalling facts and details
- Understanding sequence
- Recognising cause and effect
- Comparing and contrasting
- Making predictions
- Finding word meaning in context
- Drawing conclusions and making inferences
- Distinguishing between fact and opinion
- Identifying author's purpose
- Interpreting figurative language
- Summarising

CORE READING STRATEGIES

From classroom teachers to governments, one of the most important educational goals is to build rooms full of independent, strategic readers. This is no easy task because reading is a complex process that requires students to use multiple thinking skills and processes in order to understand what they are reading (Adams, 1990; Beers, 2003; CCSSO/NGA, 2010; NICHD, 2000).

Researchers have proven that many skills, such as a student's vocabulary level, fluency rate, prior knowledge and mastery of reading strategies, all play integrated and significant roles in the development of independent reading (CCSSO/NGA, 2010; NICHD, 2000): 'Mastery of these foundational reading strategies allows students to engage in richer and deeper reading experiences' (Connor & Farr, 2009; Pearson Ed Group, 2010).

From research to application

In this wide arena of reading skill building, **CARS & STARS Plus** focuses on students' mastery of core reading strategies that enable them to connect with and understand what they are reading.

To support the pre-tests, benchmarks and post-tests in the student book, the teacher guide includes an 'Understanding the strategies' section providing additional instructional support for students in the form of background knowledge activation.

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<https://hawkerbrownlow.com/collections/cars-stars-collection>

CARS &
STARS Plus



CARS & STARS delivers student success

Successful results with CARS & STARS

Students using STARS instruction showed significant improvement on foundational reading skills. The CARS & STARS treatment group in Year 3 scored 40% higher on the post-test than did the control group. Struggling learners showed especially strong growth, with scores that jumped 40–79% in just 18 weeks.

Study background

Great interest has been expressed by both teachers and administrators in providing focused instruction that helps students develop the reading strategies they need for success in school, life and work. A growing body of research over several decades has supported the idea that explicit and focused instruction on reading strategies improves student's use of these strategies – and, as result, improves reading comprehension and performance on assessments of reading comprehension.

Research confirms the instructional effectiveness of CARS & STARS

The Educational Research Institute of America (ERIA) was commissioned to determine whether the CARS & STARS reading program, now republished in Australia by Hawker Brownlow Publishing, improves students' reading comprehension strategies and raises test scores.

Research over several decades has supported the belief that explicit and focused instruction on reading strategies improves reading comprehension and raises achievement levels for all students in assessments of reading comprehension. When all staff, regardless of teaching levels and subject areas, refer to and use the same language by implementing these strategies in their classes, there is proven growth for all students.

The ERIA study was conducted in three states in the US – California, Florida and New York – for students in Years 3 and 7. The schools selected provided both study group and control group classes, and were classified as disadvantaged in that they had large populations of students who were from low socioeconomic and minority communities or who were struggling readers.

The study was designed to answer two questions:

1. Does the **CARS & STARS** program improve reading comprehension strategies in Years 3 and 7?
2. Is the **CARS & STARS** program equally effective in improving reading comprehension strategies of lower-performing students as well as higher-performing students in Years 3 and 7?

The conclusion, substantiated by the data, is that classroom instruction using the CARS & STARS reading comprehension program resulted in significant gains from pre-test to post-test for *all* students. Most significantly, the program was equally effective in improving the reading comprehension strategies of both lower-performing and higher-performing students.

To read the full report, *A study of the instructional effectiveness of CARS & STARS*:

VISIT <https://hawkerbrownlow.com/collections/cars-stars-collection>

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CARS & STARS PLUS POSTERS

CARS & STARS A1 POSTER - 12 READING STRATEGIES

Dimensions:

59.4(width) x 84.1(height) cm

Specifications:

This colourful, glossy poster highlights the 12 main reading strategies featured in the CARS & STARS series. Ideal for classroom display, it offers brief and clear summaries of each of the 12 strategies, serving as a perfect quick-reference guide for teachers and students.



CARS & STARS A3 POSTERS 12 READING STRATEGIES - SET OF 3

Dimensions:

59.4(width) x 84.1(height) cm

Specifications:

These colourful, glossy posters highlight the 12 main reading strategies featured in the CARS & STARS series. Ideal for classroom display, they offer brief and clear summaries of each of the 12 strategies, serving as a perfect quick-reference guide for teachers and students.



Includes information about the twelve central reading strategies from the series:

- Finding the main idea
- Recalling facts and details
- Understanding sequence
- Recognising cause and effect
- Comparing and contrasting
- Making predictions
- Finding word meaning in context
- Drawing conclusions and making inferences
- Distinguishing between fact and opinion
- Identifying author's purpose
- Interpreting figurative language
- Summarising

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