

English Language Sharing for Parents



17 January 2020

Presenter: Mr Lim Zonghan

Tackling Reading Comprehension Open-Ended Questions



Topics

- 01 Types of Comprehension Questions and the Skills Required
- 02 The gap between P4 and P5
- 03 How to Avoid these Mistakes





01

Types of Comprehension Questions and the Skills Required

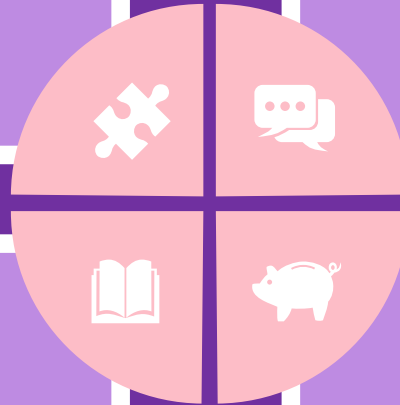
Paper Format

10 questions/
20 marks

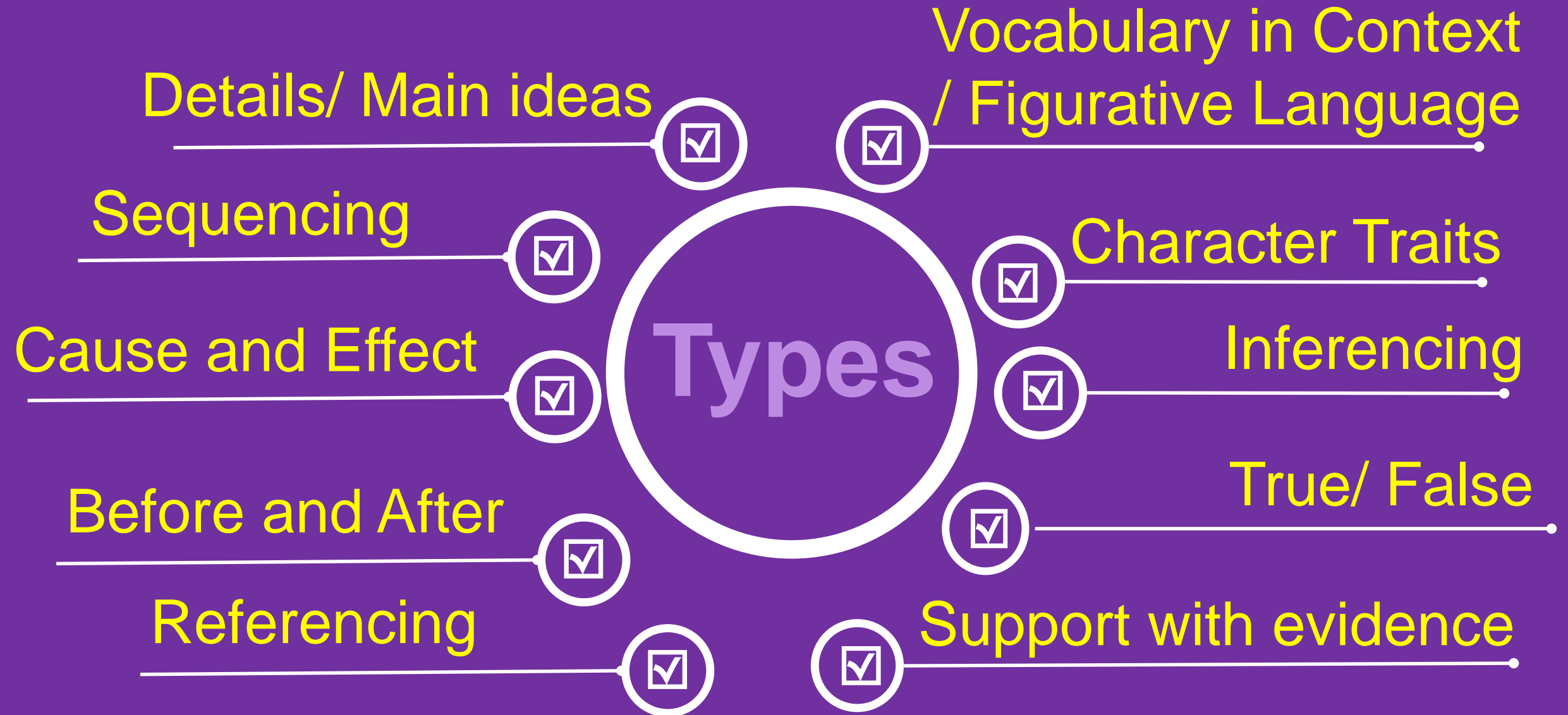
Sentences

Graphic
Organisers/
Tables/ Boxes

4 different types of
reading
comprehension skills



Types of Comprehension Questions



Examples

Details

What could Ben's parents no longer afford to do? [1m]

Cause &
Effect

Why did Ben end up at Mrs Ho's house when he was on his way to play football?
[2m]

Details

What did Mrs Ho learn about Ben from studying him carefully? [1m]

Do not write
in this space.

Examples

True/False

Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
Mrs Ho heard Ben crying when she was inside her house.		
Mrs Ho was <u>not</u> interested in Ben's apology.		
Ben was pleased that he had categorised fifty books on the first morning.		

☐

Vocabulary in context

Which **two** words from lines 22-24 show that Mrs Ho was annoyed with Ben? The words are found in two separate sentences. [2m]

☐

Examples

Referencing

9

Look at the table below. What do the words in the left column refer to in the passage? Write your answers in the column on the right. [3m]

Word(s) from the passage	What the word(s) refer(s) to
it (line 13)	
short cut (line 25)	
unfinished work (line 28)	

Do not write
in this space.

Sequencing

Write 1, 2 and 3 in the blanks below to indicate the order in which the events occurred in the story. [1m]

- _____ Ben was scolded for categorising some books wrongly.
- _____ Mrs Ho opened a public library.
- _____ Ben read some books completely.

Examples

Details/ Main ideas

Ben completed his university education successfully. What did the various characters in lines 31-40 think was the **main** reason for that? [3m]

Character	What each character thought was the main reason for Ben's success at university
Ben, before he understood the true reason for his success	
Ben's classmate	
Ben's professor	

☐

Inferencing

Which **two** of the following words correctly describe how Ben felt in lines 39-40? Put a tick ✓ in the box beside each of your answers. [2m]

grateful

puzzled

overjoyed

satisfied

proud

surprised

☐

Support with Evidence

What do you think Mrs Ho meant by saying Ben had "already done so" (line 45)? Support your answer by stating how he had "done so". [2m]

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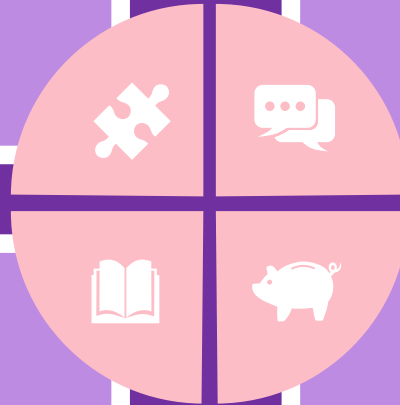
4 Types of Reading Comprehension Skills

Literal

Recast

Inference

Evaluative/
Judgement



01 Literal

Requires the student to **locate ideas and information explicitly** from text

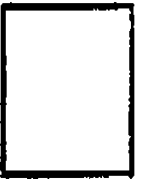
Examples(Literal)

There once lived a boy named Ben in a small village. He used to attend the village school but stopped when his parents could no longer afford to send him. He filled his days playing football and dreaming of the day he could do so in the city.

71 What could Ben's parents no longer afford to do? [1m]

_____.

Do not write
in this space.



02

Recast- Think and Search

Requires student to
examine ideas
explicitly stated in
the text to
represent them in a
way (graphic
organisers) to
establish
relationships
between the ideas

Examples(Recast)

When Ben arrived at the city, he discovered he could play football for the university if he first sat for an entrance test. He passed the test and in the four years that followed, enjoyed himself playing football while studying hard. On the day of his graduation, a classmate marvelled, "Isn't it amazing how a poor village boy like you managed to do so well? What an extraordinary amount of luck you must have had!"

35

A professor who was standing nearby commented, "I remember we were very impressed with your entrance test results. We've never had an applicant who could write such logical and persuasive essays! Your village teacher must have been very good."

Ben was taken aback. He had thought he owed his achievement purely to his own hard work at university but now he realised how Mrs Ho had paved the way for his success.

40

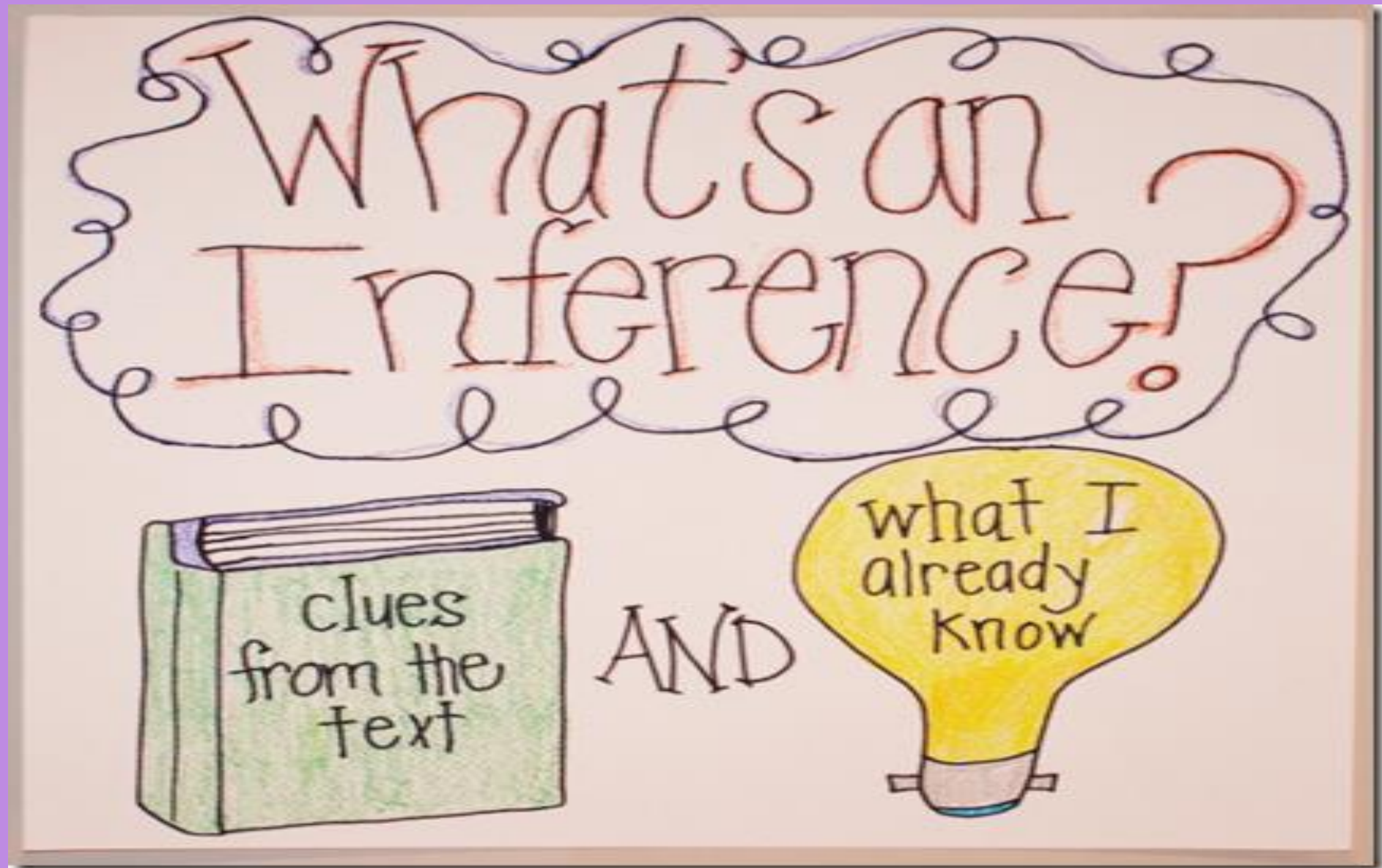
- 78 Ben completed his university education successfully. What did the various characters in lines 31-40 think was the **main** reason for that? [3m]

Character	What each character thought was the main reason for Ben's success at university
Ben, before he understood the true reason for his success	
Ben's classmate	
Ben's professor	

03 Inference

Requires the student to **use contextual clues** in the text along **with prior knowledge** to **draw plausible conclusions**

Inference



Examples(Inference)

Ben was taken aback. He had thought he owed his achievement purely to his own hard work at university but now he realised how Mrs Ho had paved the way for his success.

40

- 79 Which **two** of the following words correctly describe how Ben felt in lines 39-40?
Put a tick ✓ in the box beside each of your answers. [2m]

grateful

✓

overjoyed

proud

puzzled

satisfied

surprised

✓

Ensure there is only 2 ticks. More than 2 ticks – No marks will be awarded.

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04

Evaluation/ Judgement

Requires the student to **compare ideas and information** in the text **based on the students' experience, knowledge or values** with the material presented in the questions in order **to form judgements** of various kinds

Examples(Evaluative/ Judgement)

- 74 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

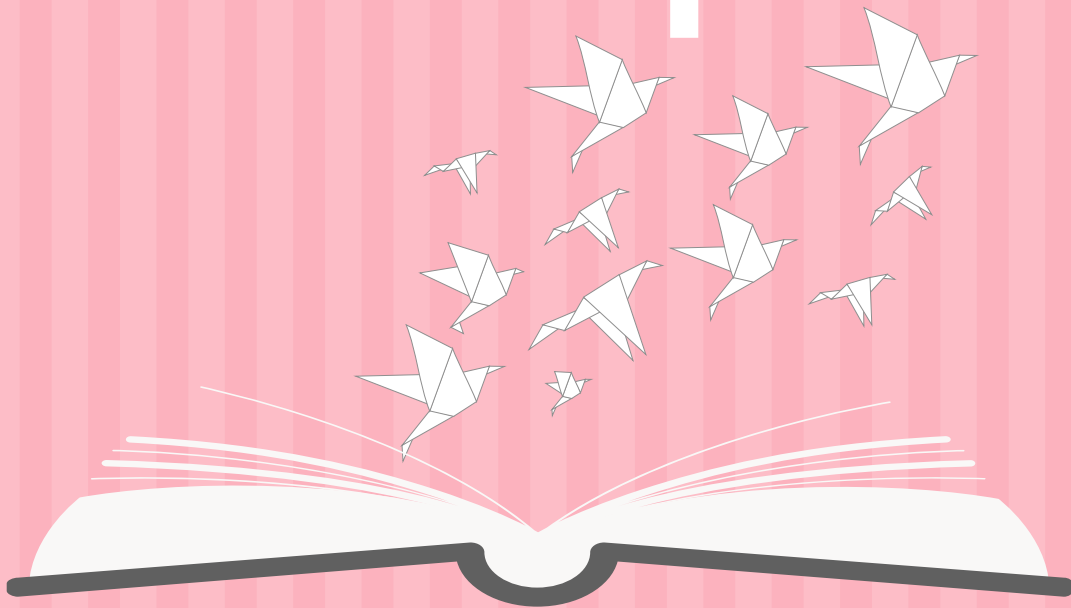
	True/False	Reason
Mrs Ho heard Ben crying when she was inside her house.		
Mrs Ho was not interested in Ben's apology.		
Ben was pleased that he had categorised fifty books on the first morning.		

☐

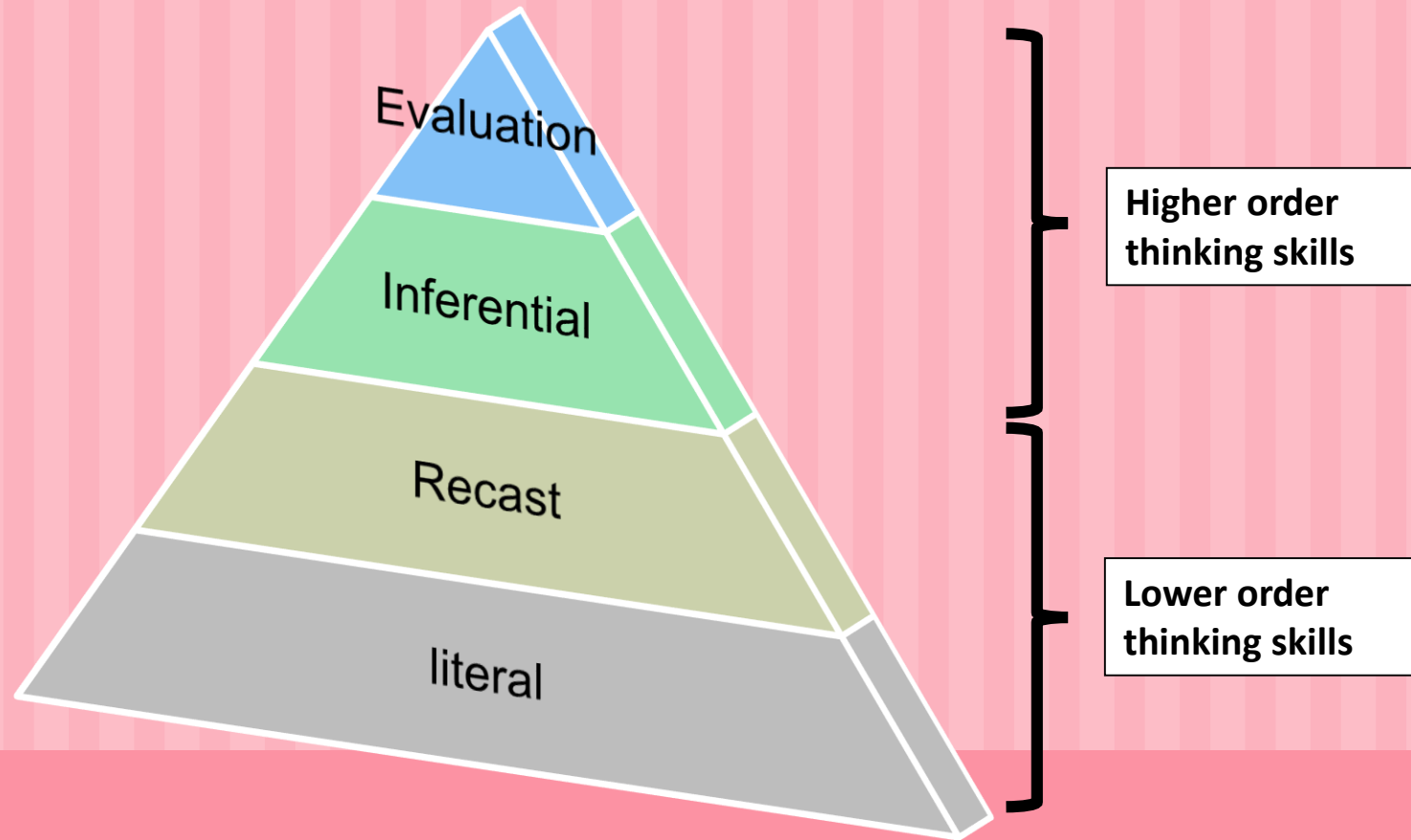
- 80 What do you think Mrs Ho meant by saying Ben had "already done so" (line 45)? Support your answer by stating how he had "done so". [2m]

☐

From P4 to P5...



Hierarchy of skills for Reading Comprehension



The difference between P4 and P5?

Demand	Requirements	Range of Reading Comprehension Skills	P1	P2	P3	P4	P5	P6
Evaluation	Requires the student to compare ideas and information in the text based on the students' experience, knowledge or values with the material presented in the questions in order to form judgements of various kinds	Judging Adequacy and Validity					✓	✓
		Judging Worth, Desirability and Acceptability					✓	✓

Examples of questions that tests

Judging Adequacy and Validity:

Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so.

	True/False	Reason
Charlie bit John's finger by accident.		
Peter's father was overseas for two days.		

Examples of questions that tests

Judging Worth, Desirability and Acceptability:

Do you think Charlie was right in the way that he treated John? Support your answer with information from the text.

Explain fully with information from the text why it was not right of Peter to steal the pen from John to present to his sister.



LET'S TRY

A group of us were chatting in our classroom when Sarah ran in, panting. I glanced at the clock on the wall. “Sarah, you’re late! Did you get scolded by the teacher?”

“No, Peter,” she said, approaching us with a look of eagerness on her face. “I stopped by the honeydew patch on the way to school!”

Everyone except me turned away. All of us knew about the wild honeydew patch that lay neglected halfway between the school and the village where most of us lived. The honeydews that grew there were very small and never ripened. The few times that any of us tried the fruit, we had found it either tasteless or bitter.

Sarah said to me, “I walked into the patch today, and guess what I saw? A honeydew this huge!” She placed her hands in front of her, palms spaced apart to show a width of about thirty centimetres.

“Impossible!” I exclaimed.

“I’m going to get it after school today, and then you tell me whether it’s impossible or not!” She declared.

Q75 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
When Sarah first told Peter about the huge honeydew, she was <u>not</u> confident she could find it again.		

Q75 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
When Sarah first told Peter about the huge honeydew, she was <u>not</u> confident she could find it again.		

What do I need to prove true or false?

Q75 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
When Sarah first told Peter about the huge honeydew, she was <u>not</u> confident she could find it again.		

Step 1: Rephrase the statement into a question

Q75 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
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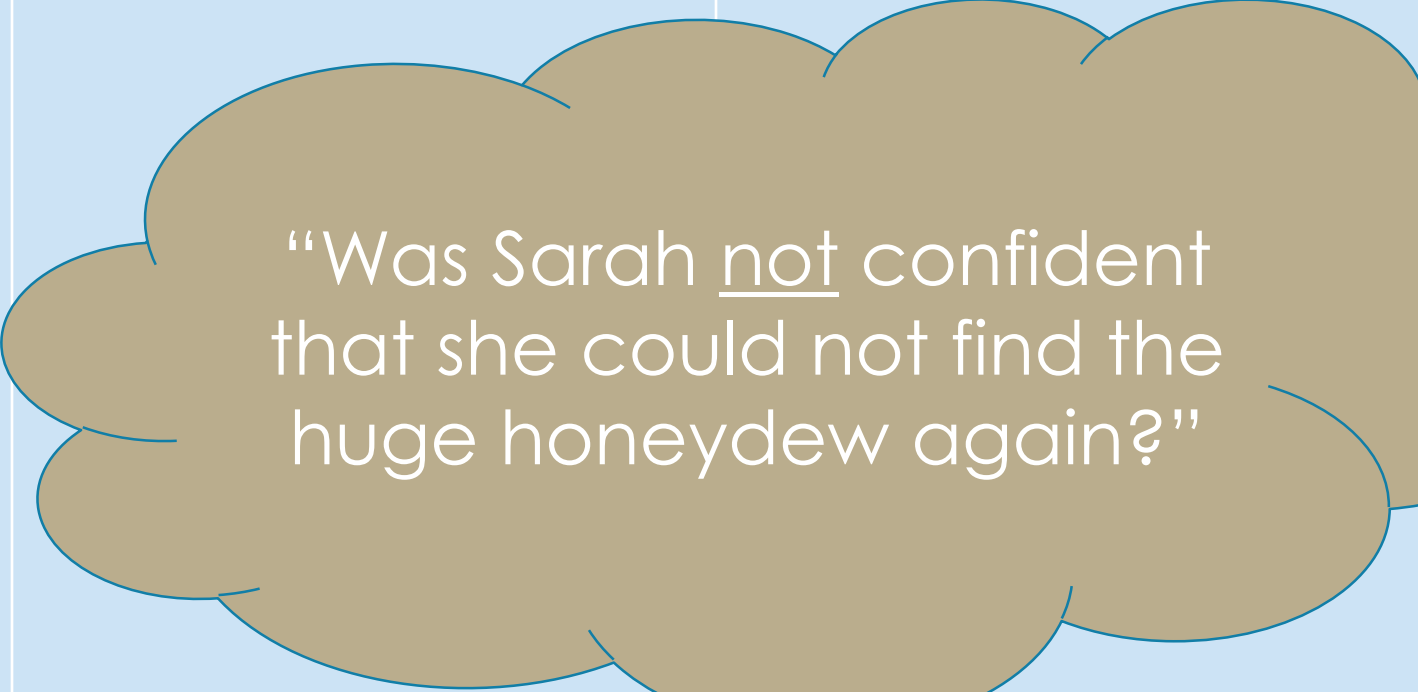
Step 1: Rephrase the statement into a question
Step 2: Answer the question

Q75 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

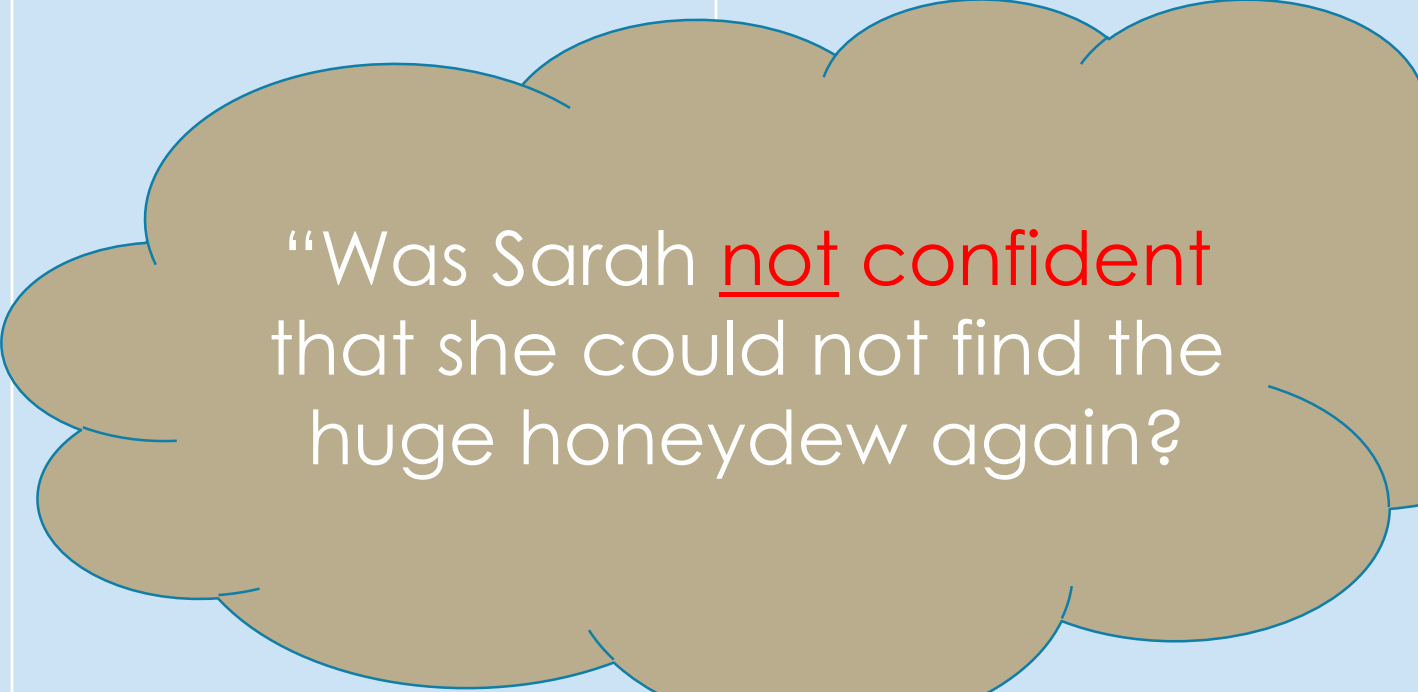
	True/False	Reason
When Sarah first told Peter about the huge honeydew, she was <u>not</u> confident she could find it again.		

Step 1: Rephrase the statement into a question
Step 2: Answer the question
Step 3: What are the key words?

Q75 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
When Sarah first told Peter about the huge honeydew, she was <u>not</u> confident she could find it again.		

Q75 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
When Sarah first told Peter about the huge honeydew, she was <u>not</u> confident she could find it again.		 <p>“Was Sarah <u>not</u> confident that she could not find the huge honeydew again?”</p>

Q75 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
When Sarah first told Peter about the huge honeydew, she was <u>not</u> confident she could find it again.	FALSE	

Q75 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
When Sarah first told Peter about the huge honeydew, she was <u>not</u> confident she could find it again.	FALSE	

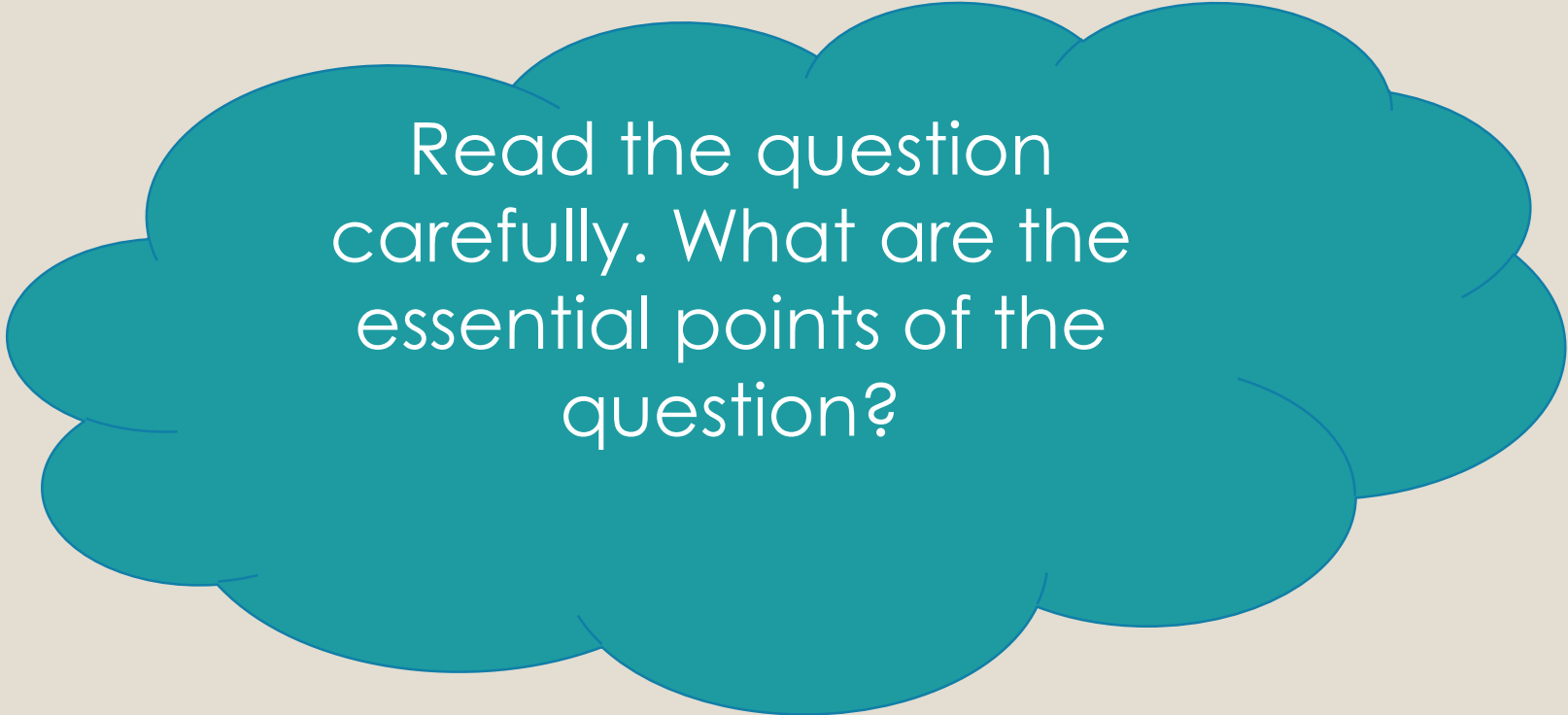
EVIDENCE: "I'm going to get it after school today, and then you tell me whether it's impossible or not!" she declared.

Q75 Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]

	True/False	Reason
When Sarah first told Peter about the huge honeydew, she was <u>not</u> confident she could find it again.	FALSE	Sarah was so confident that she told Peter that she was going to get the honeydew after school that day.

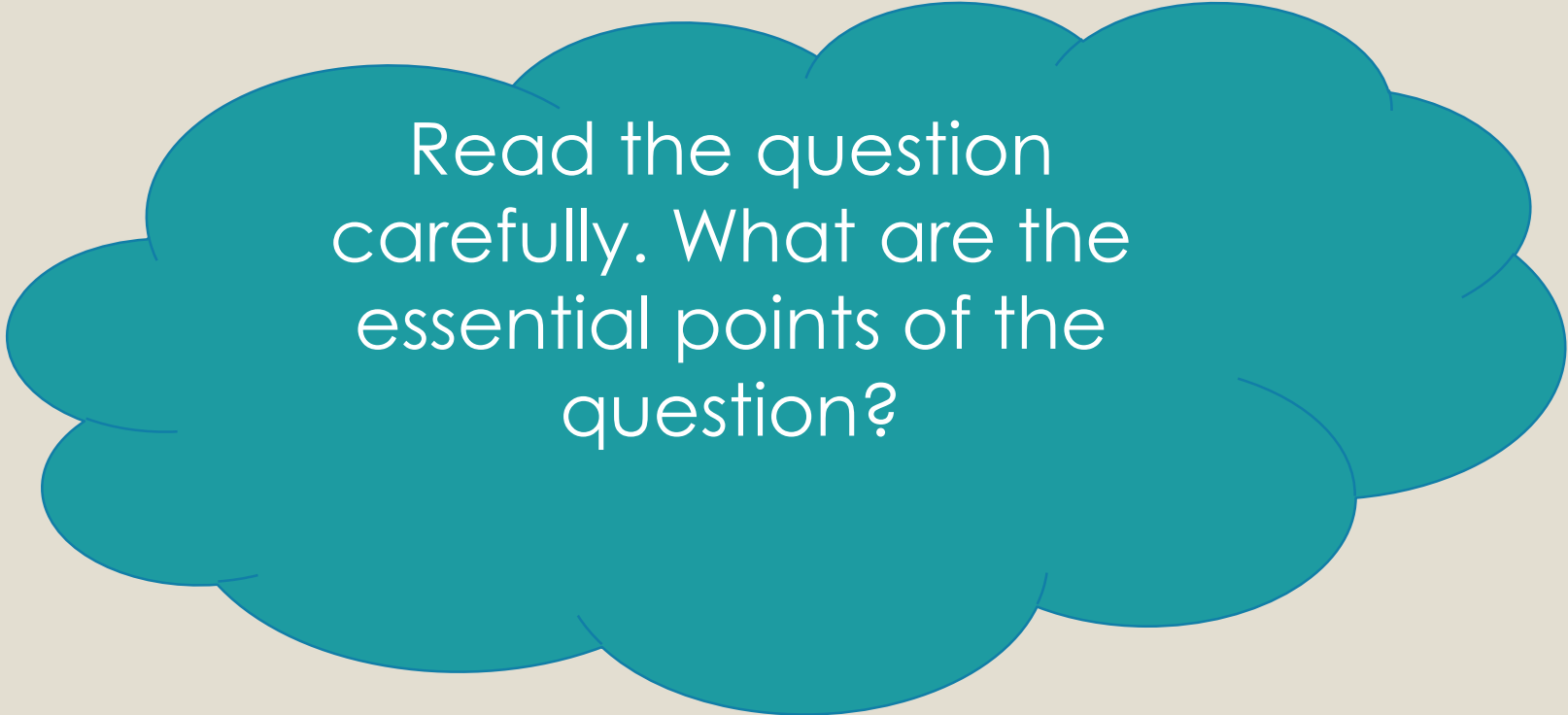
The year rolled by and when it was Mandy's birthday again, Sarah and I presented her with not just one but three giant honeydews! Mandy immediately invited all her friends to her house. As we munched on our slices of honeydew, I thought with admiration that I was twice Mandy's age, yet it had taken me a hard lesson before I learnt what she **instinctively understood**.

Q80 What do you think Mandy “instinctively understood”? Support your answer with an example of how Mandy showed this understanding. [2m]



Read the question carefully. What are the essential points of the question?

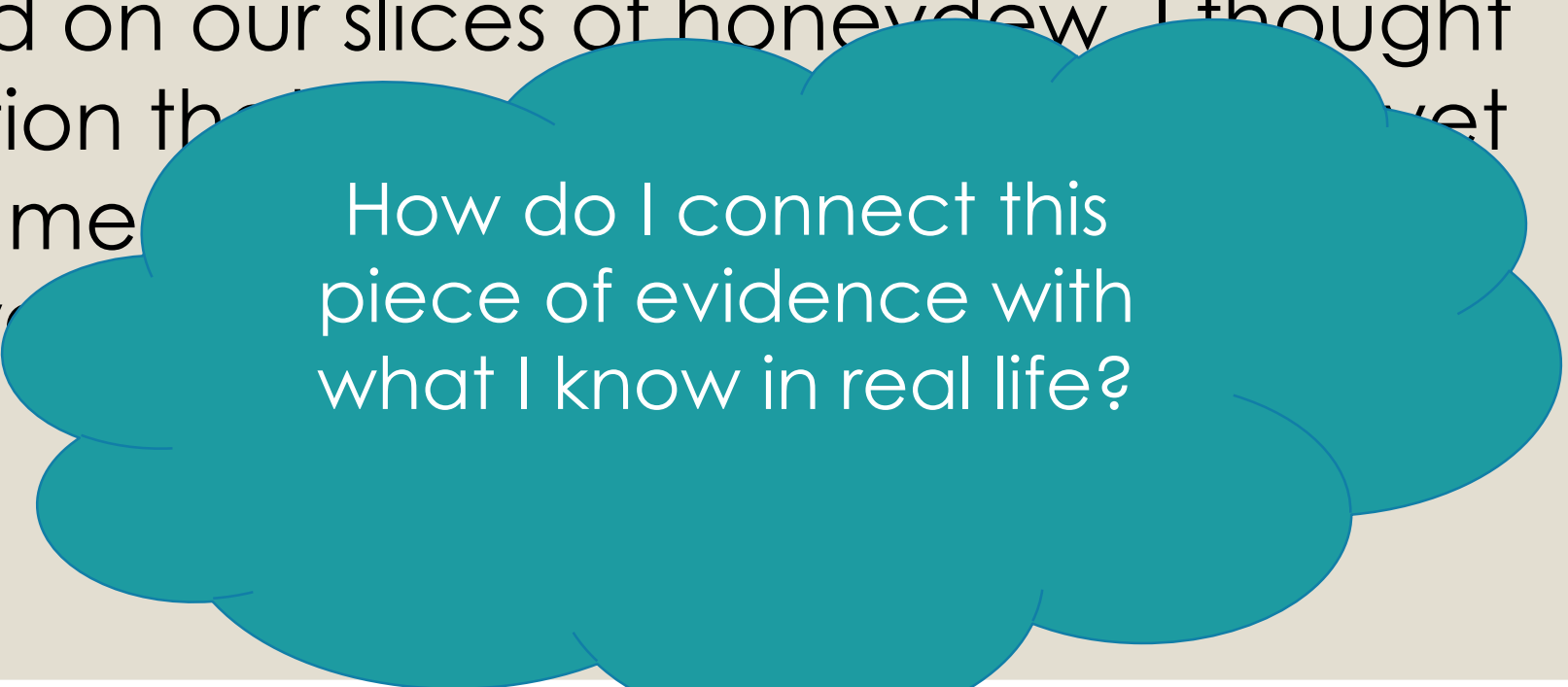
Q80 What do you think Mandy “instinctively understood”? Support your answer with *an example of how Mandy showed this understanding.* [2m]



Read the question carefully. What are the essential points of the question?

The year rolled by and when it was Mandy's birthday again, Sarah and I presented her with not just one but three giant honeydews! Mandy immediately invited all her friends to her house. As we munched on our slices of honeydew, I thought with admiration that I was twice Mandy's age, yet it had taken me a hard lesson before I learnt what she **instinctively understood.**

The year rolled by and when it was Mandy's birthday again, Sarah and I presented her with not just one but three giant honeydews! Mandy immediately invited all her friends to her house. As we munched on our slices of honeydew, I thought with admiration that Mandy was a natural, yet it had taken me so long to see it. She **instinctively**



How do I connect this piece of evidence with what I know in real life?

Q80 What do you think Mandy “instinctively understood”? Support your answer with *an example of how Mandy showed this understanding.* [2m]

Mandy's immediate response was to invite all her friends to join her in eating the honeydews. She was generous. She shared them with everyone she cared about.

Q80 What do you think Mandy “instinctively understood”? Support your answer with *an example of how Mandy showed this understanding.* [2m]

Mandy understood the importance of sharing with others, as can be seen when Mandy invited all her friends to join her in feasting on the three giant honeydews.

General Tips for Parents



- Encourage them to annotate and predict what's next based on contextual clues
- Encourage them to read and re-read
- Encourage them to read forward or backward to justify their answers
- Use comic strips to train inference skills
- Ensure they support their reasons with evidence
- Get them to retell the story by identifying main ideas in the passage



Thank You



Your feedback is important to us!