



# Parents' Workshop [P3 & P4] Reading Comprehension

26 March 2022

9.45 a.m.  
to  
11.00 a.m.

# **Contents**

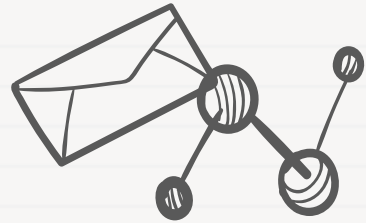
## **1. Objectives**

## **2. Focus Area &**

### **Assessment Objectives**

## **3. Reading Comprehension Skills**

## **4. Annotation**



## **5. Types of Comprehension**

### **Questions**

## **6. Answering Comprehension**

### **Questions**

## **7. Supporting Your Child**



01

# Objectives



## **Objective #1**

To inform you of  
reading comprehension  
learning outcomes



## **Objective #2**

To share with you some  
reading comprehension  
skills



## **Objective #3**

To share with you some  
strategies to build  
reading comprehension  
skills

A graphic of a spiral-bound notebook with a white page, a red cover, and a green background. The page has a spiral binding at the top. On the left side, there are two horizontal rectangular tabs, one yellow and one pink. In the center of the page, the number '02' is displayed in a large, bold, dark grey font, enclosed within a light green oval shape that has a small arrow pointing to the right. Below the number, the text 'Focus Area & Assessment Objectives' is written in a bold, dark red font.

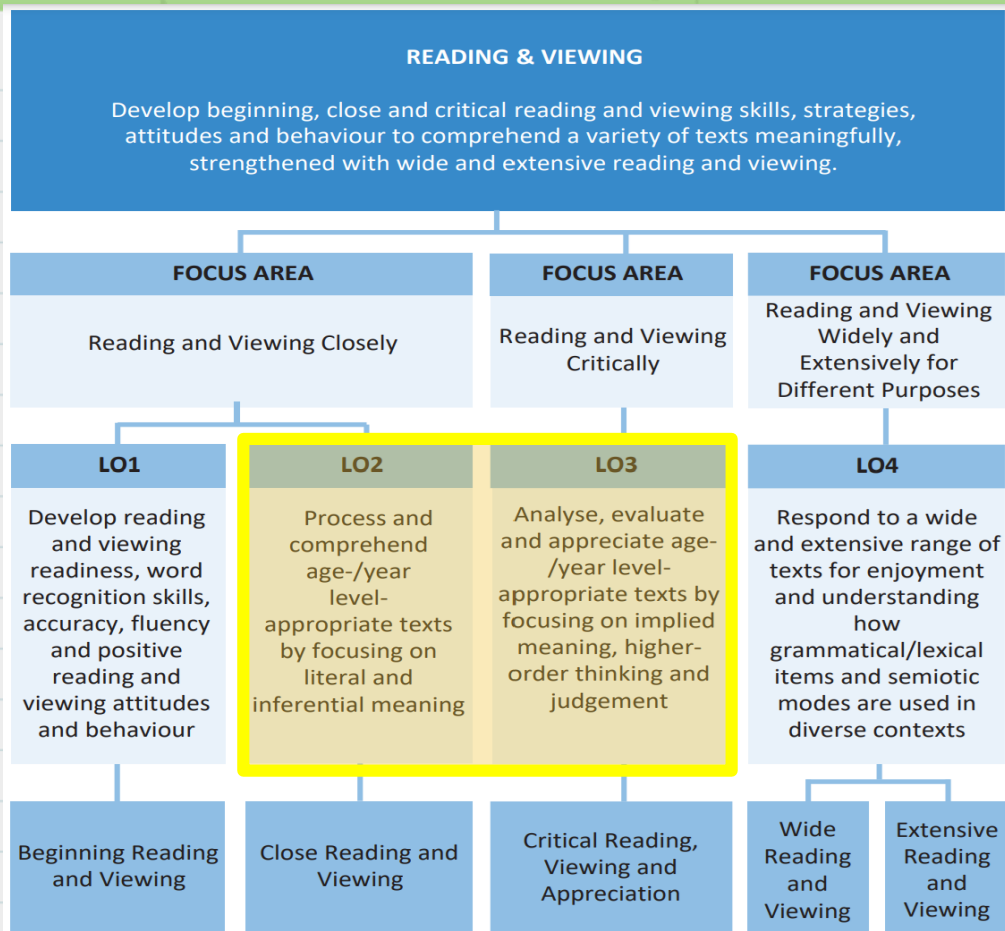
02

## **Focus Area & Assessment Objectives**

# Focus Areas

Taken from:

EL Syllabus 2020



# Focus Areas

Taken from:

EL Syllabus 2020

FOCUS AREAS	PRIMARY					
	LOWER PRIMARY		MIDDLE PRIMARY		UPPER PRIMARY	
	P1	P2	P3	P4	P5	P6
Reading and Viewing Closely	Develop beginning reading and viewing to achieve accuracy and fluency through word recognition and acquiring a positive disposition.					
	Develop close reading and viewing at literal and inferential levels by using prior knowledge, contextual clues and comprehension skills and strategies.		Strengthen close reading and viewing by using a range of comprehension, and information and media literacy skills and strategies to construct meaning from diverse and multiple texts.			
Reading and Viewing Critically	Respond to implied meaning and make personal connections with texts read and/or viewed using higher-order thinking and metacognitive strategies.		Respond critically to and appreciate implied meaning in a variety of texts by applying analysis, judgement and metacognitive strategies, making the connections to integrate meaning in texts, and demonstrating awareness of how writers' style can influence meaning.			

# Assessment Objectives

- Demonstrate comprehension of a range of texts at **literal and inferential** levels
- Show understanding of **implied meaning**, and **make judgement and evaluation** by reading and/or viewing closely and critically.

Taken from: <https://www.seab.gov.sg/home/examinations/psle/psle-formats-examined-in-2022>





03

# **Reading Comprehension Skills**

# Reading Comprehension Skills

- Ask questions
- Visualise
- Make connections
- Cause & effect
- Compare & contrast
- Infer
- Evaluate
- Synthesise
- ... and more



04

**Annotation**

# Annotation

Notes added to a text giving explanations or comments

- Taken from Oxford Learner's Dictionary

- ✓ Helps readers discover and uncover ideas
- ✓ Promotes active reading
- ✓ Allows for analysis of text
- ✓ Provides a visible record of ideas that emerge while reading

# Types of Annotation

## A. Surface Annotation

- Identify information related to surface meaning

Surface meaning

Vocabulary

Information related  
to 5W1H questions



main characters



setting (time / place)



problem (what)



solution



link pronouns with  
referents


unfamiliar vocabulary

*Taken from MOE Reading Remediation Programme (RRP) resources*

# Types of Annotation

## A. Surface Annotation

 main characters

 setting (time / place)

() problem (what)

[] solution

 link pronouns with referents

unfamiliar vocabulary

Tom was a dragonfly. He could fly skilfully but he had poor eyesight. One day when Tom was flying alone, he got lost in a storm and landed in a muddy field far from home.

A furry black head popped out from a hole in the field. "Hello friend, I'm Gopal. Who are you?" said the mole.

"Hi, I am Tom. Sorry about landing on your field but I can't see very well in the storm."


"Oh I see! Why don't you try these glasses?" said Gopal, as he took off his glasses and handed them to Tom. "I found **them** under the tree. Maybe they will help you see properly!"

- Adapted from *Darryl's Day* by Larry Flewin

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# Types of Annotation

## B. Deep Annotation

- Identify deep meaning or underlying messages
- Write marginal notes
- Underline or use symbols such as asterisk or arrows to mark important segments of the text

✓ Helps readers engage more deeply with text using cognitive strategies

- ✓ Examples
- Summarise
  - Make connections
  - Form opinions





05

## **Types of Comprehension Questions**

## **Common Types of Questions**

- 1. Factual**
- 2. Vocabulary**
- 3. Sequencing**
- 4. True/False (Table Format)**
- 5. Cause and Effect**
- 6. Inference**

# Common Types of Questions

## 1. Factual

- straight forward type of questions
- answers can be found by referring to the text

## 2. Vocabulary

- test students' vocabulary
- students are to identify the meaning of the words based on the way they are used in the passage

# Common Types of Questions

## 3. Sequencing

- requires students to figure out the order in which events happened in a text

## 4. True / False (Table Format)

- students have to identify if a given statement is true / false
- they can do so by finding the original sentence / idea from the passage

# Common Types of Questions

## 5. Cause and Effect

- require students to identify the cause (what made something happen) and effect (what happened as a result of the cause)

## 6. Inference

- less direct compared to factual questions
- require students to look for clues instead of obvious answers in the text

## Common Types of Questions

# FACTUAL

*It must be a monster! John was scared stiff. He could not even call for help. He pulled the quilt right up to his nose.*

**Why did John not call for help?**

## Common Types of Questions

# VOCABULARY

*... The burglar was too busy ransacking the drawers and cupboards in his mother's room to notice Jane's return. Jane was terrified and she knew she had to act fast.*

*Jane crept out of the house and ran along the corridor shouting for help. Upon hearing the shouts, the burglar hurriedly ran out of the house. He was carrying a sack of loot.*

Based on the passage, what does the word 'loot' in paragraph two refer to?

## Common Types of Questions

# SEQUENCING

Write 1, 2 and 3 in the blanks below to indicate the order in which the events occurred in the passage.

\_\_\_\_\_ Some passers-by gathered around the boys.

\_\_\_\_\_ Ben called Adam's mother.

\_\_\_\_\_ Adam was taken to the doctor's.



## Common Types of Questions

# TRUE / FALSE

Based on the passage, state whether each statement in the table below is true or false.

	Statement	True / False
(a)	Adam did not put in much effort for the race.	
(b)	Adam did not have any injuries after he fell.	
(c)	Ben was a good friend to Adam.	

## Common Types of Questions

# CAUSE & EFFECT

*First, we put the crackers into a plastic bag. Then, we crushed them with a rolling pin. In this way, we did not make a mess on the table.*

**What do you think would happen if the girls did not use a plastic bag when crushing the biscuits?**

## Common Types of Questions

# INFERENCE

*Edward heard his stomach growl. He was just about to get out of bed when he saw a pair of green, large and oval eyes. They were looking straight into his eyes. They seemed to glow in the moonlight coming through the window.*

**Why do you think Edward wanted to get out of bed?**

## Common Types of Questions

# FACTUAL

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06

**Answering  
Comprehension  
Questions**

# Question-Answer Relationships (QAR)

Use QAR to determine how to locate the answers to the questions

## Literal Level

Extract ideas explicitly stated in the text

## Inferential Level

Construct understanding by combining different bits of information in the text / prior knowledge

### IN THE BOOK

#### RIGHT THERE

The answer is easily found in the text. The question and the answer have almost the same wording.

[e.g., factual question]

#### THINK AND SEARCH

The answer is in the text but requires searching in different places. The question and answer have different wordings.

[e.g., sequencing]

### IN MY HEAD

#### AUTHOR AND ME

The reader needs to combine his knowledge with information in the text to create an answer.

[e.g., inference]

#### ON MY OWN

The answer is not in the text. The reader uses background experience to answer.

[e.g., opinion]

## **Steps to Answering Comprehension Questions**

**1. Read the question carefully**

**2. Underline the question word  
(e.g., who, where, when, why, how) and the key words**

**3. Recall the notes I have annotated**

**4. Re-read the text to identify the information required**

**5. Write down the answer**



07

**Supporting Your Child**

# Supporting Your Child

## Get Started

- Read a variety of texts with your child
- Have your child retell a story
- Ask your child questions about the story read



## Go beyond

- Predict story events during reading
- Make connections (i) within the text and/or (ii) between the text and personal experience
- Invite your child to discuss/form an opinion/infer about an event in the story



# Thank You

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