

APPENDIX 1

ADOPTED

I found out by accident that I was adopted. My mother was seriously ill in hospital and an old friend of hers visited [when] (1) I was with her. Later, I took her to the hospital [cafeteria] (2) for a drink. She casually mentioned I was adopted. Just [imagine] (3) how I felt! I asked my eldest brother repeatedly about it and he [reluctantly] (4) told me everything. He said my parents had taken me in when I was barely two days old. My real mother had been an unwed mother. He [assured] (5) me that as far as our family was concerned, I was their sister and daughter. Nothing could change that.

I could not ask my mother anything as she was [dying] (6). But as I sat with her during her last days I remembered our life together. I thought of how [protective] (7) she had been, how utterly loving and giving. I thought of the thousand little things she had done for me. At last I [understood] (8). She loved me and I loved her. It was as simple as that. In her mind she had done the right thing. I never told her I knew the [truth] (9). As she died, I held her hand and gently [whispered] (10) into her ear, "Mum, I love you."

(Adapted from : Komala Ganeshan & Saras Nagappan)

A MODEL

Two days ago, I met my old friend Mona. We had not seen each other for nearly nine years. The last time we had the chance of seeing each other was [before] (1) we attended our convocation after [graduating] (2) from the same local university. Though I had put on some extra pounds [around] (3) my waist and age had begun to show on me Mona looked younger than I had last seen her. Mona had [turned] (4) into a beautiful and charming young lady. She told me she was [currently] (5) modeling for one of the famous modeling agencies in the city.. After a pause, she excitedly told me about her involvement in the modeling world. She said, "I was window shopping at Subang Parade, when this handsome and well dressed man [approached] (6) me, introducing himself as Mie. He told me that he was related to a famous designer Noir and [offered] (7) me something which I could not resist. So, here I am now a model I have been a model for the past six years and wish I could go on modeling forever ''.

I who was so [fascinated] (8) by her story could not resist asking her, " Can I be a model too?. " Sure," said Nona. "But where can I meet this Mie?"'.. "No problem, you can come [over] (9) to my house. He is my husband now. We got married only last week, in fact," explained Mona leaving me in [awe] (10)

Adapted from : H,C Yong & Yashwanora Yahaya

Index of Reading Awareness

Directions: Read the sentences carefully and put a tick in the box against the best answer. There are no right or wrong answers.

- Which of these is the best way to remember a story ?
 - ☐ A. Repeat every word.
 - ☐ B. Think about remembering it.
 - ☐ C. Write it in your own words.
- If you are reading factual material, what would you do to remember the information ?
 - ☐ A. Ask yourself questions about important ideas.
 - ☐ B. Skip the parts you do not understand.
 - ☐ C. Concentrate and try hard to remember it.
- What do you do if you come to a word and you do not know what it means ?
 - ☐ A. Use the words around it to figure it out.
 - ☐ B. Ask someone else.
 - ☐ C. Move to the next word.
- If you could read only some of the sentences in the story because you were in a hurry, which ones would you read ?
 - ☐ A. The sentences in the middle of the story.
 - ☐ B. The sentences that tell the most about the story.
 - ☐ C. The interesting, exciting sentences.
- Why do you go back and read things over ?
 - ☐ A. It is good practice.
 - ☐ B. You did not understand it.
 - ☐ C. You forgot some words.
- What would help you become a better reader ?
 - ☐ A. Have someone around to help you when you read.
 - ☐ B. Reading easier books with shorter words.
 - ☐ C. Checking to ensure that you understand what you read.
- What do you do if you do not know what a whole sentence means ?
 - ☐ A. Read it again.
 - ☐ B. Read out all the words aloud.
 - ☐ C. Think about the other sentences in the paragraph.
- What is special about the first sentence or two in a story ?
 - ☐ A. They always begin with "Once upon a time . . ."
 - ☐ B. The first sentences are the most interesting.
 - ☐ C. They often tell what the story is about.
- If you were told to read a story to remember the general meaning, what would you do ?
 - ☐ A. Skim through the story to find the main parts.
 - ☐ B. Read all of the story and try to remember everything.
 - ☐ C. Read the story and remember all of the words.
- How can you tell which sentences are the most important ones in a story ?
 - ☐ A. They are the ones that tell the most about the characters and what happens.
 - ☐ B. They are the most interesting ones.
 - ☐ C. All of them are important.
- How are the last sentences of a story special ?
 - ☐ A. They are exciting action sentences.
 - ☐ B. They tell what happened.
 - ☐ C. They are harder to read.
- When you tell other people about what you have read, what do you tell them ?
 - ☐ A. What happened in the story.
 - ☐ B. The number of pages in the book.
 - ☐ C. Who the characters are.

13. If you had to read fast and could only read some words, which ones would you try to read?

- ☐ A. The new words, because they are important.
- ☐ B. The words you could pronounce.
- ☐ C. The words that tell you the most about the story.

14. If you are reading a library book to write a book report, which would help you the most?

- ☐ A. Saying out loud the words which you do not know.
- ☐ B. Write it down in your own words.
- ☐ C. Skip the parts you do not understand.

15. If you are reading for a test, which would help you the most?

- ☐ A. Read the story as many times as possible.
- ☐ B. Talk about it with somebody to make sure you understand it.
- ☐ C. Repeat the sentences.

16. What parts of a story do you skip as you read?

- ☐ A. The hard words and parts you do not understand.
- ☐ B. The unimportant parts that do not mean anything for the story.
- ☐ C. You never skip anything.

17. What is the hardest part about reading for you?

- ☐ A. Sounding out the hard words.
- ☐ B. When you do not understand the story.
- ☐ C. Nothing is hard about reading for you.

18. If you are reading a story for fun, what would you do?

- ☐ A. Look at the blurb and the introduction to get the meaning.
- ☐ B. Read the story as fast as you can.
- ☐ C. Imagine the story like a movie in your mind.

19. Before you start reading, what kind of plans do you make to help you read better?

- ☐ A. You do not make any plans. You just start reading.
- ☐ B. You choose a comfortable place.
- ☐ C. You think about why you are reading.

20. What things do you read faster than others?

- ☐ A. Books that are easy to read.
- ☐ B. Stories that you have previously read.
- ☐ C. Books that have a lot of illustrations.

Key to Index of Reading Awareness

1. Conditional knowledge

- A. 0
- B. 1
- C. 2

2. Conditional knowledge

- A. 2
- B. 0
- C. 1

3. Regulation

- A. 2
- B. 1
- C. 0

4. Planning

- A. 0
- B. 2
- C. 1

5. Regulation

- A. 1
- B. 2
- C. 0

6. Evaluation

- A. 1
- B. 0
- C. 2

7. Regulation

- A. 1
- B. 0
- C. 2

8. Evaluation

- A. 1
- B. 0
- C. 2

9. Planning

- A. 2
- B. 1
- C. 0

10. Evaluation

- A. 2
- B. 1
- C. 0

11. Evaluation

- A. 1
- B. 2
- C. 0

12. Planning

- A. 2
- B. 0
- C. 1

13. Planning

- A. 1
- B. 0
- C. 2

14. Conditional knowledge

- A. 1
- B. 2
- C. 0

15. Conditional knowledge

- A. 1
- B. 2
- C. 0

16. Regulation

- A. 1
- B. 2
- C. 0

17. Evaluation

- A. 1
- B. 2
- C. 0

18. Conditional knowledge

- A. 1
- B. 0
- C. 2

19. Planning

- A. 0
- B. 1
- C. 2

20. Regulation

- A. 1
- B. 2
- C. 0

adapted from:
McLain, Gridley and McIntosh, 1991

APPENDIX 3

Classification Scheme for Strategies Used by the Subjects

A	Comprehension Enabling Strategies	
1.	Rereading	The reader rereads previously read text
2.	Formulating and eliminating alternatives	The responses comprise of formulation and/or elimination of possible alternatives
3.	Inferring words	The reader infers words using clues from the context, or her personal knowledge and experience or from similar or related words
4.	Syntax/Punctuation	The reader considers some aspects of grammar, parts of speech, or punctuation.
5.	Checking/Testing Fit	The reader inserts a deduced word into blank and then reads a part of the text around the blank to see if the word fits.
6.	Referencing norms	The response indicates that the reader has referenced the norms of use and usage
7.	Style	The response indicates that the reader has considered the style of the text or her own notions of style
B.	Comprehension Extending Strategies	

1.	Predicting Content	The reader predicts the content of the text
2.	Integrating Information	The reader uses information from the text to focus on the present task
3.	Personalizing	The reader puts herself in the situation. She imagines or personalizes
4.	Paraphrasing	The reader paraphrases information contained in the text
5.	Text Interpretation	The reader reasons out to clarify, infer or hypothesize about the text content
6.	Using prior knowledge	The reader uses prior knowledge and experience to clarify, infer or to hypothesize about text content.
C.	Comprehension Monitoring Strategies	
1.	Comments	Reader expresses her sense of accomplishment or frustration
2.	Questioning	The reader poses a question to herself