

Word List

Pre-primer

		Untimed	Comments
1.	the	_____	_____
2.	a	_____	_____
3.	was	_____	_____
4.	he	_____	_____
5.	go	_____	_____
6.	boy	_____	_____
7.	stop	_____	_____
8.	come	_____	_____
9.	and	_____	_____
10.	her	_____	_____
11.	dog*	_____	_____
12.	book*	_____	_____
13.	big*	_____	_____
14.	I*	_____	_____
15.	pet*	_____	_____
16.	cat*	_____	_____
17.	for *	_____	_____
18.	sad*	_____	_____
19.	do*	_____	_____
20.	too*	_____	_____
Score		_____ / 20	_____ / 20

Name:

Appendix B

Instructions: Read the passage below and answer the questions that follow:-

The Baker

“Come in!” said the baker.

“I like to bake!

Look at the big cakes!

Look at the little cakes!”

“I want a big cake,” said Jane.

“The cake is for my birthday party.

Ten girls will come.

I will be ten years old.”

“I want a big cake,” said Bill.

“The cake is for my birthday party.

Seven boys will come.

I will be seven years old.”

“I want a big cake,” said Mom.

“The cake is for my little girl.

She will be two years old.

We will have a party.”

“I don’t want the cake now,” cried the little girl.

“I don’t want a party.”

“Look,” said the baker.

“Here is a cupcake for you.”

“Thank you!” said Mom.

Comprehension Questions

1. **Where does the story take place?**

Text-Based: At a bakery

2. **Does the baker like his job? Explain.**

Text-Based: Yes -- he said that he likes to bake cakes.

3. **Why did the baker in this story make big cakes and little cakes?**

Inference: If there are more people, you need a bigger cake at the party.

4. **Do you think it was right for the baker to give the little girl a cupcake? Why or why not?**

Critical Response: Yes -- he was being nice to her; wanted to cheer her up. No -- because she cried; she was not polite.

5. **Who would need a bigger cake, Jane or Bill? Why?**

Inference: Bill because he has 7 guests at the party; Jane has only 4 guests.

6. **Why does Mom need to buy a cake?**

Text-based: She wants to have a party for the little girl.

7. **Why won't the little girl have as much fun at her party as the older boy and girl will?**

Inference: She doesn't want to have a party; she is spoiled; she acts selfish; she is not polite to others.

8. **Who you think should have thanked the baker for the cupcake, Mom or the little girl? Explain.**

Critical Response: Mom -- it is the polite thing to do; he gave her daughter a gift. Girl -- she got the gift and should have thanked him; encourage the girl to learn manners.

Comprehension Analysis:

Text-based: /3.5

Inference: /3

Critical Response: /2

Total Comprehension %:

(Applegate, M.D., Quinn, K.B. & Applegate, A.J. pp. 36-38, 2008)

Scoring comprehension questions can range from being very simple to being very complex, depending on the nature of the reader's responses. Most scoring of text-based items is quite straightforward; either the child remembers the details or does not. They are by no means considered the only acceptable answer. The guideline would be any logical interpretation of both the question and the response. This individual variation in scoring is the most often cited weakness of any informal reading inventory, but it is also its most valuable strength. Bear in mind that the ultimate objective for the CRI users is to gather diagnostic information that will make the instructional program more effective in the long run.

Scoring critical response questions can be even more challenging than scoring literal and inferential ones. A good answer to a critical response item is one that provides solid and logical support for one's ideas. It is not sufficient to answer a critical response item by stating an opinion; in the CRI, opinions are of no consequence unless readers can back them up with reasons. It is up to you to make judgments about the extent to which readers have supported their responses.

Follow-up questions can be used in search of more complete or precise responses. Readers are not penalized when they arrive at a correct response as a result of a follow-up. The goal is to gain insights into how the child is thinking than in the 'fairness' of the scoring. Partial credit can be awarded to any of the child's responses. It is often possible for the examiner to recognize in retrospect that a child's response may be logical but also incomplete. Scoring would be based on a simple percentage.

Inference Questions

The effective response to an inference question involves two elements: it must draw upon information included or implied in the story and it must draw a logical conclusion based on that information drawn for story which then enables the researcher to draw valid conclusion. If the reader draws a logical conclusion based solely upon experience, it does not meet the criteria for a scoreable response.

1. Answers drawn from pure experience are described as Quiz Contestant responses in Profiles in Comprehension. It is entirely possible to arrive at answers that are logically plausible but not even suggested in the story. These kinds of responses are never credited as valid inferences.
2. Logical inferences that include both correct information and inaccuracies are generally scored as half credit.
3. Difficult inference questions sometimes tempt readers to rephrase the question into a statement and attempt to pass it off as a response. Examiners must be on their guard.
4. Vague, fuzzy, or unclear responses beg for a follow-up question to allow the reader to clarify the thinking that went into the responses. In the absence of the reader's ability to explain the response, it is scored as no credit.

Critical Response Questions

The Critical Response item forces the reader to take a stand and state an opinion. Of course, the opinion is not nearly as valuable as the support that the reader uses to shore up the response.

1. The reader must draw a logical conclusion that is valid and draws support from the story.
2. Vague support for opinions does not qualify for credit.
3. Readers who are unfamiliar with Critical Response questions are sometimes tempted to hedge.

The framework comprises of six levels of questioning skills namely literal comprehension, reorganization or reinterpretation, inference, evaluation, personal response and how writers say what they mean (Figure 1.1).

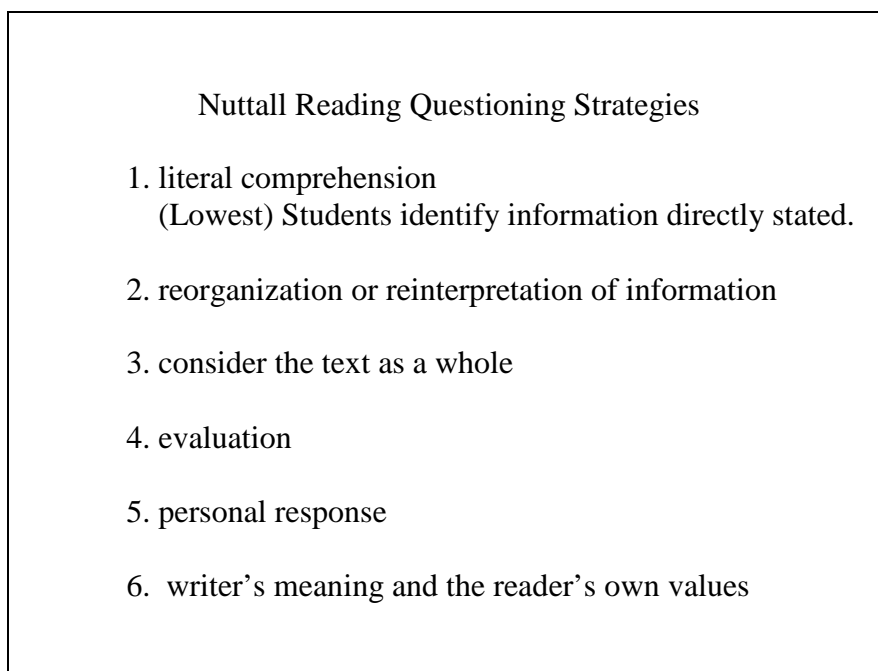


Figure 1.1 Teaching Reading Skills in a Foreign Language (Nuttall, 1996, pp. 188-189)

Nuttall Reading Questioning Strategies

The first level is literal comprehension where readers can directly and explicitly expressed their answers by looking at key words. At the second level is reorganization or reinterpretation of information whereby in order to answer a question, the reader has to obtain information from various parts of the text. The third level requires the reader to consider the text as a whole where message is not stated explicitly and the reader is challenged intellectually and linguistically to arrive at the answer. Progressing to the evaluation level, the reader now has to access and judge the text in terms of writer message; looking for bias or the writer's narrative power. In the personal response level, the onus is on the reader to respond to the text based on the writer's meaning and the reader's own values.

Name:

Answer all the questions.

Circle the most suitable answer or write short statements to answer the questions below.

1. I think the story is about

How do you know?

- A. I look at the picture.
- B. I read the title.
- C. I guessed.
- D. I read the pages.
- E. I didn't know until I read the story.

2. Yusuf is a andboy.

- A. naughty
- B. lazy
- C. careless
- D. rude
- E. polite
- F. untidy
- G. gentle
- H. dirty

Write three words from the story to support your answer?

.....

3. How do you know that Yusuf is hungry?

- A. He threw his bag down.
- B. He shouted at his mother.
- C. He rushed to the kitchen.
- D. He washed his hands quickly.
- E. He did not change his uniform.
- F. He sat down and asked his mother to give him food.

4. Is Yusuf's mother angry with Yusuf?

- A. Yes
- B. No

How do you know?

.....

.....

5. Why did Yusuf sit on the sofa?
- A. He was tired and lazy.
 - B. He had finished his lunch.
 - C. He was tired and his stomach was full.
 - D. He was full and he wanted to sleep.
6. How does Yusuf's mother know that Yusuf will fall asleep?
- A. Yusuf was lying on the sofa.
 - B. Yusuf loves sleeping on the sofa.
 - C. Yusuf said he wanted to lie down.
7. Is Yusuf an obedient boy?
- A. Yes
 - B. No

How do you know?

.....

.....

8. Why did Yusuf's mother raise her voice?
- A. She was in the kitchen.
 - B. She was tired and had to cook.
 - C. She was angry with Yusuf.
 - D. She likes to talk loudly.

9. What does Yusuf read?

.....

How many did he read?

- A. 1
- B. 2
- C. 3
- D. 4

10. Do you think Yusuf likes to read?
- A. Yes
 - B. No

How do you know?

.....

.....

Stories and Tasks

Name:

YUSUF (pages 5-11)**Answer all the questions.****Circle the most suitable answer or write short statements to answer the questions below:-****Answer all the questions.**

1. Does Yusuf have any homework?

A. Yes

B. No

How do you know?

.....
.....

2. Did Yusuf's mother tell Yusuf to stop reading?

A. Yes

B. No

How do you know?

.....
.....

3. Does Yusuf's mother allow Yusuf to read comics?

A. Yes

B. No

How do you know?

.....
.....**Circle the most suitable answer.**

4. Why did Yusuf hope that his mother would go away?

A. so he could sleep.

B. so he could read.

C. so he could do his homework

D. so he could do whatever he likes.

5. Has Yusuf changed out of his school uniform?
A. Yes
B. No

How do you know?

.....
.....

6. What are the subjects that Yusuf has to do homework? Name all of them.

.....
.....

7. Did Yusuf do his homework?
A. Yes
B. No

How do you know?

.....
.....

8. What did you think he diid after he closed his exercise books?

.....
.....

Why do you say so?

.....
.....

9. Who reminded Yusuf to do his homework and change his uniform?

.....

Circle the most suitable answer.

10. When do you think Yusuf woke up?

- A. Afternoon
- B. Evening
- C. Night

Give a reason to support your answer.

.....

11. Why did Yusuf’s mother gave him an angry look?

.....

12. Does Yusuf like to play football?

- A. Yes
- B. No

How do you know?

.....

.....

13. How long did Yusuf play soccer?

.....

.....

Name:

Part 1/ S1

YUSUF (pages 1-5)

Answer all the questions.

Circle the most suitable answer or write short statements to answer the questions below:-

11. I think the story is about

How do you know?

- F. I look at the picture.
- G. I read the title.
- H. I guessed.
- I. I read the pages.
- J. I didn't know until I read the story.

12. Yusuf is a andboy.

- I. naughty
- J. lazy
- K. careless
- L. rude
- M. polite
- N. untidy
- O. gentle
- P. dirty

Write three words from the story to support your answer?

.....

13. How do you know that Yusuf is hungry?

- G. He threw his bag down.
- H. He shouted at his mother.
- I. He rushed to the kitchen.
- J. He washed his hands quickly.
- K. He did not change his uniform.
- L. He sat down and asked his mother to give him food.

14. Is Yusuf's mother angry with Yusuf?

- B. Yes B. No

How do you know?

.....

.....

15. Why did Yusuf sit on the sofa?

- E. He was tired and lazy.
F. He had finished his lunch.
G. He was tired and his stomach was full.
H. He was full and he wanted to sleep.

16. How does Yusuf's mother know that Yusuf will fall asleep?

- D. Yusuf was lying on the sofa.
E. Yusuf loves sleeping on the sofa.
F. Yusuf said he wanted to lie down.

17. Is Yusuf an obedient boy?

- B. Yes B. No

How do you know?

.....

.....

18. Why did Yusuf's mother raise her voice?

- E. She was in the kitchen.
F. She was tired and had to cook.
G. She was angry with Yusuf.
H. She likes to talk loudly.

19. What does Yusuf read?

.....

How many did he read?

- B. 1 B. 2 C. 3 D. 4

20. Do you think Yusuf likes to read?

- B. Yes B. No

How do you know?

.....

.....

Name:

Part 2/ S1

YUSUF (pages 5-11)

Answer all the questions.

Circle the most suitable answer or write short statements to answer the questions below.

Answer all the questions.

14. Does Yusuf have any homework?

C. Yes

D. No

How do you know?

.....
.....

15. Did Yusuf's mother tell Yusuf to stop reading?

C. Yes

D. No

How do you know?

.....
.....

16. Does Yusuf's mother allow Yusuf to read comics?

C. Yes

D. No

How do you know?

.....
.....

Circle the most suitable answer.

17. Why did Yusuf hope that his mother would go away?

E. so he could sleep.

F. so he could read.

G. so he could do his homework

H. so he could do whatever he likes.

18. Has Yusuf changed out of his school uniform?

C. Yes

D. No

How do you know?

.....
.....

19. What are the subjects that Yusuf has to do homework? Name all of them.

.....
.....

20. Did Yusuf do his homework?

C. Yes

D. No

How do you know?

.....
.....

21. What did you think he diid after he closed his exercise books?

.....
.....

Why do you say so?

.....
.....

22. Who reminded Yusuf to do his homework and change his uniform?

.....

Circle the most suitable answer.

23. When do you think Yusuf woke up?

D. Afternoon

E. Evening

F. Night

Give a reason to support your answer.

.....

24. Why did Yusuf's mother gave him an angry look?

.....

25. Does Yusuf like to play football?

C. Yes

D. No

How do you know?

.....

.....

26. How long did Yusuf play soccer?

.....

Name:

Part 3/ S1

YUSUF (pages 13-22)

Answer all the questions.

Circle the most suitable answer or write short statements to answer the questions below:-

1. Where was Yusuf when his father saw him?

In the

How do you know?

.....

2. What time do you think Yusuf finally had his bath?

A. 4-5 pm

B. 5-8 pm

C. 4-11 pm

Why do you think Yusuf 'scratched his head'?

.....

3. Name three things that Yusuf likes to do.

i)

ii)

iii)

4. Why was Yusuf excited?

A. It was afternoon.

B. He was home.

C. He was hungry.

D. He liked Aunt Maimun.

5. Who was seriously ill?

.....

6. Where did Yusuf's mother go?

.....

7. Why was she there?

.....

8. Why did Yusuf lift the lids of the pots?

.....

9. Why must Yusuf take off his uniform before eating?
.....
10. Aunt Maimun is a person.
A. rude B. weak C. strict D. stubborn
11. What will happen if Yusuf does not take off his uniform?
.....
12. The word ‘them’ in line 7 refers to
13. Do you think Yusuf always throws his uniform on the bed?
A. Yes B. No
How do you know?
.....
14. Why must Yusuf listen to Aunt Maimun?
.....
15. What did Aunt Maimun ask Yusuf to do?
.....
16. Do you think Yusuf is happy about it?
A. Yes B. No
How do you know?
.....

17. How did Aunt Maimun make Yusuf do his homework?

.....

18. Why was Yusuf's head spinning?

.....

19. Yusuf 'quickly' took his towel. The word 'quickly' shows that Yusuf was

- A. Unhappy
- B. Tired
- C. Scared
- D. Sick
- E. Angry
- F. Sad

20. Aunt Maimun said, "I heard you are lazy." Where do you think she heard that?

.....

21. Aunt Maimun will stop scolding Yusuf if

- A. He does what he likes.
- B. He follows what he wants to do.
- C. He changes his bad habits.
- D. He does his work and quickly goes to bed.

22. Why was Yusuf miserable?

- A. He was lazy but did things fast.
- B. He was upset with Aunt Maimun.
- C. He misses his parents very much.
- D. He was scolded by Aunt Maimun.

23. What did Yusuf have for breakfast?

- A. Bread
 - B. Eggs
 - C. Nasi lemak
 - D. Tea/Milk
 - E. Jam
 - F. Burgers
 - G. Fried Noodles
- How do you know?

.....

24. How do you think Aunt Maimun felt at the end of the story? Why?

.....

.....

25. a. How do you think Yusuf behaved when his mother came back?

Tick (✓) the box below.

☐

He was hardworking.

☐

He became active in games.

☐

He was hardworking and responsible.

☐

He missed his mother and was upset.

☐

He was still lazy and stubborn.

☐

He still likes to sleep and sometimes he did not do his homework.

☐

He did some of his work when his mother tells him to do it.

b. Write a statement to support your answer.

.....

.....

Once upon a time, there was a shoemaker who made very good shoes. He worked very hard but still did not have enough money to buy food.

One night, he had only enough leather for a pair of shoes. “After I cut this leather, I will have no more leather. What will I do?”

He went to bed. The next morning, he saw a beautiful pair of shoes on his work table. “How pretty they are!” he said. “Who made these for me?”

The next morning, there were four pairs of shoes. Things began to get even better. More people wanted shoes. The shoemaker cut out more and more shoes. And every morning, there were shoes on his work table.

One night, the shoemaker and his wife wanted to see what went on. They looked into the workroom. There, they saw two elves. “They are so good to us. I’ll make shoes for them,” said the shoemaker. “And I’ll make sweaters for them,” said his wife.

The next night, they put the sweaters and the shoes on the work table. The elves were happy. “Thank you!” they cried. They laughed and ran away. They never went back to the workroom again.

Questions

1. What did the shoemaker buy with the money?

- A. Food
- B. Shoes
- C. More leather
- D. Food and more leather

2. Every evening, the shoemaker

- A. made shoes.
- B. cut out shoes.
- C. looked at the elves.
- D. made things for the elves.

3. Why did things get better?

Things got better because the shoemaker

A. sold more shoes.

B. made more shoes.

C. had four pairs of shoes.

D. found shoes on his work table.

4. The shoemaker and his wife made presents for the elves because they

A. were good.

B. were happy.

C. helped them to make shoes.

D. did not have sweaters and shoes.

Grasshopper In Trouble

Appendix F (iii)

1. When did Jerry telephone Evelyn?
2. Why was Evelyn surprised when Jerry said they were going hunting?
3. Where did they hunt for grasshoppers?
4. Who was the oldest of the children?
5. What did the boys use to catch grasshopper?
6. Why did Jerry use a piece of tissue to cover the mouth of the bottle?
7. Who suggested pulling off Spud's hind legs?
8. How did Uncle Bugzie know where Spud might be?
9. Why do you think Uncle Bugzie needed to remove the tissue from the bottle?
10. Spud had two things to celebrate that day. What were the two things?

Name:

Read the comprehension passage carefully. Answer All the questions. Circle the most suitable answer or write short statements to answer the questions below:-

One morning, Devi was at home by herself during the school holidays. Her parents were at work, and her brother was at a friend's house.

While Devi was washing some dishes in the kitchen, somebody rang the bell at her front door. Devi went to the steel gate and saw a man standing there.

The man held out a card with his photograph on it.

"I've come from Sonicomp," he said. "Your computer was purchased from us. I've come to service it."

"Devi remembered that Puan Lee, her teacher, had warned pupils to be cautious when strangers came to their homes.

"Oh," she said. "Can you come back later on, please? I'm busy giving my baby sister a bath now."

"All right," the man said. "I'll be back in about twenty minutes' time."

Devi went to the lounge and picked up the telephone. She phoned Sonicomp. The manager said that the company did not send men to service computers. He said he had not sent anybody to Devi's house.

Devi telephoned the police and told the police sergeant about the stranger. Ten minutes later, two policemen arrived at Devi's house. Devi let them in and they hid in the kitchen, leaving the door slightly open.

Soon afterwards, the stranger returned. Devi opened the door and the man serviced the computer.

"One of the parts **has gone**," he told Devi. "I'll have to take this back to our workshop. I'll bring it back tomorrow."

The man picked the computer up and started to walk to the door. The two policemen came out of the kitchen and arrested the man.

"We know him," one of the policemen said to Devi. "He's tricked many people before. He takes the computers away and then sells them. This time you were too clever for him."

1. Why was Devi home alone?

.....
.....

2. What was Devi doing when she heard the doorbell?

.....
.....

3. Why must the man show Devi his card?

.....
.....

4. Why do you think Devi told the man to come back later on?

.....
.....

5. Do you think the man opened the computer up?

A. Yes B. No

How do you know?

.....
.....

6. In line 3 page 2, the phrase 'has gone ' means

A. needed to go back

B. was not working

C. was not around

D. went to the workshop

7. Which of the following did Devi NOT do?

A. She believed the man.

B. She checked with Sonicomp.

C. She informed the police.

D. She cooperated with the police.

8. What mistake did the stranger make?

- A. He showed Devi a card.
- B. He showed Devi his photograph.
- C. He returned to the house.
- D. He took Devi's computer to his workshop.

9. The policemen probably arrested the stranger for

- A. breaking into Devi's house.
- B. selling computers to others.
- C. telling lies to a lot of people. .
- D. trying to cheat Devi's parents.

10. What did the two policemen do when they arrived at Devi's house?

.....
.....

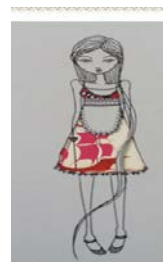
11. Which of the following is NOT true of the stranger?

- A. He had a card with his photo on it.
- B. He came to service the computer.
- C. He said he worked for Sonicomp.
- D. He knew how to service computers.
- E. He was not an honest person.
- F. He has been going round many houses.
- G. He was caught by Devi and sent to the police station.

12. Give a title to the story. Express whether you like/dislike it.

.....
.....

Task: Choose the most suitable picture for the characters (Devi, stranger and policemen) in the story. Discuss your choice.



Name:

The Perfect Present (pages 1-5)- Story photocopied from a book

Answer all the questions.

Circle the most suitable answer or write short statements to answer the questions below.

1. Name ALL the members in Sam's family.

.....

2. Does Sam like to paint?

A. Yes B. No

How do you know?

.....

3. Does Sam love his father?

A. Yes B. No

How do you know?

.....

4. Where was Sam when he sketched his father?

.....

How do you know?

.....

5. What do you think is Sam's favourite number?

.....

How do you know?

.....

6. Why did Sam's mum hugged him?

.....

7. Do you like Molly?

A. Yes B. No

Why? Give 3 reasons.

.....

.....

.....

8. Did Sam cry when his sister told him that their Dad throws away all his paintings?

A. Yes B. No

How do you know?

.....

pp. 11-13

9. Name Sam's friends and write what they bought for their dad's birthday.

.....

.....

.....

.....

10. Why can't Sam buy a present for his dad?

.....

11. Did Sam throw away the painting of his dad?

A. Yes B. No

How do you know?

.....

pp. 18-24

12. What did mum and Molly buy for dad?

Sam's mum bought

Molly bought

13. What did Sam's dad do with all of Sam's drawings and paintings?

A. Yes B. No

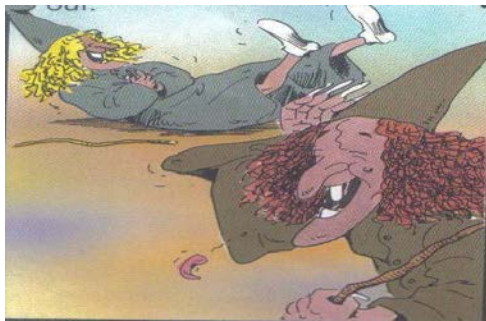
How do you know?

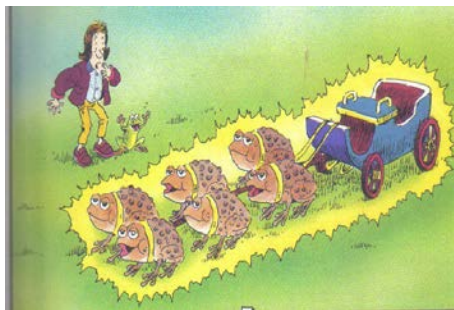
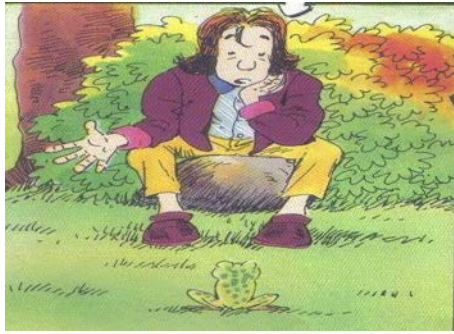
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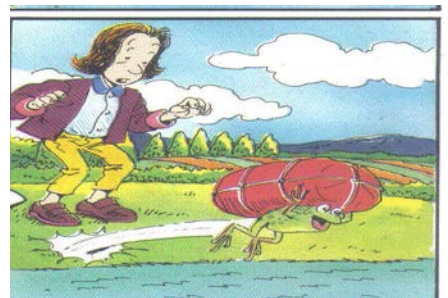
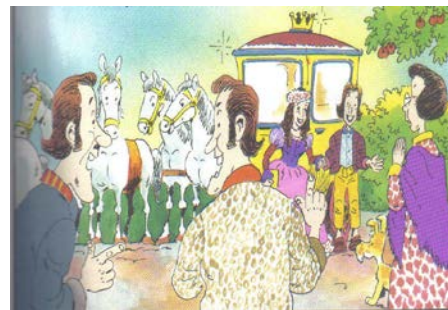
14. Who is your favourite character? Why?

.....

...







1. Once upon a time, there lived a woman with three sons. They were farmers. Their land was fertile so they were well-off.

2. One day, the three young men told their mother that they wanted to get married. She agreed.

3. To make sure that her sons' wives would be good housewives, she gave each a son a bundle of flax, and said, "Give this to the maidens of your choice to weave. Whoever weaves the best will be my favourite daughter-in-law."

4. The elder sons had already chosen their wives. So they carried the flax to them to have it spun and woven.

5. The youngest son did not know what to do with the flax. He did not know of any girl to whom he could give it.

6. He sat down beside a pond to think. Suddenly, FLOP! A frog jumped out of the water onto the bank.

7. The frog asked him why he was so sad. So he told the frog of his trouble. "Worry no more," said the frog. "Give me the flax and I shall weave it for you".

8. Then, the frog took the flax and hopped back into the water. The youth was astonished. Since he could do nothing about it, he went home.

9. The next day, the two elder brothers brought home the linen which had been woven out of the flax. Their mother was satisfied with their maidens work.

10. The youngest son was greatly troubled for he had nothing to show his mother. He left the house without thinking where he was going. After a while he came to the pond.

11. FLOP! The frog appeared beside him. "Here is the cloth I have woven for you," she said and handed him the cloth.

12. The young man thanked the frog and went home to show the cloth to his mother. His mother was very pleased for it was finer than those her two elder sons had brought to her.

13. Next, the woman told her sons to take a puppy each and give it to the maidens to train and to bring up." The mistress of the best trained dog shall be my favourite daughter-in-law." she said.

14. The young men, taking a puppy each, went their separate ways. The two elder brothers took their puppies to their maidens in the village.

15. The youngest son, not knowing where to go, returned to the pond. FLOP! There the frog was again. As soon as she heard what the task was, she took the little puppy from the youth and disappeared into the pond.

17. The two elder sons went to fetch the dogs. They returned with two fierce dogs which growled and snapped at the woman. She hastily told her sons to send the dogs back to the maidens.

20. He went to the pond once again. He wondered if the frog would help him this time.

21. FLOP! The frog appeared beside him. The young man told her everything. Then the frog said, "Take me home with you. I shall be your wife."

23. The next minute, a lovely little carriage drawn by six huge toads appeared. The young man and his frog got into the carriage and set off.

25. When the three witches saw the frog in the chariot, they burst out laughing. The witch laughed till tears came to her eyes. When she opened her eyes again, she found that she could see much better than before.

29. The mother and the two elder sons were amazed to see the youngest son return in such splendor and with him, such a lovely bride. Needless to say, the wedding was a very joyful one and the youngest son's wife became the

16. Months passed. One day, the mother asked to see how the dogs had been trained by her future daughters-in-law.

18. The youngest son then arrived with a dear little dog. It sat up and begged with its paws and did exactly what it was told. The mother was delighted.

19. The woman then said to her sons, "Go fetch your brides. I shall prepare the wedding feast." The two elder sons were very happy but the youngest was worried.

22. The young man was surprised. How could he marry a frog? But he could not refuse his faithful friend's request.

24. Along the way, they met three witches. The first was half blind, the second was hunchbacked and the third had a thorn in her throat.

26. The hunchbacked rolled on the ground in such a fit of merriment that her back became straight, while in a roar of laughter, the thorn in the third witch's throat fell out.

27. The witches were so overjoyed to be free of their misfortunes that they decided to reward the frog.

28. The first witch turned the frog into a beautiful girl. The second witch gave her a magic purse which would always be filled with gold. The third witch turned the cart into a royal carriage and the toads into handsome horses.

Name:

Part 1/ S3

Answer all the questions.

Circle the most suitable answer or write short statements to answer the questions below.

(Picture 1-6)

1. Who is/are the happiest person(s) to get married?
Tick the box/boxes below.

- ☐ Eldest son
☐ Second son
☐ Youngest son

How do you know?

.....

2. Why was the youngest son sad?

.....

3. What did he do with the flax?

.....

(Picture 8)

4. Why did the youngest son feel astonished?

.....

(Picture 9)

5. Can the maidens of the older brothers' weave?

A. Yes B. No

How do you know?

.....

6. What is the youngest brother's favourite place?

.....

Why do you say so?

.....

(Picture 11+12)

7. Who can weave the best linen?

.....

Why do you say so?

.....

(Picture 13-17)

8. a. What did the maidens have to do for the woman?

.....

b. Do you think the maidens were happy to do the tasks?

A. Yes B. No

How do you know?

.....

9. Were the elder sons' dogs well-trained?

A. Yes B. No

How do you know?

.....

(Picture 18)

10. Why was the woman delighted?

.....

11. Why did the three witches laugh?

.....

12. What were the three witches 'misfortunes'?

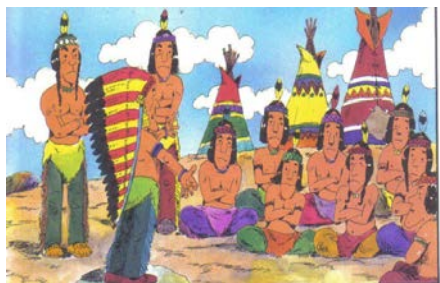
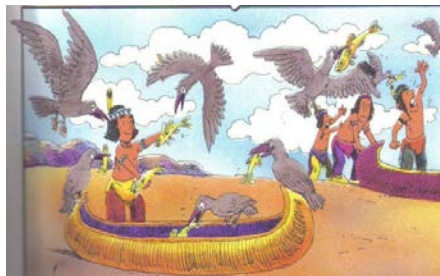
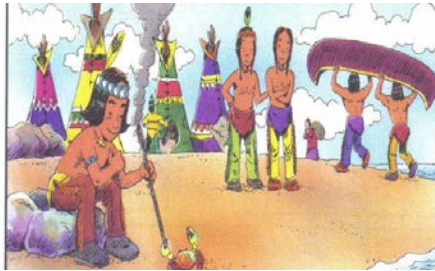
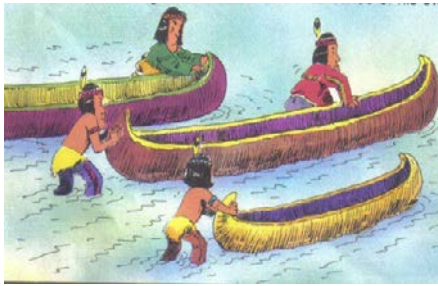
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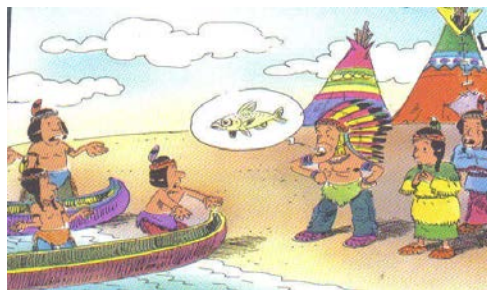
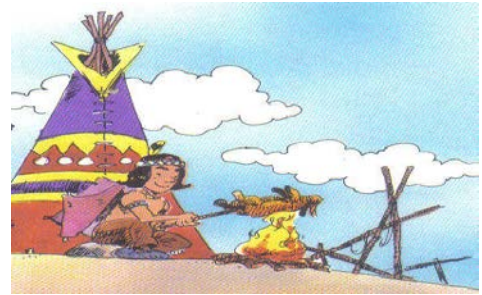
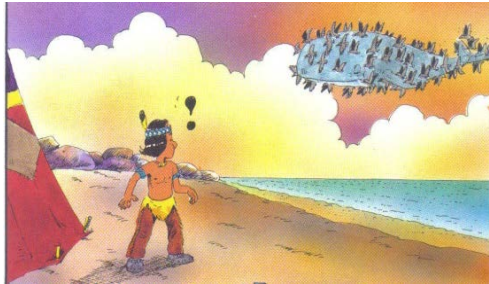
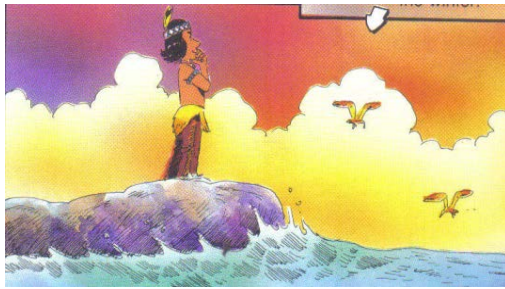
13. Why must they reward the frog?

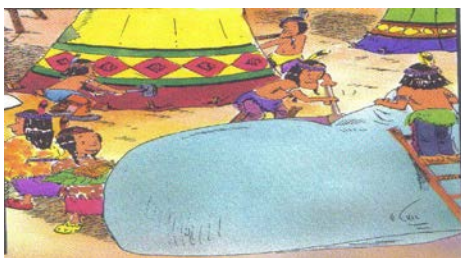
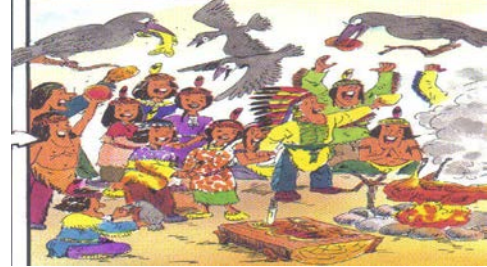
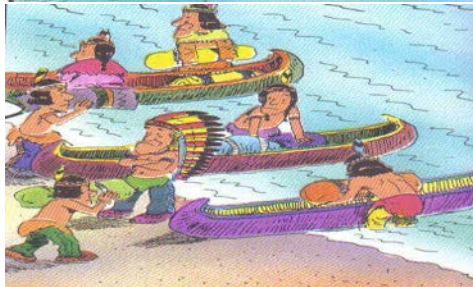
.....

14. Who was the happiest person at the end of the story? Write a statement to support your answer.

.....







Once, there was an orphan boy who lived with a fishing tribe by the sea. He liked to be alone. The people thought he was proud and did not like him.
Every day, the people went out to the sea in their canoes. The orphan boy went along too. He had built a little canoe of his own.
An annoying thing will always happen in their return. Ravens would swoop down and snatch some of their fish from the canoes. The angry people threw stones at them to drive them away.
But the orphan boy did not stop the ravens. He always shared his fish with them. So the people called him the Raven Boy.
One summer, the weather was stormy. The sea was rough and the people could not go out to fish. By autumn, they had very little food to eat.
Being wiser than the others, Raven Boy had stored up a lot of dried fish for the winter. He now shared his food with the villagers.
But were the people grateful? No! Instead, they blamed Raven Boy and the ravens for their troubles.
One day, the Chief called the people together. "We must look for another place to fish," he told the people. "Winter is coming and we have no food. If we stay here, we will starve."
So, the people packed up their belongings and whatever food there was. But when they were setting off, they would not let Raven Boy come with them.
Raven Boy was very sad. The Chief's youngest daughter felt sorry for him. She secretly slipped him a little dried meat before she left.
So Raven Boy was left all alone in the village. He was lonely and hungry. The bit of dried meat could not satisfy his hunger. For two days, he had to go without food.
On the third day, Raven Boy heard a raven's call outside his wigwam. He looked outside and saw a freshly killed hare on the ground.
Raven Boy happily cleaned and roasted the hare. He ate his fill and saved some meat for the next day.
The following day, Raven Boy heard the flapping of wings. This time, he saw two ravens in the sky. They dropped a large halibut at his feet.
Raven Boy had quite a feast that day. He was very happy. At least the ravens were his friends. He did not feel lonely any longer.
The next day, eight ravens came bearing a deer they had killed. Raven Boy stretched up his hands and thanked his friends.
Raven Boy had a lot to do. First, he skinned the deer. He would need the skin for a winter shirt.
Then he cut up the meat and stored them carefully. Now, he had food for winter.
Raven Boy wondered what his friends would bring him the next day. But no ravens appeared the whole day.
Then just before nightfall, Raven Boy saw a huge black patch in the sky above the sea. It was the ravens - thousands of them! They were carrying a whale!
Slowly, for the ravens were rather tired, they flew to the beach. After dropping the load, the ravens rested their tired wings. Raven Boy thanked them joyfully.

Meanwhile, Raven Boy's tribe could not find a place where there was enough food for them all. They had finished their store of food and very starving.

At last, the Chief decided that they would return to their old village. So miserably, they journeyed back.

The villagers were astonished when they saw their old village. There on the beach was part of a whale. It was taking Raven Boy a long time to cut the whale.

The people were surprised to see Raven Boy looking so happy and well-fed. Raven Boy was just a surprised to see his tribe looking so miserable and hungry.

Now, the people began to wish they had not been so unkind to Raven Boy. They all hung their heads in shame.

The Chief called out to Raven Boy, "Pease let us land, Raven Boy. As a sign of peace between us, you may have one of my daughter's for a wife."

Raven Boy replied, "I want peace with my people. You may land."

The villagers were overjoyed to be home again. Some of the men helped Raven Boy to finish cutting up the whale and store the meat and blubber.

Then came the time for Raven Boy to choose a wife. The Chief had three daughters. Then two elder daughters both hoped to be chosen by Raven Boy.

But Raven Boy chose the youngest daughter for his bride. She was the only one who had been kind to him.

A great wedding feast was prepared. The ravens came to the wedding too. But no one tried to drive them away. They were treated as guests-of-honor.

Raven Boy later became a great chief. His tribe always had plenty to eat for the ravens always brought them the food in the winter.

Name:

Part 1/ S5

The Raven Boy

Answer all questions.

Circle the most suitable answer or write short statements to answer the questions below.

Pictures 1-4

1. Why did the people of Raven Boy's tribe not like him?

.....

2. Why do you think Raven Boy built his own canoe?

.....

3. What will you do if the ravens try to steal the fish from your canoe?

.....

.....

Pictures 5-10

4. Who shared his food with the others? Why did he do it?

.....

.....

5. Did Raven Boy fight back when he was blamed for all the troubles in the village?

A. Yes B. No

Why do you say so?

.....

6. Did everybody leave the village?

A. Yes B. No

Why do you say so?

.....

7. Why did the Chief's youngest daughter secretly slipped Raven Boy a small piece of dried meat?

.....

8. If you were Raven Boy, what would you have done if you were left behind all alone on the island?

.....

.....

Pictures 11-21

9. How long do you think Raven Boy stayed on his own on the island?

Circle the most suitable answer.

A. one week B. 2 weeks C. 1 month

Why do you say so?

.....

10. How did Raven Boy store the deer meat?

.....

How do you know?

.....

11. Do you think Raven Boy was cruel to eat the freshly killed hare, the deer and the whale?

A. Yes B. No

Why do you say so?

.....

12. Why must Raven Boy store food for winter?

.....

Pictures 22-30

13. Who suggested that the tribe should return to their village?

.....

14. Why did they return to their village?

.....

15. Why do you think Raven Boy was surprised to see his tribe looking miserable and hungry?

.....

16. Tick the word that has the same meaning as ‘miserably’ in Picture 23 and ‘astonished’ in Picture 24.

miserably - angry ☐
 upset ☐
 sadly ☐

astonished - naughty ☐
 shocked ☐
 proudly ☐

17. If Raven Boy refused to let the tribe land, what would you do if you were the Chief?

.....

18. Who do you think is the prettiest daughter?

.....

Why do you say so?

.....

19. Who were the guests-of-honour for Raven Boy’s wedding?

.....

20. Why were they invited?

.....

21. Who is your favourite character? Why?

.....

22. What name would you give “Raven Boy”? Why?

.....

The End

Word List

Primer

	Untimed	Comments
1. of	_____	_____
2. have	_____	_____
3. fig	_____	_____
4. day	_____	_____
5. came	_____	_____
6. house	_____	_____
7. play	_____	_____
8. little	_____	_____
9. saw	_____	_____
10. thing	_____	_____
11. eat	_____	_____
12. wood	_____	_____
13. work	_____	_____
14. move	_____	_____
15. just	_____	_____
16. great	_____	_____
17. looked	_____	_____
18. deep	_____	_____
19. happy	_____	_____
20. who	_____	_____

Score

/ 20

/ 20

Name:.....

Answer all the questions.

“Come Blue! Come Red!” said Mother Fish.

“Come let’s eat dinner.”

Blue went to eat dinner.

Red saw a big fish come by and she chased the big fish away.

“Go away! This is our home!” said Red.

“What great food!” said Blue.

“Yes, this is good food,” said Mother Fish. “Come and eat, Red.”

But Red wouldn’t eat because she did not want to let the Big Fish come.

“Come Blue! Come Red!” said Mother Fish.

“Come, let’s look at our pretty world.”

Blue looked and looked.

Red saw a little fish come by and she chased the little fish away.

“Go away! This is our home!” said Red.

“Come and look, Red,” said Mother.

But Red would not look because she did not want to let the little fish come close.

“Come Blue! Come Red!” said Mother Fish.

“We will have work to do tomorrow and we need to sleep.”

Mother Fish fell asleep right away.

Blue fell asleep right away.

But Red could not sleep because she was still angry.

1. Why didn't Red want to eat when Mother called her?

.....
.....

2. Why was Red so angry with other fishes?

.....
.....

3. Why weren't Mother and Blue angry when other fish swam near their home?

.....
.....

4. Do you think it is a good idea for Red to chase other fish away from their home? Why do you say so??

.....
.....
.....
.....

5. Why did Mother Fish and Blue fall asleep right away?

.....
.....

6. Why couldn't Red fall asleep?

.....
.....

7. Who do you think will get more work done tomorrow, Red or Blue? Why?

.....
.....
.....

8. Do you think Red is brave or just a bully? Why?

.....
.....

Name:

Appendix I

Just Draw

Answer all questions.

Circle the most suitable answer or write short statements to answer the questions below.

Just Draw!

Colouring is not my favourite thing to do, thought Ali.

Mrs. Cheong had passed out a picture of a lion to colour for their art class.

“I want to draw something, not colour in something somebody else drew,” Ali whispered to himself. He was a good artist. Ever since he was able to hold a pencil, he had been drawing whatever he saw.

In art class, the other children would stand behind him, watching the magical motions he made with his pencil. Ali was able to imagine the whole picture before he started to draw. Sometimes he would start with a very small line, and then develop the rest of the drawing.

Mrs. Cheong’s class was studying animals. Each student had to do a report on an animal and colour a picture. Most of the children enjoyed this, and they were happily picking their brown and yellow crayons for the lion’s mane.

Perhaps I can do a zebra, thought Ali. That’s what I would rather do.



I can do the lion later. He turned his paper over and started to draw the fine outline of the zebra's body, adding more and more detail until the picture was done. Mrs. Cheong was walking around the class. Ali heard her footsteps get closer to his desk and then stopped. He slowly looked up at her, expecting an angry look. He usually followed directions. He had an uneasy feeling as she glanced at his paper.

"Ali, what is this?" asked Mrs. Cheong.

"It's a picture of a zebra," Ali answered softly.

"Class, please stop what you are doing," said Mrs. Cheong as she picked up Ali's paper.

Ali slowly *slid down in his seat*. She is going to tell the whole class I didn't follow directions, thought Ali.

"Ali has a very interesting picture he has drawn," Mrs. Cheong told the class, with excitement in her voice.

"It is of a zebra."

To Ali, she said, "Ali, I had no idea you were such a great artist. This is wonderful!"

Ali let out a big sigh of relief as he watched Mrs. Cheong hang the picture of the zebra on the wall. It looked like he wasn't in trouble after all.



Answer the questions below.

1. What is your favourite thing to do?

.....
.....

2. Why did Ali slide down in his seat?

.....
.....

3. Why was Mrs. Cheong excited?

.....
.....

4. Colour the lion's mane on page 1 in your favourite colour.

5. Do you prefer to colour or to draw? Why?

.....
.....

1. Why was Ali nervous when Mrs. Cheong saw his picture?

.....
.....

2. Do you agree with what Ali did?

A. Yes

B. No

Why do you say so?

.....
.....

3. Why do you think Mrs. Cheong was not upset with Ali for drawing a picture instead of colouring?

.....
.....

4. If you were Mrs. Cheong, what would you have done?

.....
.....

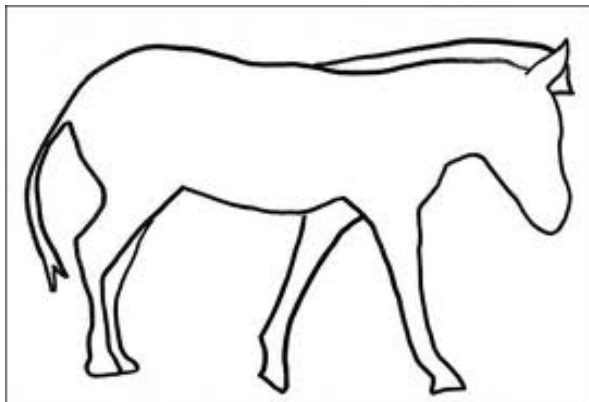
5. If you were to change the colour of the zebra, what would change it to?

Why?

.....
.....

6. Create your own zebra and give it another name.

My zebra's name is.....



Interview with participants' parents

Appendix J

Question 1

What is the language of communication at home?

Bahasa Malaysia: Apakah bahasa pengantara di rumah setiap hari?

Question 2

a. What does your child often do during his free time?

Bahasa Malaysia: Apakah yang anak sentiasa buat pada masa lapangnya?

b. How much time does he spend in the above activity?

Bahasa Malaysia: Berapa lama yang diluahkan dalam aktiviti tersebut?

Question 3:

Does he ask 'why' and 'how' questions when he encounters new words, new concepts or things that he does not understand?

Bahasa Malaysia: Sukakah ditanya soalan aras tinggi seperti 'mengapa' dan 'bagaimana' jika ditemui perkataan baru, konsep-konsep/perkara-perkara yang tidak difahami?

Interview with participants

1. Do you like to read?
2. Do you prefer to read in Bahasa Malaysia or English?
3. Can you read on your own or does your mother or father read with you?
4. When you encounter problems or anything that you do not understand, what do you do?

Kajian Kemahiran Berfikir Aras Tinggi Dalam Pemahaman Bahasa Inggeris

Soal-selidik kajian (Versi Bahasa Malaysia)

Nama anak:

Di bawah adalah kenyataan tentang aplikasi kemahiran berfikir aras tinggi dalam pemahaman Bahasa Inggeris. Sila baca setiap satu dengan teliti. Kemudian tanda (✓) atau bulatkan kenyataan yang dapat membayangkan pendapat anda. Semua pilihan adalah berdasarkan pada skala yang telah diberi dan diingati bahawa semua jawapan adalah betul kerana ia merupakan pendapat masing-masing.

Bahagian 1

Tanda(✓) dalam kotak yang berkenaan

☐

Saya lebih membaca dalam Bahasa Melayu.

☐

Saya lebih membaca dalam Bahasa Inggeris.

Bahagian II Pemahaman

Bulatkan kenyataan yang paling sesuai

Kunci jawapan: Respon berdasarkan skala di bawah.

1 Sangat setuju

4 Tidak setuju

2 Setuju

5 Sangat tidak setuju

3 Tidak pasti

	Sangat setuju			Sangat tidak setuju	
	1	2	3	4	5
a) Saya suka membaca.					
b) Saya membaca bersama anak saya sekurang-kurangnya seminggu sekali.					
c) Anak saya suka membaca bersama saya.					
d) Anak saya boleh membaca tanpa dibimbing.					
e) Saya sentiasa mengingatkan anak saya tentang kepentingan membaca.					
f) Saya menggalakkan anak saya supaya menyoal semasa menyoal.					
g) Saya menggalakkan anak saya untuk meluahkan pendapat masing-masing semasa membaca.					

Bahagian III Kemahiran membaca aras tinggi dalam pemahaman Bahasa Inggeris.

Bulatkan jawapan yang paling sesuai.

Kunci jawapan: Respon berdasarkan skala di bawah.

1 Sangat setuju

2 Setuju

3 Tidak pasti

4 Tidak setuju

5 Sangat tidak setuju

	Sangat setuju		Sangat tidak setuju		
a) Membaca secara kritis penting dalam kehidupan semasa.	1	2	3	4	5
b) Kemahiran meramal adalah satu strategi yang penting dalam kemahiran membaca.	1	2	3	4	5
c) Kemahiran membuat inferensi adalah satu strategi yang penting dalam kemahiran membaca.	1	2	3	4	5
d) Kemahiran merespon kepada teks adalah penting dalam kemahiran membaca.	1	2	3	4	5
e) Kemahiran melahirkan pendapat /idea sendiri adalah penting dalam kemahiran membaca.	1	2	3	4	5
f) Kemahiran menilai idea serta memberi justifikasi untuk menyokongnya penting dalam kemahiran membaca.	1	2	3	4	5
g) Kemahiran aras tinggi dapat memupuk anak saya untuk menjamin kejayaan masa depan.	1	2	3	4	5
h) Kemahiran aras tinggi dapat memperkembangkan prestasi anak saya.	1	2	3	4	5
i) Kemahiran berfikir aras tinggi seharusnya diajar semasa pengajaran pemahaman Bahasa Inggeris.	1	2	3	4	5

Saya telah menjawab soal-selidik dengan penuh keikhlasan.

.....
()

**Kemahiran berfikir aras tinggi dalam pemahaman meliputi strategi-strategi seperti di bawah:*

- mengalakkan murid-murid sentiasa berfikiran terbuka semasa membuat penilaian teks.
- mengalakkan murid-murid untuk membuat ramalan berdasarkan tentang apa yang telah dibaca
- mengalakkan murid-murid untuk menilai, menganalisa apa yang telah dibaca dengan memberi justifikasi dan bukti yang kukuh.

Higher-order Thinking* Skills Survey Questionnaire (English Version)

Name of child:

Below are some statements about applying higher-order thinking skills in reading. Please read each one carefully. Tick/circle the most suitable that best describes your agreement with the statement. There are no correct answers so kindly respond using the scale given below.

Part I

Tick the appropriate box.

I read mostly in Bahasa Melayu.

☐

I read mostly in English.

☐

Part II Reading

Circle the most suitable answer.

Answer key: Respond using the following scale.

1 Strongly Agree

2 Agree

3 Uncertain

4 Disagree

5 Strongly Disagree

	Strongly Agree			Strongly Disagree	
	1	2	3	4	5
a) I enjoy reading.					
b) I read with my child at least once a week.					
c) My child likes to read with me.					
d) My child can read independently.					
e) I always remind my child that reading is important.					
f) I encourage my child to ask questions while reading.					
g) I encourage my child to express himself openly regarding contents of book.					

Part III Higher-order thinking skills in reading
Circle the most suitable answer.

Answer key: Respond using the following scale.

- | | |
|------------------|---------------------|
| 1 Strongly Agree | 4 Disagree |
| 2 Agree | 5 Strongly Disagree |
| 3 Uncertain | |

	Strongly Agree		Strongly Disagree		
	1	2	3	4	5
a) Reading critically is important in our daily life.					
b) The ability to predict is important in reading.					
c) The ability to infer is important in reading.					
d) The ability to respond to text is important in reading.					
e) The ability to give personal opinion is important in reading.					
f) The ability to justify and support is important in reading.					
g) Higher-order thinking skills in reading will ensure future success.					
h) Higher-order thinking skills in reading help to improve my child's performance in school.					
i) Higher-order thinking skills in reading should be taught during English reading comprehension.					

I have answered the above survey to my best knowledge.

Signature

.....

()

**Higher-order thinking skills in reading includes strategies in reading such as:*
- engaging readers in an open manner regarding text read
- getting readers to give their opinion regarding text read
- encouraging students to predict outcome of stories read using prior knowledge
- getting readers to evaluate/analyse text read by giving supporting details and evidence.

English language teacher's questionnaire

Classroom practice

Appendix M

Years of teaching English:

Optionist

☐

Non-optionist

☐

The following items focus on classroom practice. For each of them, please tick the corresponding box that best describes how you teach reading comprehension in the language classroom.

The practice...

	Isn't really part of my everyday teaching practice	Is generally a part of my everyday teaching practice	Is fundamentally a part of my everyday teaching practice	Is integral to my everyday teaching practice
Encouraging students to engage in dialogue, both with me and with one another in an open manner.				
Encouraging student engagement by asking thoughtful, open-ended Questions-‘why’, ‘how’.				
Encouraging students to give their opinion regarding topic of discussion.				
Modeling higher-order thinking skills such as getting students to predict outcome of story using prior knowledge.				
Encourage students to evaluate comprehension passage/stories read.				
Constantly ensure sufficient wait time is given for students to think how to answer.				
Using such terminology as <i>classify</i> , <i>analyze</i> , <i>predict</i> , and <i>create</i> when framing tasks.				

Pre intervention CRI-Baker

NO.	NAME	TB	Inference	CT	Total
		2	3.5	3	8.50
1	AFIQ	1.0	1.0	1.5	3.5
2	FAIZ	0.5	0.5	2.0	3.0
3	ALI	1.5	1.5	2.5	5.5
4	ANIS	1.5	1.0	0.5	3.0
5	ARINA	0.5	1.0	0.0	1.5
6	BATRISYIA	0.5	2.5	0.0	3.0
7	FAREEZ	2.0	1.5	0.0	3.5
8	FIRDAUS	2.0	1.0	0.0	3.0
9	KAMA	1.5	1.0	2.5	5.0
10	ADAM	0.5	1.5	1.0	3.0
11	AMIR	1.0	1.5	1.0	3.5
12	ARIFF	0.5	1.5	0.0	2.0
13	KASYFI	1.5	1.0	0.0	2.5
14	NOAH	2.0	1.0	1.5	4.5
15	SYAQIR	1.5	3.5	1.0	6.0
16	ZULHILMI	1.5	1.0	0.0	2.5
17	NIK	0.0	2.5	0.5	3.0
18	AIMAN	1.5	2.0	2.5	6.0
19	NORIMAN	2.0	2.0	1.0	5.0
20	AISYAH	1.5	1.0	0.0	2.5
21	AMIRA	1.0	2.0	1.0	4.0
22	AZRINA	0.5	1.0	1.5	3.0
23	IZZATI	2.0	2.5	1.5	6.0
24	ZAHIRAH	1.5	1.5	0.0	3.0
25	NUREEN	0.5	0.5	0.0	1.0
26	OMAR	1.0	0.0	1.0	2.0
27	PUTERI	1.0	0.5	0.0	1.5
28	QAISARA	1.5	1.0	0.0	2.5
29	SARAH	0.5	2.5	1.0	4.0
30	LAILATUL	2.0	1.0	1.5	4.5
				min	1.00
				max	6.0
				mean	
				median	

PreIntervention Reading Comprehension Test Yusuf

Appendix O

No.	Name	TB	Inference	CT	Total
		1	8.0	3.5	12.50
1	AFIQ	0.5	4	0.5	5
2	FAIZ	0.5	3	0	3.5
3	ALI	1	5.5	1	7.5
4	ANIS	1	2.5	1.5	5
5	ARINA	0.5	5	1	6.5
6	BATRISYIA	0.5	3	1	4.5
7	FAREEZ	1	5.5	0.5	7
8	FIRDAUS	0	4.5	1.5	6
9	KAMA	0	2.5	1	3.5
10	ADAM	1	3.5	1	5.5
11	AMIR	1	2	1	4
12	ARIFF	0.5	5	2	7.5
13	KASYFI	0.5	3.5	0.5	4.5
14	NOAH	0.5	4.5	0.5	5.5
15	SYAQIR	1	3.5	1	5.5
16	ZULHILMI	0.5	3	1	4.5
17	NIK	0.5	6	0.5	7
18	AIMAN	1	3	0.5	4.5
19	NORIMAN	0.5	3.5	1.5	5.5
20	AISYAH	1	3.5	1	5.5
21	AMIRA	1	4.5	0.5	6
22	AZRINA	0.5	4.5	0	5
23	IZZATI	0.5	6	1	7.5
24	ZAHIRAH	1	3.5	1	5.5
25	NUREEN	0.5	3.5	0.5	4.5
26	OMAR	1	4.5	0	5.5
27	PUTERI	0.5	3.5	3	7
28	QAISARA	1	1	1	3
29	SARAH	0.5	4	1	5.5
30	LAILATUL	1	4.5	2.5	8
				min	3.0
				max	8.0
				mean	5.5
				median	5.5

Post test CRI-Fish

NO.	NAME	TB	Inference	CT	Total
		1.5	3.5	3.0	8.0
1	AFIQ	1.5	1.0	3.0	5.5
2	FAIZ	1.0	3.0	2.0	6.0
3	ALI	1.0	2.0	3.0	6.0
4	ANIS	1.5	2.0	3.0	6.5
5	ARINA	1.5	2.5	1.0	5.0
6	BATRISYIA	1.5	2.5	2.0	6.0
7	FAREEZ	1.0	2.5	2.5	6.5
8	FIRDAUS	1.5	2.5	3.0	7.0
9	KAMA	1.0	2.5	3.0	6.5
10	ADAM	1.5	3.5	3.0	8.0
11	AMIR	1.5	2.5	1.5	5.5
12	ARIFF	1.5	3.0	3.0	7.5
13	KASYFI	1.5	1.5	2.5	5.5
14	NOAH	1.5	1.5	3.0	6.0
15	SYAQIR	1.5	2.0	3.0	6.5
16	ZULHILMI	1.5	1.0	1.5	4.0
17	NIK	1.0	3.0	1.5	5.5
18	AIMAN	1.5	2.5	3.0	7.0
19	NORIMAN	1.0	3.5	1.5	6.0
20	AISYAH	1.5	2.5	2.5	6.5
21	AMIRA	1.0	1.0	3.0	5.0
22	AZRINA	1.5	1.0	3.0	5.5
23	IZZATI	1.5	2.0	3.0	6.5
24	ZAHIRAH	1.0	2.5	1.0	4.5
25	NUREEN	1.5	2.5	0.0	4.0
26	OMAR	1.5	1.5	1.0	4.0
27	PUTERI	1.5	2.5	1.0	5.0
28	QAISARA	1.5	1.5	1.5	4.5
29	SARAH	1.0	2.5	2.5	6.0
30	LAILATUL	1.5	3.5	3.0	8.0
				min	4.0
				max	8.0
				mean	6.0
				median	6.0

Marks	No.
4	3
4.5	2
5	3
5.5	5
6	6
6.5	6
7	2
7.5	1
8	2

Intervention Reading Comprehension - Just Draw

NO.	NAME	TB	Inference	CT	Total
		2	3.0	5	10
1	AFIQ	2.0	1.0	3.5	6.5
2	FAIZ	1.0	2.0	3.5	6.5
3	ALI	2.0	3.0	5.0	10
4	ANIS	1.0	2.0	5.0	8
5	ARINA	1.0	3.0	3.5	7.5
6	BATRISYIA	1.0	3.0	3.5	7.5
7	FAREEZ	1.0	3.0	3.5	7.5
8	FIRDAUS	2.0	2.0	5.0	9
9	KAMA	1.0	2.0	3.5	6.5
10	ADAM	2.0	2.0	5.0	9
11	AMIR	2.0	3.0	5.0	10
12	ARIFF	1.0	2.0	5.0	8
13	KASYFI	1.0	3.0	5.0	9
14	NOAH	2.0	3.0	3.5	8.5
15	SYAQIR	1.0	3.0	5.0	9
16	ZULHILMI	1.0	3.0	3.0	7
17	NIK	1.0	2.0	5.0	8
18	AIMAN	2.0	2.0	3.5	7.5
19	NORIMAN	2.0	2.0	3.5	7.5
20	AISYAH	2.0	3.0	3.5	8.5
21	AMIRA	2.0	2.0	3.5	7.5
22	AZRINA	1.0	2.0	2.5	5.5
23	IZZATI	2.0	3.0	5.0	10
24	ZAHIRAH	2.0	2.0	5.0	9
25	NUREEN	1.0	2.0	4.0	7
26	OMAR	1.0	2.0	3.5	6.5
27	PUTERI	1.0	2.0	5.0	8
28	QAISARA	1.0	3.0	5.0	9
29	SARAH	2.0	2.0	5.0	9
30	LAILATUL	2.0	3.0	5.0	10
				min	5.5
				max	10.0
				mean	8.1
				median	8.0

Marks	No
5.5	1
6.5	4
7	2
7.5	6
8	4
8.5	2
9	7
10	4

Pre and post tests: Critical Reading Inventory (Baker and Fish)



The screenshot shows a web browser window with the URL www.graphpad.com/quickcalcs/ttest2.cfm. The page title is "QuickCalcs" and the sub-header is "Paired t test results". The page contains several sections: "P value and statistical significance", "Confidence interval", "Intermediate values used in calculations", "Learn more:", and "Review your data:". The "Review your data:" section includes a table with the following data:

Group	Pre test	Post test
Mean	3.433	5.867
SD	1.369	1.082
SEM	0.250	0.198
N	30	30

On the right side of the page, there are four promotional boxes for GraphPad software: "GraphPad Prism", "InStat", "StatMate", and a "Questions about curve fitting or statistics?" box. The footer of the page includes the copyright notice "©2012 graphpad.com Software, Inc. All rights reserved." and links for "Contact Us" and "Privacy".

Pre and post tests: Reading Comprehension (Yusuf and Just Draw)

test results

GraphPad Statistics Guide

Hotmail - jiajen_c@hotmail.co

How to get to Mid Valley - Jal

www.graphpad.com/quickcalcs/ttest2.cfm

QuickCalcs

[1. Select category](#)[2. Choose calculator](#)[3. Enter data](#)[4. View results](#)

Paired t test results

P value and statistical significance:
The two-tailed P value is less than 0.0001
By conventional criteria, this difference is considered to be extremely statistically significant.


Confidence interval:
The mean of Pre intervention minus Post intervention test equals -2.586
95% confidence interval of this difference: From -3.131 to -2.041


Intermediate values used in calculations:
t = 9.7158
df = 28
standard error of difference = 0.266


Learn more:
GraphPad's web site includes portions of the manual for GraphPad Prism that can help you learn statistics. First, review the meaning of [P values](#) and [confidence intervals](#). Then learn how to interpret results from an [unpaired](#) or [paired](#) t test. These links include GraphPad's popular *analysis checklists*.


Review your data:

Group	Pre intervention	Post intervention test
Mean	5.517	8.017
SD	1.296	1.169
SEM	0.237	0.217
N	30	29

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