

An excellent community of learners anchored in values.

EL Upper Primary Webinar

*For best viewing experience, please use the Zoom application.
Music is being played in the background.
Do ensure that you are able to hear the audio.*



Upper Pri Team

- Ms Stephanie Mak, English Head of Department
- Mdm Hamidah, Senior Teacher English
- Mdm Callie Kong, P5 Level Representative
- Miss Nabila, Upper Primary Representative, ICT Co-ordinator

What will be covered today

Assessment

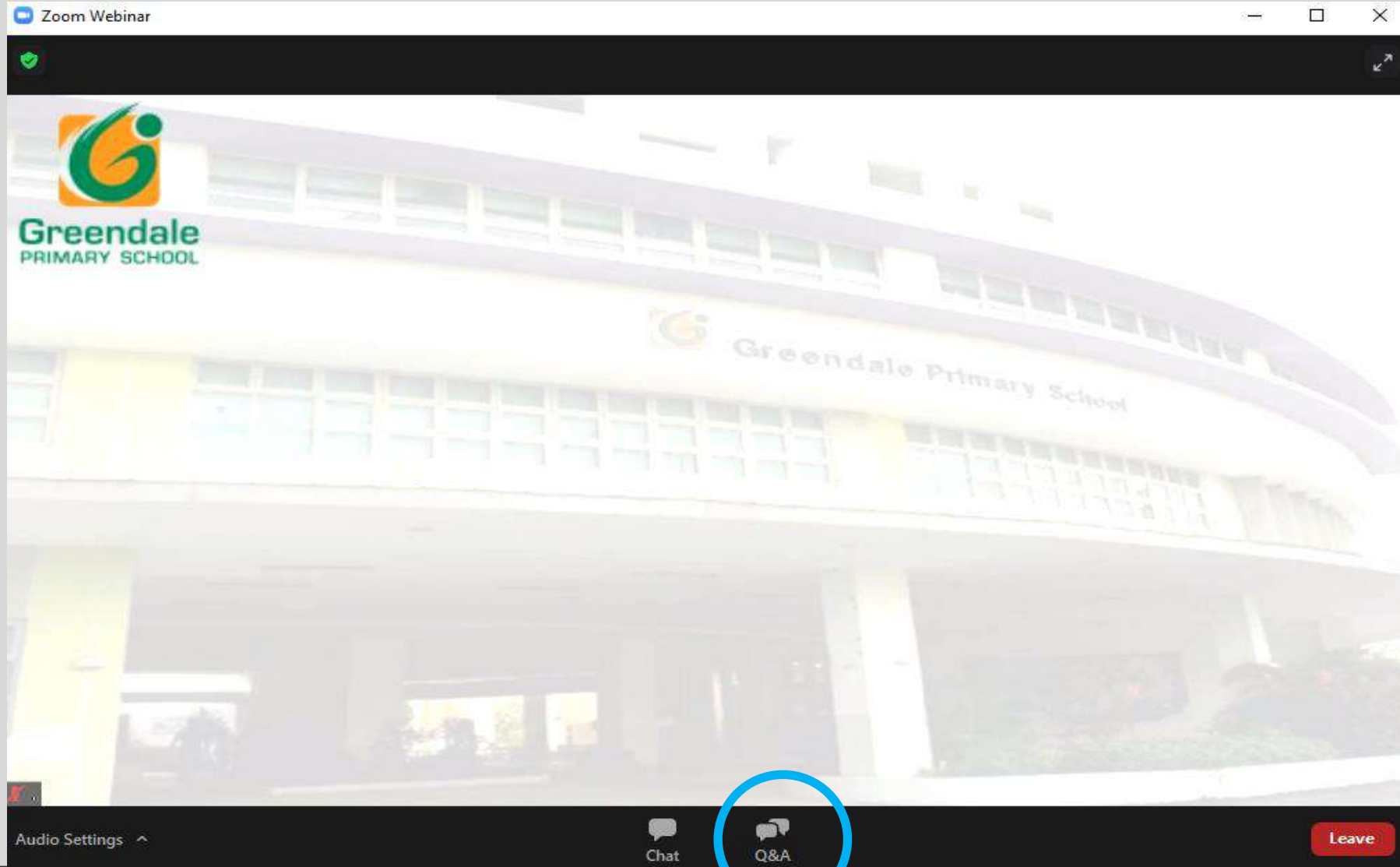
Changes in 2023

Strategies

Situational & Continuous
Writing


Reading Comprehension

Click on the Q&A icon to type in your questions.





Assessment Plan 2023

P5

	Term 1	Term 2	Term 3	Term 4
Weightage	15 %	15 %	15 %	55%
Components	Listening Comprehension	Situational Writing	 New r. Debate	EYE Paper 1 - 4

P6

	Term 1	Term 2	Term 3	Term 4
Weightage	 15 %	 15 %	70 %	
Components	Situational Writing	Language Use	Prelim Paper 1 - 4	PSLE Paper 1 - 4

EL Components

Components	EL	FEL
Oral	30 marks	30 marks
Listening Comprehension	20 marks	20 marks
Writing	55 marks	40 marks
Language Use	95 marks	60 marks
Total	200 marks	150 marks

EL Paper 1 - Writing

	EL	FEL	Duration
Situational Writing	15 marks	10 marks	1h 10 mins
Continuous Writing	40 marks	30 marks	
Total	55 marks	40 marks	



SITUATIONAL WRITING

Situational Writing

Purpose and Intent

- Write creatively for a variety of purposes, audiences, contexts and cultures
- Write to respond to a given situation

Situational Writing

Types

email

letter

report

Purpose

to inform

to make a
request

to recommend

to commend

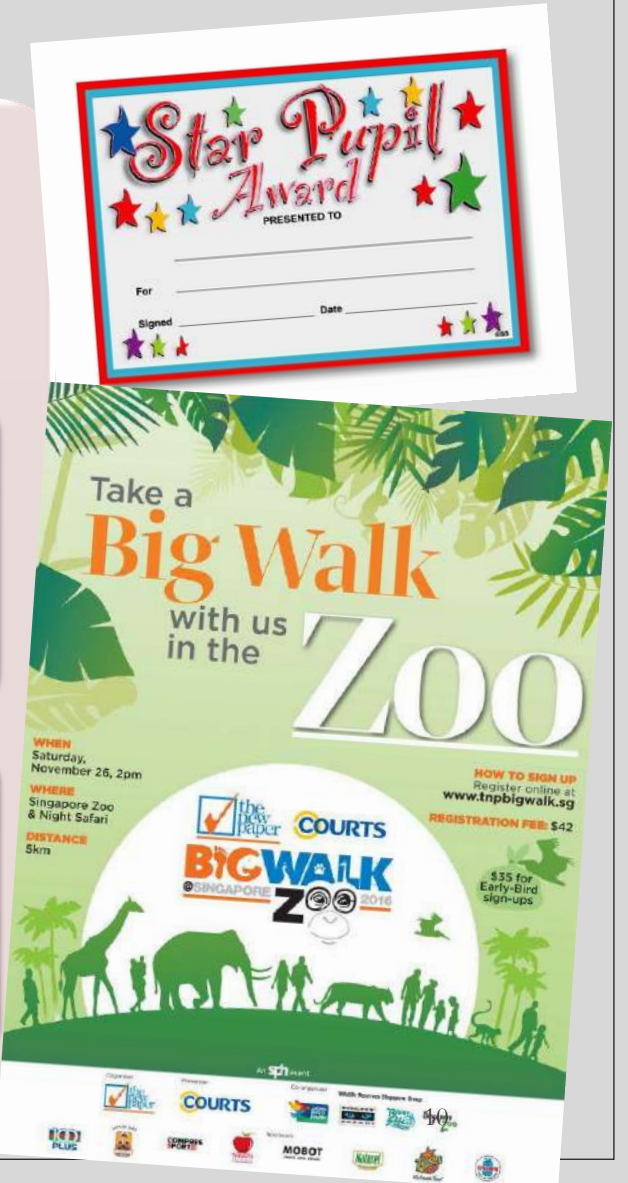
Tone

formal

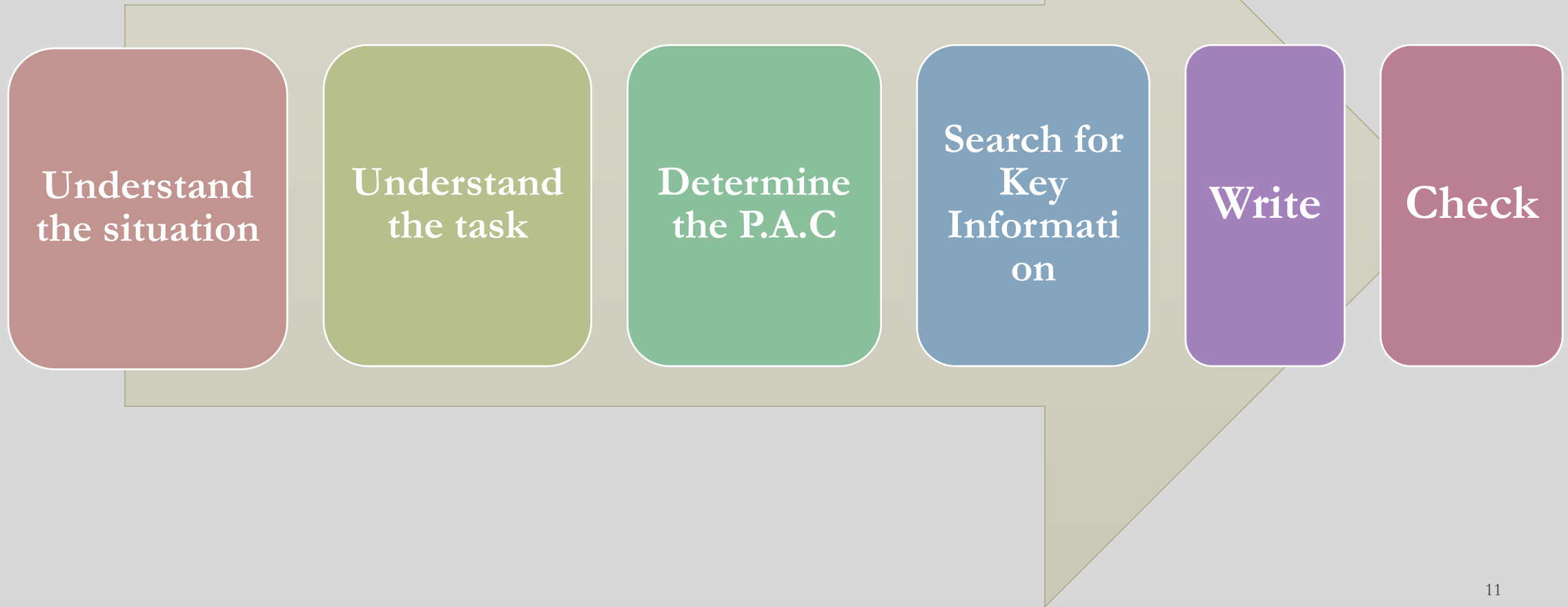
(people in authority /
people you do not
know)

informal

(family & friends)



The Process



Part 1: Situational Writing (15 marks)

- 1 The picture shows three children discussing a poster that they saw at Greenwood Community Club on 30 September 2020. Study the picture carefully.

Baking Competition

When?
28 November 2020 (2 to 5 p.m.)

Where?
Orchid Bakehouse

First Prize \$1000 cash!
Sponsored by Greenwood Shopping Mall

Participants must

- be between 11 and 12 years old
- compete in teams of four
- have completed the Junior Bakers' Course at Greenwood Community Club

To register

Visit www.ob.sg/bakingcompetition by 30 October 2020. Registration is free.

Each registered participant will receive a free baker's hat.

Jim, Sulin, look! There's a baking competition in two months.

Great! We'll have completed our Junior Bakers' Course by then. Hmm...but we need... Whom can we ask?

How about Devi? Remember the cake she made during our last baking class? It was indeed the best!

Junior Baker Rafi, Junior Baker Jim, Junior Baker Sulin

Part 1: Situational Writing (15 marks)

- 1 The pictures below show an incident that happened during school recess. Study the pictures carefully.

26 September 2018, 10.15 am
NOODLES

John, let me go first! I'm really hungry.

No, you can't!

26 September 2018, 10.15 am
NOODLES

Gina, I was first in the queue. And I nearly landed on the floor because you pushed me.

No, I didn't. That's a lie, John!

26 September 2018, 10.17 am
NOODLES

Could you please stop? I've been watching the two of you since you started quarrelling. Do you realise that you've been at it for some time? Now I've got no choice but to inform the Discipline Master about this incident.

Oh, no!

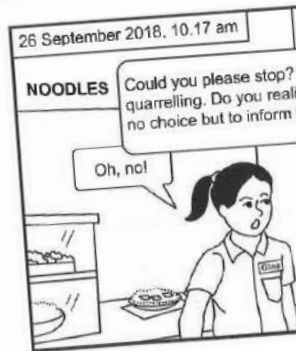
John, Gina

1. Understand the **Situation**

The situation depicted in a picture or a series of pictures.

Part 1: Situational Writing (15 marks)

- 1 The pictures below show an incident that happened during school recess. Study the pictures carefully.



Your Task

Imagine you are Peter, the prefect on duty.

Write an **email** to the Discipline Master of your school, Mr Tan, to inform him about the **incident**.

Tone: Formal

You are to refer to the pictures and information on page 2 for your email.

In your email, include the following key information:

- the date of the incident
- where the incident took place
- two reasons why John was unhappy with Gina
- how Gina responded to John's comments
- why you approached John and Gina

You may reorder the points. Remember to write in complete sentences.

2. Understand
the **Task**

3. Determine
PAC

Purpose

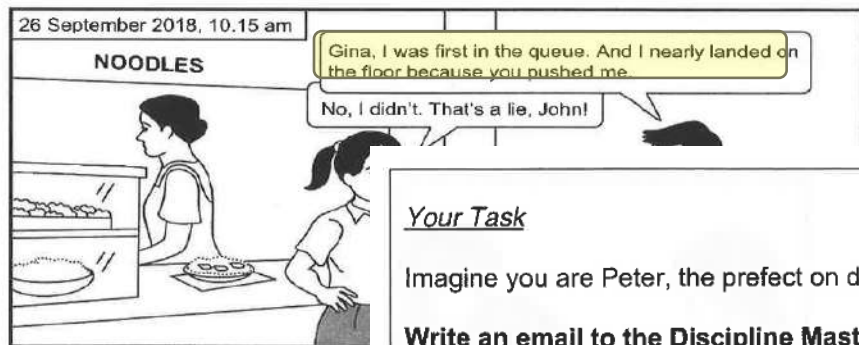
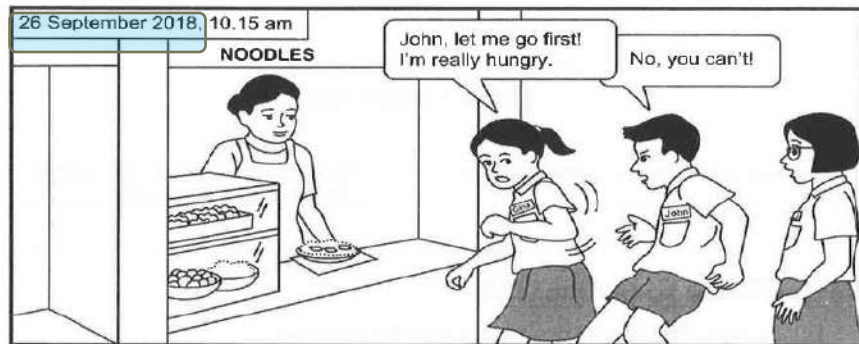
Audience

Context

(**T**one: formal / informal)

Part 1: Situational Writing (15 marks)

- 1 The pictures below show an incident that happened during school recess. Study the pictures carefully.



Your Task

Imagine you are Peter, the prefect on duty.

Write an email to the Discipline Master of your school, Mr Tan, to inform him about the incident.

You are to refer to the pictures and information on page 2 for your email.

In your email, include the following key information:

- the date of the incident
- where the incident took place
- two reasons why John was unhappy with Gina
- how Gina responded to John's comments
- why you approached John and Gina

4. Search for **KEY** information

The situation depicted in
a picture or a series of
pictures.

Dear Mr Tan,

My name is Peter Lee. I am a prefect. I am writing this email to inform you of an incident which took place on 26 September 2018.

I was on duty at the canteen at 10.15am when the incident happened. John. John Ong was queuing in front of the noodles stall when another student, Gina Lim, pushed him and jumped the queue. Gina asked John to let her purchase her food first as she was really hungry. However, John refused and was unhappy with Gina as he was first in the queue. Also, he had nearly landed on the floor when she pushed him. Gina flatly denied that he was lying.

At that moment, I approached the two of them and asked them to stop causing a commotion in the canteen. I told them I had no choice but to inform you about the incident. I hope you would look into this matter. Thank you.

Yours sincerely,

Peter Lee

5. Write

6. Check

- relate the incident to the Discipline Master, Mr Tan, in an email
- include **all** the key information in **grammatically correct** sentences
- use an appropriate tone

Dear **Mr Tan**,

My name is Peter Lee. I am a prefect. **I am writing this email** to **inform you of an incident** which took place on 26 September 2018.

I was on duty at the canteen at 10.15am when the incident happened. John. John Ong was queuing in front of the noodles stall when another student, Gina Lim, pushed him and jumped the queue. Gina asked John to let her purchase her food first as she was really hungry. However, John refused and was unhappy with Gina as he was first in the queue. Also, he had nearly landed on the floor when she pushed him. Gina flatly denied that he was lying.

At that moment, I approached the two of them and asked them to stop causing a commotion in the canteen. I told them I had no choice but to inform you about the incident. **I hope you would look into this matter. Thank you.**

Yours sincerely,

Peter Lee

How the writing piece is assessed

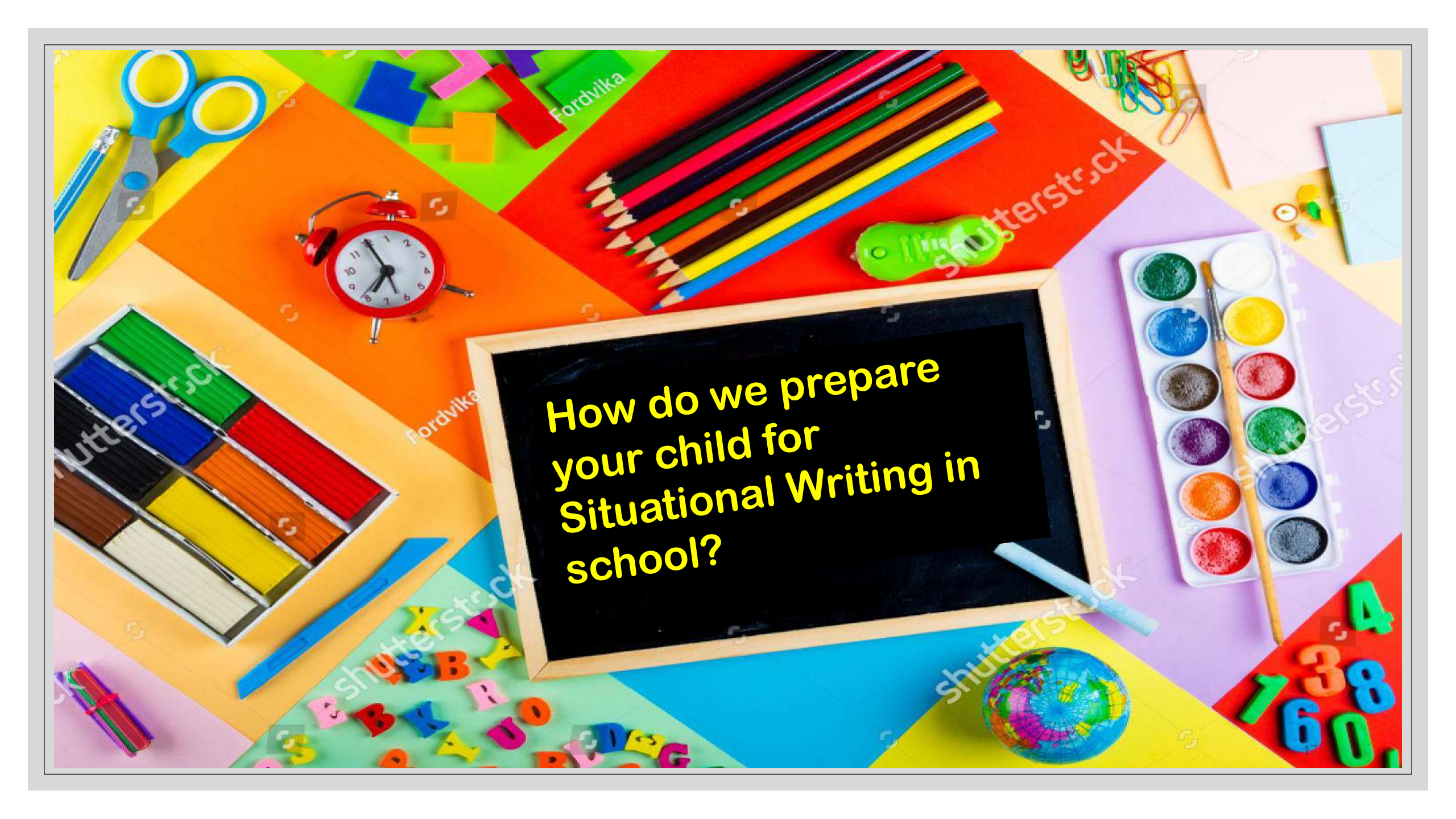
Task fulfilment **(6 marks)**

key information

clear **purpose**, **audience**, **context** and **tone**

Language and organisation **(9 marks)**

paragraphing, grammar, spelling, punctuation, sentence structure, sequencing of information

A vibrant collage of school and art supplies. In the center is a small chalkboard with a wooden frame, tilted slightly to the right. The background is a patchwork of bright colors: yellow, orange, red, green, blue, and purple. Various school items are scattered around: a pair of blue-handled scissors in the top left; a red alarm clock on an orange background; a box of colored pencils in the top center; a green lightbulb-shaped object on a red background; a watercolor palette with a brush on a purple background; a small globe on a yellow background; and various alphabet blocks and geometric shapes in different colors. The text "How do we prepare your child for Situational Writing in school?" is written in yellow on the chalkboard.

**How do we prepare
your child for
Situational Writing in
school?**

Situational Writing Structure of an Email / Letter

Fill in the blanks with

salutation

Complimentary Close

FORMAL

We use a formal tone when writing to a person with authority.

Tick (✓) the formal sentences.

1)	I hope prompt action will
2)	Do let me know if you ne
3)	Hope to see you soon.
4)	I hope to receive a favour
5)	Kindly convey our apprec
6)	Please let me know if the
7)	Yours Sincerely, John Cena
8)	Cheers, Peter

Formal vs Informal

Informal
Has a greeting.
E.g. How are you?
Relaxed tone, may use exclamation convey excitement
E.g. I have a piece of great news to
Informal choice of vocabulary

Examples

Salutation	Dear Mr Lim,
Purpose & Context	My name is Selena Ng and I was the prefect on duty during school recess on <u>1 February 2021</u> . I am writing to inform you about an incident that happened at the <u>school field</u> that morning.
Content	I saw a student, <u>Gavin</u> , <u>pulling the shirt of another student, Jacob</u> . Gavin had been playing football with his friend. Jacob had been playing with another group of boys and accidentally ran into Gavin. Gavin was upset because <u>Jacob had knocked into him and caused him to miss a goal</u> . I quickly alerted a teacher, Ms Teo. She told Gavin to <u>let go of Jacob's shirt</u> and <u>apologise to him</u> .
Personal Response	Please let me know if you need any other information. Thank you very much.
Complimentary Close Sign Off	Yours sincerely, Selena Chan

Salutation	Dear Principal of Victory Primary School,
Purpose & Context	I am Siti Sarah from Milton Primary School and I would like to commend two of your students.
Content	I was at Riverdale Public Library on Thursday, 15 March 2021 at around 3.30pm when a librarian tripped over the carpet and fell, dropping all the books she was carrying. Your pupils, Amy Tan and Devi Khan immediately rushed to her aid. I recognised their school uniform and saw their nametags. Amy helped the librarian to the nearest seat while Devi picked up all the scattered books.
Personal Response	I think your pupils were thoughtful and helpful. I hope you will commend their gracious act. Thank you.
Complimentary Close Sign Off	Yours faithfully, Siti Sarah

Situational Writing package

- Question booklet
- Answer booklet

NAME:

CLASS:

PARENT'S SIGNATURE:

How you can help your child

- Have timed practices at home – **15 minutes** including planning and checking
- Help your child identify the **Purpose, Audience, Context and Tone** for each situational writing exercise.
- Help your child to look for the **key information** in the pictures.



CONTINUOUS WRITING

Continuous Writing

Purpose and Intent

- Write creatively for a variety of purposes, audiences, contexts and cultures
- Develop, organise and express ideas coherently, cohesively, creatively and critically in writing

Continuous Writing

	EL	FEL
Content	20 marks	15 marks
Language	20 marks	15 marks
Total	40 marks	30 marks

Continuous Writing

- **Content**

- the relevance of ideas and storyline based on a given topic

- **Language**

- grammar, vocabulary, paragraphing, punctuation etc.

What are we
looking
out for?



Continuous Writing

Content

- Fully relevant ideas
- Highly interesting and thoroughly-developed composition

Language

- Language is accurate with hardly any errors in grammar, expression, spelling and punctuation
- Wide and appropriate use of vocabulary
- Very good sequencing, paragraphing and linking of ideas and facts

Part 2: Continuous Writing (40 marks)

2 Write a composition of at least 150 words about teamwork.

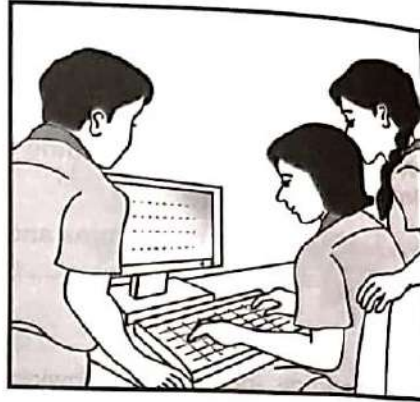
The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- How did the team members work together?
- What did the team members hope to achieve?

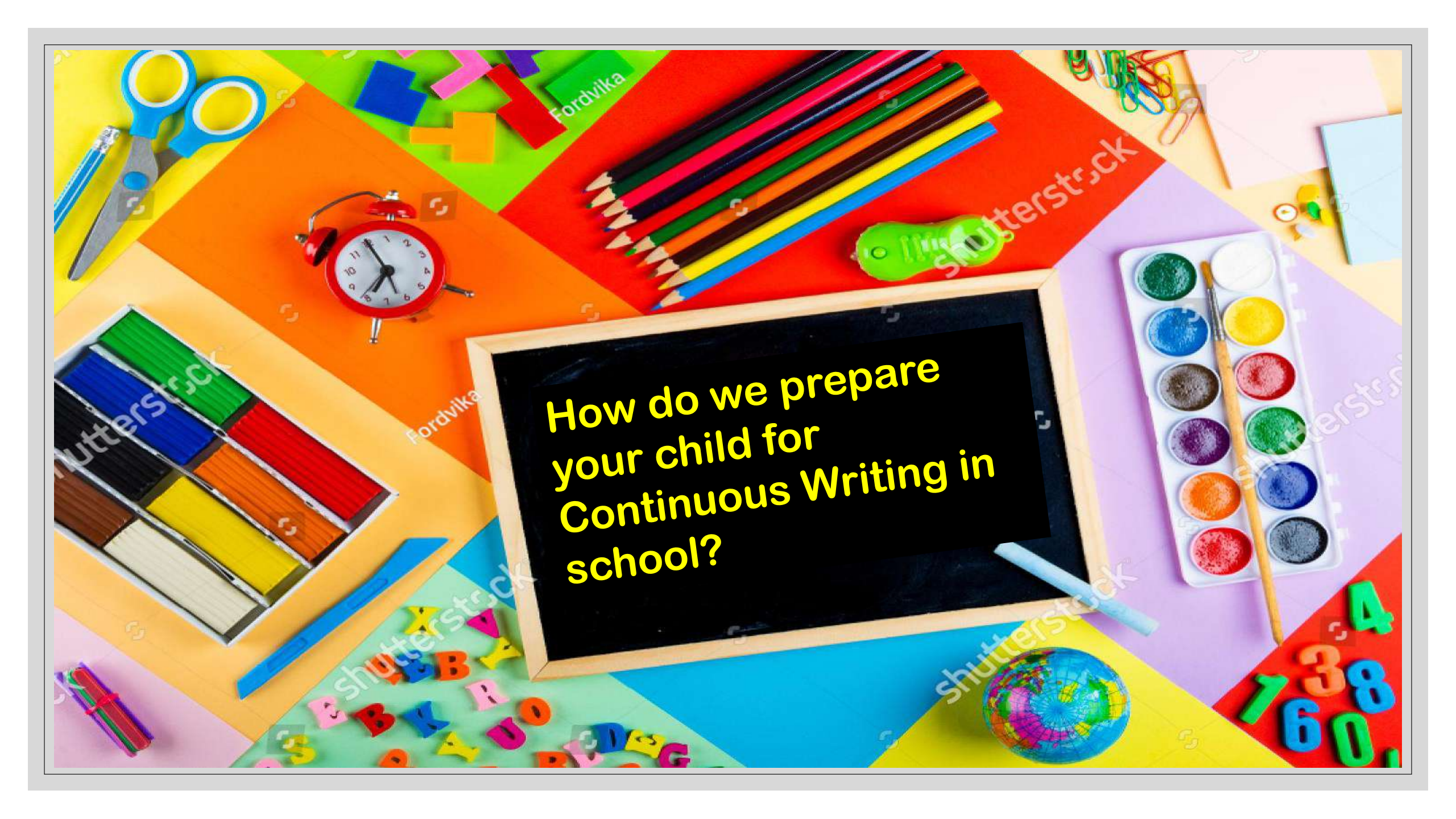
You may use the points in any order and include other relevant points as well.



- Group project
- Group Presentation

- Cooking competition
- Surprise for Mother

- Team sport e.g. basketball

A vibrant collage of school and art supplies. In the center is a small chalkboard with a wooden frame, tilted slightly to the right. The background is a patchwork of bright colors: yellow, orange, red, green, blue, and purple. Various school items are scattered around: a pair of blue-handled scissors in the top left; a red alarm clock with a white face and black numbers; a box of colorful pencils in the top right; a green lightbulb-shaped object; a watercolor palette with various colors and a paintbrush; a small globe in the bottom right; and several colorful geometric shapes and letters (A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z) scattered throughout. The text "How do we prepare your child for Continuous Writing in school?" is written in yellow on the chalkboard.

**How do we prepare
your child for
Continuous Writing in
school?**

Writing in GDPS

Writing

What things happen?
What clues are there?
What is said? How do you
build up the excitement?

Introduce the main
characters and describe
the setting. What will your
opening sentence be?

1. The Beginning

2. The Build-Up

NAME: _____

CLASS: _____

PARENT'S SIGNATURE: _____

THE STORY MOUNTAIN

3. The Problem

Bullying
Stage 3: Mini Lesson (Writing Skill)
Characterisation & S.T.E.A.L

Name: _____ ()

The 5 elements of characterization can be explained with the acronym S.T.E.A.L.

SPEAK = What (dialogue) and how (speaker tags & tone) a character speaks.



THOUGHTS = What a character thinks, believes, values, and what motivates them.

EFFECTS on OTHERS = The relationships the character has with other characters.

ACTIONS = How a character behaves, including how they react to people and situations.

LOOKS = A character's physical appearance. This includes physical features, clothing, and accessories.

What can you tell about the character from these examples?

S.T.E.A.L	Examples
 Speech	"What do you mean you are closed? I want to speak to the manager now!" demanded Mrs Tan. "Erm... ex...excuse me... but that is my pencil case," whispered Thomas shakily. "Oh wow... you are so brave to wear that dress! I would not have the nerve to wear that if I were as heavy as you!" exclaimed Regina.
 Thoughts	"Oh great. David's here... Soon, everyone will fuss over him, laughing at every silly thing he says," thought Sam. "Should I? It's wrong... but no one would know..." thought Siti. "I can do this. I can do this. It'll be done soon." These thoughts keep replaying in my mind.

Bullying
Stage 4: Mini Lesson (Editing Skill)
LIST OF EDITING SKILLS

Name: _____ () Date: _____

In this editing lesson, I learnt to:

SPELLING

- Correct my spelling

PUNCTUATION

- Use appropriate punctuation at the end of sentences
- Punctuate dialogues correctly

GRAMMAR

- Use the correct tense
- Check that the verb agrees with the subject (Subject-Verb Agreement)

PARAGRAPHING

- Indent every paragraph
- Paragraph my composition correctly
- Eg: Start a new paragraph for a change in speaker (dialogues)

SENTENCE STRUCTURES

Level 1:

- Start every sentence with a capital letter
- Write in complete sentences

Level 2:

- Vary sentence beginnings
- Eg: then, suddenly, in the nick of time
- Use appropriate transition words
- Eg: and, but, then, so, also, because
- Expand sentences using adjectives and adverbs.

Level 3:

- Vary sentence structures
- Eg: shorten run-on sentences, lengthen clipped sentences

The Magic of 3

Hint 1: You **see / hear / feel** something. You look, it's nothing. You keep moving on.

Hint 2: You **see / hear / feel** something faint / vague. Again, you try to find out what it is but it is nothing unusual. You start to worry.

Hint 3: You **see / hear / feel** something. You turn. You find out what it is.

RED FLAG WORDS AND PHRASES

<i>Suddenly</i>	<i>Just then</i>	<i>All of a sudden</i>
<i>A moment later</i>	<i>In the blink of an eye</i>	<i>Without warning</i>
<i>The next thing I knew</i>	<i>Instantly</i>	<i>To my surprise</i>

Red Flag word/phrase: All of a sudden 1st Hint: heard some rustling

Reaction (no discovery) : twirled around, shone a torchlight at the bushes, heart racing

Red Flag word/phrase: The next thing I knew 2nd Hint: a shadow darting across the path, too fast, could not make out what it was

Reaction (no discovery) : stood frozen in my tracks, heart pounding wildly, imagining all sorts, wondering what to do

Red Flag word/phrase: To my utmost horror 3rd Hint: There was a pair of yellow eyes glinting in the light, tusks

Reaction to discovery : my throat constricted, could feel blood draining from my face, my mind screamed for me to run away but my limbs would not obey

Examples of Writing Skills Taught

◦ Building Suspense – Magic of 3

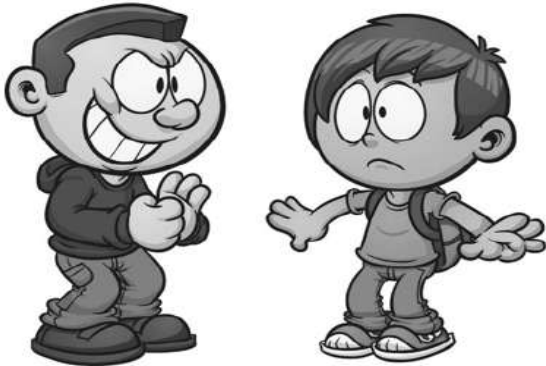
Look at how **S.T.E.A.L** is used to develop the character of **a bully victim**.



S.T.E.A.L	Elaboration
Speech	"I... I don't have any money today..." I stammered, failing miserably to hide the tremor in my voice.
Thoughts	Drake stood still. What would he do if he found out I lied? What would happen to me? Should I make a run for it? I would be beaten up into a bloody pulp if I stayed!
Effect on Others	All of a sudden, Drake raised his hand and I flinched. He found my reaction hilarious. He snorted and guffawed while I burned in humiliation.
Actions	I stopped cowering and pulled myself to my full height. I looked steadily into Drake's eyes and crossed my arms. He was thrown off by the sudden change in my demeanour.
Looks	I could see Drake assessing the situation. He realised that I was no longer shivering, fidgeting or mumbling. He also realised that I was no longer the same, short and scrawny Primary 3 boy.

NOTES

- S.T.E.A.L need not be used in sequence or all at the same portion in the story
- Not all aspects of S.T.E.A.L need to be elaborated. However, developing only a few aspects may result in a character that is not well-developed.



Examples of Writing Skills Taught

◦ Characterisation – S.T.E.A.L

Show Not Tell (Horrorified)

You were a

You were b

but you trip

onto the flo

were horrif

Adding Dialogue

“Explain yourself!” barked Mrs Lim _____

"I... I..." | _____

"Explain yourself!" barked Mrs Lim angrily, eyebrows furrowed.

Name: _____ ()

Date: _____

Instructions: Rewrite the following scenario by adding dialogue.

Be sure to add a saying verb, emotion and action in the speech tag

You may also choose to expand the scenario by using Show Not T

Your teacher, Mrs Tan, found out that you had gone to play basketball instead of attending remedial.

[illegible]

Writing in GDPS

Name: _____ ()

Date: _____

Class: Primary _____

Instructions: Rewrite the underlined sentence using Show Not Tell.

The classroom was quiet during the examination.



The Write Project

a project by the English Department



WELCOME, GREENDALITES!

You have reached the place where stories come alive!

Only a select few have been granted the privilege of entering this realm.

Prove that you are one of them. Click [HERE](#) and key in the password.

Hint: Check SLS announcements for the password!

All Cate

- Book R
- Comic
- From M
- From S
- Inform
- Jokes
- Person
- Poems
- Primar
- Primar
- Primar
- Primar
- Primar
- Primar
- Short S

Trapped in a Lift

gdpswriteproject • October 11, 2021 • From September SLS collection, Primary 6, Short Stories • Edit

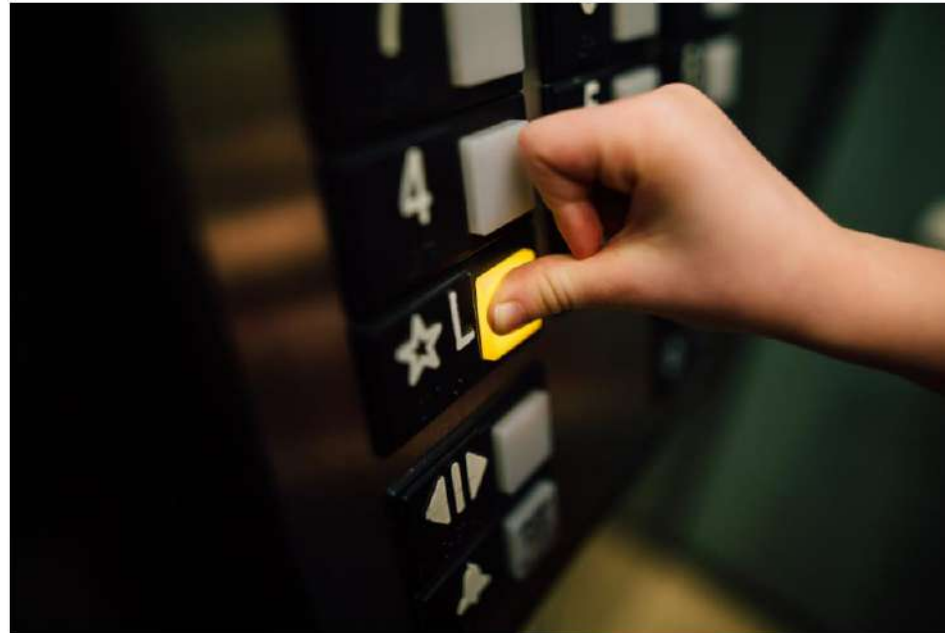


Photo by Kelly Lacy on Pexels.com

"Finally!" I thought, ecstatic that school was over. Exhausted by the long day at school, I rushed home so that I could relax. I soon reached the lift lobby. I patiently waited for the doors to open before I rushed in and pressed Level 7 repeatedly.

Suddenly, when the lift was in between Level 3 and 4, the fan of the lift stopped and there was pin-drop silence around me. The lift stopped. I was stunned, unable to comprehend the situation. At first, I tried to remain positive that the lift would restart in a couple of seconds but after a while, there was no denying it. I was trapped in the lift.

The Write Project

- Pupils are invited to submit their writing and selected pieces will be published.

How you can help your child

- Have timed practices at home – **50 minutes** including planning and checking
- Depending on your child's areas of improvement:
 - plan various storylines
 - build vocabulary (emotions & settings)

Building Vocabulary

- Range of emotions e.g. anger, fear, happiness, sadness etc.

Tell-Sentence	Show-Sentences
Mdm Nora was furious with me.	With her arms akimbo and eyebrow furrowed, Mdm Nora glared at me.

Building Vocabulary

- Different settings e.g. canteen, classroom, stadium, train station, park etc.

Tell-Sentence	Show-Sentences
I was at the crowded canteen.	The mouth-watering aroma of Tom Yum noodles filled my nostrils even before I reached the canteen. I could already hear utensils clanking and pupils chattering and laughing. I quickened my pace but my heart sank upon seeing the long snaking lines at my favourite stall.

How you can help your child

- Read model compositions with your child, paying attention to writing styles and descriptive phrases
- Encourage your child to apply the writing strategies they have learnt in class for their practice pieces (refer to writing packages)
- Cultivate a reading habit – A good reader makes a good writer



READING COMPREHENSION

OPEN-ENDED

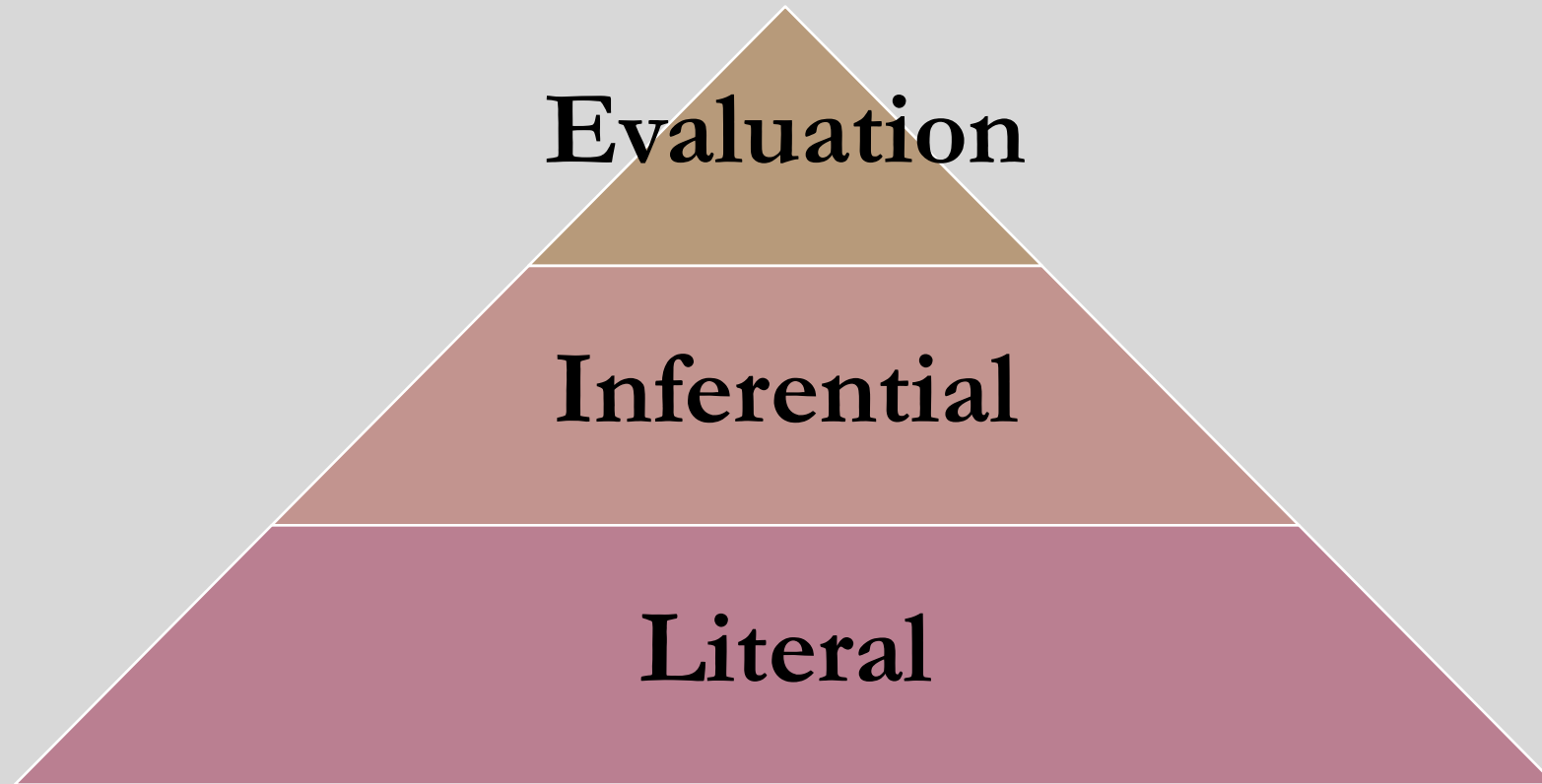
EL Paper 2 Booklet B

Components	No. of Items	Marks
Grammar Cloze	10	10
Editing	12	10
Comprehension Cloze	15	15
Synthesis & Transformation	5	10
Comprehension	5	20

Assessment Objectives

- Process and understand age-appropriate texts by focusing on literal and inferential meaning
- Analyse, evaluate and appreciate age-level texts by focusing on implied meaning, higher-order thinking and judgement

3 Levels of Reading Comprehension Skills



Literal Questions

- Require pupils to locate and identify **ideas explicitly stated in the text**

Examples:

‘Where did James find the wallet?’

‘Which two-word phrase shows that Peter had not taken his medicine?’

Inferential Questions

- Require pupils to use information from the text and prior knowledge as a basis for **conjectures and hypotheses**

Examples:

‘Do you think Kay realised his mistake at the end of the story? Support your answer with information from the text.’

‘What does Ryan’s reaction to the news tell us about him?’

Look at the table below. What do the words in the left column refer to in the passage? Write your answer in the column on the right.

Word(s) from the passage	What the word(s) refer(s) to
it (line 21)	
that (line 27)	

Evaluation Questions

- Require pupils to make an evaluative judgement by **comparing ideas** presented in the **text** and **their world knowledge, experience and values**

Examples:

‘Explain fully with information from the text why it was wrong for John to steal the loaf of bread to feed his family.’

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
Roger always did well for his tests when Miss Wilson was in school.		
Roger and his classmates lay on the floor to rest.		

3 Levels of Reading Comprehension Skills

Evaluation



Requires pupil to make an evaluative judgement by **comparing ideas** presented in the **text** and **their world knowledge, experience and values**

Inferential



Requires students to use information from the text and prior knowledge as a basis for **conjectures and hypotheses**

Literal



Requires students to locate and identify **ideas explicitly stated in the text**

How do we prepare
your child for
Reading
Comprehension OE
in school?

GREEN
EN

READING



NAME: _____

CLASS: PRIMARY

PARENT'S SIGNATURE

- 3 Complete the table below to show what the boar at the beginning of the story

	Jenny's thoughts
About Jenny	pale and
About the boar	

- 4 How was the boar alerted to Jenny's

- 5 State what the boar did on two separate occasions.

(i) _____

(ii) _____

- 6 Explain Jenny's realisation which made her

- 7 Write 1, 2 and 3 in the blanks provided to show the order in which the events occurred in the passage. (1m)

_____ Jenny felt sad when she stared at the

_____ Jenny saw the wild boar for the first time

_____ Jenny heard stories about a wild boar

- 4 How did Charlie stop his father from falling further? [2m]

- 5 Based on information from lines 8 - 34, fill in the blanks in the following table. [3m]

How Charlie felt	What made Charlie feel that way	What Charlie did as a result
	the thought that his father might die	
relieved		He abseiled down to join his father while following his father's instructions

- 6 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
Charlie had never tried any rock climbing before Bighorn Crag.		
David was injured on his third climb at Bighorn Crag.		
David fell off the cliff because he dislodged a small stone.		

- 7 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. [2m]

it (line 30)	
there (line 38)	

Reading Comprehension in GDPS

P5 Comprehension Booklets -

Level 2 – Strategy Practice (I)

Let's practice the strategy and

(passage extracted from STELLAR t

"Your great-

40 ticket system. In

expenses to Singa
pay off **this debt**.

enough money to s

"Wasn't it h

45 John asked.

"He was to

things. Anyway It's

Instruction	Word(s) from the passage
Class discussion	2a) this debt (line 42)
It's my turn	2b) that (line 42)
It's my turn	2c) that kind of wor (line 44)

6 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
a) that (line 45)	
b) that (line 100)	
c) a job like yours (line 154)	

7 Fill in each blank with one word. [2m]

How Jade reacted	How Jade felt	What made Jade feel that way
Jade was _____.	Jade was _____.	When the policewoman asked Jade if she had stolen from Centre City Books before (lines 74-78)

8 Tick ✓ the two words which best tell you the police's impression of Jade from lines 145 to 150. DO NOT TICK MORE THAN TWO BOXES. [2m]

- ☐ selfless
☐ resilient
☐ regretful
- ☐ proud
☐ repentant
☐ committed

9 Based on the passage, state whether each statement in the table below is true or false, then give one reason why you think so. [2m]

	True/False	Reason
a) Mrs Mrs Hall gave Jade a fright at the doorway of the store.		
b) Jade only said sorry to Mrs Hall as an apology.		

10 Give two reasons to explain why Jade was "lucky in a lot of ways" (lines 158-159). [2m]

Reading Comprehension in GDPS

P6 Comprehension Booklets -

NAME:
CLASS:
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REFERENCING QUESTIONS

How to identify a referencing question?

- You are given a referent e.g. it, there
- It is usually in a table form

E.g.

Word(s) from the passage	What the word(s) refer(s) to
there (line 30)	

WHAT TO DO

Step 1



Find the word or phrase correctly in the passage

E.g.

there (line 30)

- ✓ Check that you are looking at the correct line.
- ✓ It is usually in bold letters in the passage.

WHAT TO DO

Step 2

Be specific in your answer



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.

E.g.

there (line 30)

honeydew patch



WHAT TO DO

Step 3



Look before AND after the word or phrase

Sometimes the answer can be located a few sentences before/after the word/phrase.

WHAT TO DO

Step 4

Fill in the answer



Word(s) from the passage	What the word(s) refer(s) to
there (line 7)	the wild honeydew patch



HOW TO FIND THE ANSWERS?



STEP 1

Example 1

LOCATE THE WORD/PHRASE IN THE PASSAGE

As I emerged from the bushes, I noticed Sarah weeping by the honeydew patch. “I can’t find my honeydew! Somebody has taken it!” she cried when she saw me.

I bowed my head guiltily and confessed in a small voice, “It was me. I was **the one**.”

“The fruit was for my little sister, Mandy,” Sarah sobbed. “It’s her birthday today and I know she would love to have a little taste of honeydew. Now I have nothing to give her.”



STEP 1

Example 1

LOCATE THE WORD/PHRASE IN THE PASSAGE

Qn: Look at the table below. What do the words in the left column refer to in the passage?

Word(s) from the passage	What the word(s) refer(s) to
the one (lines 30)	



STEP 1

Example 1

LOCATE THE WORD/PHRASE IN THE PASSAGE

As I emerged from the bushes, I noticed Sarah weeping by the honeydew patch. “I can’t find my honeydew! Somebody has taken it!” she cried when she saw me.

I bowed my head guiltily and said, “It was me. I was **the one**.”

“The fruit was for her birthday,” I lied. “It’s her birthday today and I know she would love to have a little taste of honeydew. Now I have nothing to give her.”

The referent is
usually in bold



STEP 2

Example 1

IDENTIFY WHETHER THE WORD/PHRASE REFERS TO A NOUN OR AN ACTION

As I emerged from the bushes, I noticed Sarah weeping by the honeydew patch. “I can’t find my honeydew! Somebody has taken it!” she cried when she saw me.

I bowed my head guiltily and confessed in a small voice, “It was me. I was the one.”

It’s a noun

“The fruit was gone, Mandy,” Sarah sobbed. “It’s her birthday today and I know she would love to have a little taste of honeydew. Now I have nothing to give her.”



STEP 3

Example 1

READ THE SENTENCES BEFORE AND AFTER THE WORD/PHRASE

As I emerged from the bushes, I noticed Sarah weeping by the honeydew patch. “I can’t find my honeydew! Somebody has taken it!” she cried when she saw me.

My annotation

Someone had taken the honeydew.

I bowed my head guiltily and confessed in a small voice, “It was me. I was the one.”

The writer felt guilty and confessed.

“The fruit was for my little sister, Mandy,” Sarah sobbed. “It’s her birthday today and I know she would love to have a little taste of honeydew. Now I have nothing to give her.”

The writer had taken the honeydew.



STEP 4

Example 1

TRANSFER THE ANSWER AND *REPHRASE* IF NECESSARY

As I emerged from the bushes, I noticed Sarah weeping by the honeydew patch. “I can’t find my honeydew! Somebody has taken it!” she cried when she saw me.

I bowed my head guiltily and confessed in a small voice, “It was me. I was the one.”

Word(s) from the passage	What the word(s) refer(s) to
the one (lines 30)	somebody has taken it





STEP 4

Example 1

TRANSFER THE ANSWER AND *REPHRASE* IF NECESSARY

Word(s) from the passage	What the word(s) refer(s) to
the one (lines 30)	somebody has taken it

- ❑ pronoun too general and does not fit 'the one'
- ❑ 'the person' is a better replacement



STEP 4

Example 1

TRANSFER THE ANSWER AND *REPHRASE* IF NECESSARY

Word(s) from the passage	What the word(s) refer(s) to
the one (lines 30)	somebody has taken it

- ❑ unclear what 'it' refers to
- ❑ again, not specific



STEP 4

Example 1

TRANSFER THE ANSWER AND *REPHRASE* IF
NECESSARY

CORRECT ANSWER:

Word(s) from the passage	What the word(s) refer(s) to
the one (lines 30)	the person who took the honeydew



TRUE / FALSE QUESTIONS

True / False Questions

- Compare written sources of information (in the question) with what is stated in the text to before judgement towards agreement and disagreement; and completeness and incompleteness.

True / False Questions

74 Based on lines 8-19, state whether each then give one reason why you think so.

	True/False	
a) Nanny Choo was a total stranger to Po.		
b) Po's mother did not seem to care about his complaint.		
c) Po was sorry that he had complained about Nanny Choo.		

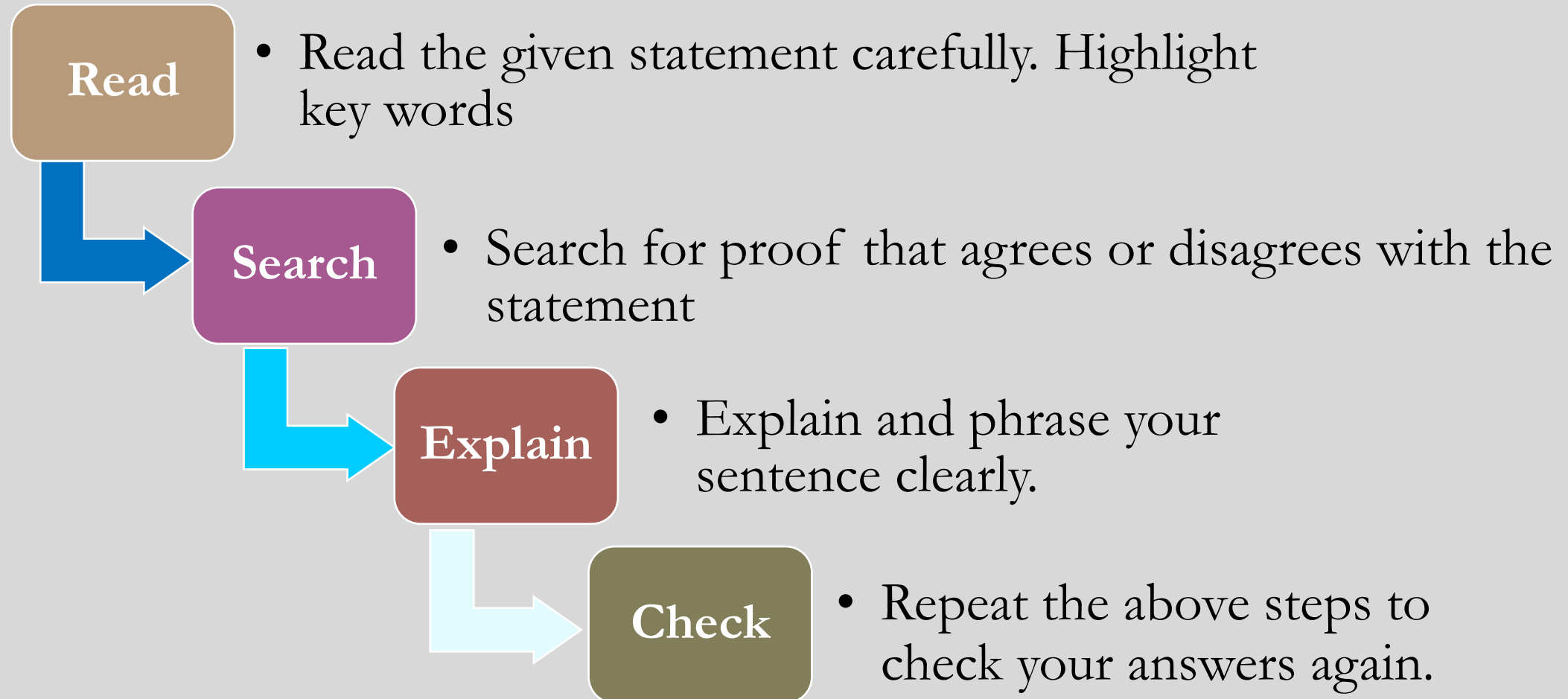
PSLE 2020

74 Based on lines 4-20, state whether each statement in the table below is true or false, then give one reason why you think so. [2m]



	True/False	Reason
a) Dan denied being the last person to leave the dance room.		
b) Shanthi agreed with Bryan's first suggestion.		

PSLE 2019

True / False Questions





Bryan was thankful for his best friend. As they were friends since kindergarten, Ivan knew how badly Bryan had stuttered. He was subjected to many years of ridicule and humiliation. Because of that, Bryan learnt not to speak up in class and avoided public speaking altogether. Even though speech therapy had improved his speech by leaps and bounds, he only dared to speak to his family and closest friends.



	True / False	<div>Incorrect evidence</div>
Bryan <u>still</u> spoke with a bad stutter, even after speech therapy.	True 	Ivan knew how badly Bryan had stuttered. 

Bryan was thankful for his best friend. As they were friends since kindergarten, Ivan knew how badly Bryan had stuttered. He was subjected to many years of ridicule and humiliation. Because of that, Bryan learnt not to speak up in class and avoided public speaking altogether. Even though speech therapy had improved his speech by leaps and bounds, he only dared to speak to his family and closest friends.

**Merely stating
the opposite.**

	True / False	
Bryan <u>still</u> spoke with a bad stutter, even after speech therapy.	False 	Bryan did not speak with a bad stutter. 

Bryan was thankful for his best friend. As they were friends since kindergarten, Ivan knew how badly Bryan had stuttered. He was subjected to many years of ridicule and humiliation. Because of that, Bryan learnt not to speak up in class and avoided public speaking altogether. Even though speech therapy had improved his speech by leaps and bounds, he only dared to speak to his family and closest friends.

	True / False	Reason
Bryan <u>still</u> spoke with a bad stutter, even after speech therapy.	False 	Speech therapy had improved Bryan's speech by leaps and bounds. 



“Hey, B... B...Bryan! Why d...d...didn’t you s... s... say anything?”
Shawn called out mockingly when class had ended. Used to his taunts and snickers, Bryan ignored him as he packed his belongings.

**Use of Proper Nouns
instead of pronouns.**



	True / False	
Shawn knew that Bryan had a stutter.	True	<u>Shawn</u> made fun of <u>Bryan</u> by stuttering. / <u>Shawn</u> called out mockingly to <u>Bryan</u> when the class ended.

“Stop it, Shawn!” snapped Ivan as he steered Bryan out of the classroom. Bryan sighed deeply. Shawn had claimed that since Bryan was so afraid of speaking up, he would present their project to the class. However, Shawn insisted that Bryan had to do the rest of the work Bryan wished he could do something to stop Shawn from taking over the class.

**Lifting / Including
dialogues in answers.**

	True / False	
Ivan was a good friend to Bryan	True 	“Stop it, Shawn!” snapped Ivan as he steered Bryan out of the classroom. 

“Stop it, Shawn!” snapped Ivan as he steered Bryan out of the classroom. Bryan sighed deeply. Shawn had claimed that since Bryan was so afraid of speaking up, he would present their project to the class. However, Shawn insisted that Bryan had to do the rest of the work Bryan wished he could do something to stop Shawn from taking advantage of him.

	True / False	Reason
Ivan was a good friend to Bryan	True 	Ivan stopped Shawn from mocking Bryan. 

Answering True / False Questions

- Avoid giving direct opposite statement. Look for proof in the passage
- Avoid using pronouns such as 'he', 'she', 'it', 'they' etc. in the first instance. Mention the noun clearly.

Jaime

- E.g. She screamed the moment when she fell off the chair.

- Avoid lifting sentences and dialogues from the passage. Rewrite them in your own words.

How you can help your child

- Get your child to **reading widely**, consistently and exposing your child to a wide variety of text types and general knowledge helps expand his/her prior knowledge.
- Take a look at the types of questions and see which ones your child needs some help with and provide them with **practice** to answer those questions **with rigour**.
- Ensure your child **annotates** the key words and ideas in the question stems as they practise answering comprehension questions

Recommended Reading List

NO	TITLE	AUTHOR
1	MY BEIJING: FOUR STORIES OF EVERYDAY WONDER	Nie Jun
2	A PLACE CALLED PERFECT	Helena Duggan
3	ALL THE THINGS THAT COULD GO WRONG	Stewart Foster
4	DEALING WITH BULLYING	Holly Duhig
5	CAVALL IN CAMELOT: A DOG IN KING ARTHUR'S COURT	Audrey Mackaman
6	SONG FOR A WHALE	Lynne Kelly
7	ELEPHANT SECRET	Eric Walters
8	REBEL CATS! BRAVE TALES OF FEISTY FELINES	Kimberlie Hamilton
9	PIRATE BLUNDERBEARD: WORST.PIRATE.EVER.	Amy Sparkes

Recommended Reading List

NO	TITLE	AUTHOR
10	TREASURE ISLAND: BASED ON THE BOOK BY ROBERT LOUIS STEVENSON	Henry Brook
11	THE RACE TO HORNSWAGGLE ROCK	Ruth Quayle
12	LAMPIE AND THE CHILDREN OF THE SEA	Annet Schaap
13	FIVE THINGS ABOUT AVA ANDREWS	Margaret Dilloway
14	EMMY IN THE KEY OF CODE	Aimee Lucido
15	BANANA SPLITS (SPRINKLE SUNDAYS)	Coco Simon
16	FEELING AFRAID	Amber Bullis
17	KODY CHAN: THE TIME VORTEX	Aletheia Chan
18	OPERATION: HAT HEIST!	Jason Platt

Recommended Reading List

NO	TITLE	AUTHOR
19	THE GIRL WHO SPEAKS BEAR	Sophie Anderson
20	MISTAKES HELP US LEARN (FULL STEAM AHEAD!)	Robin Johnson
21	CATHERINE'S WAR	Julia Billet
22	THE INKBERG ENIGMA	Jonathan King
23	BLACK AND WHITE PHOTOGRAPHS TO INSTAGRAM	Jennifer Colby
24	POLKA DOT PARADE: A BOOK ABOUT BILL CUNNINGHAM	Deborah Blumenthal
25	LEXI MAGILL AND THE TELEPORTATION TOURNAMENT	Kim Long
26	KID'S DELIVERY SERVICE	Elko Kadano
27	AIRPORTS	Jeff Mapua

Recommended Reading List

NO	TITLE	AUTHOR
28	COOL RIDES ON RAILS: MAGLEVS, POD CARS, AND MORE	Tyler Omoth
29	OWL'S OUTSTANDING DONUTS	Robin Yardi
30	A DOLPHIN NAMED STAR	Emma Carlson Berne
31	RACHEL CARSON	Alix Wood
32	HOW TO SAVE THE WHOLE STINKIN' PLANET	Lee Constable
33	ACCIDENTAL TROUBLE MAGNET	Zanib Mian
34	A GOOD KIND OF TROUBLE	Lisa Moore Ramee
35	HER OWN TWO FEET: A RWANDAN GIRL'S BRAVE FIGHT TO WALK	Meredith Davis & Rebeka Uwitonze
36	EMBER AND THE ICE DRAGONS	Heather Fawcett

Recommended Reading List

NO	TITLE	AUTHOR
37	THE MANY MYSTERIES OF THE FINKLE FAMILY	Sarah Kapit
38	NEW BEGINNINGS	Susan Muaddi Darraj
39	BE KIND: YOU CAN MAKE THE WORLD A HAPPIER PLACE	Naomi Shulman
40	GUTS	Raina Telgemeier
41	ANNIE LUMSDEN, THE GIRL FROM THE SEA	David Almond
42	BODY ODDITY PROJECTS: FLOATING ARMS, BALANCING CHALLENGES AND MORE	Rebecca Felix
43	PROJECT BODY	John Farndon
44	TOTALLY EPIC (DIRTY BERTIE)	Alan MacDonald
45	THE IMPOSSIBLE BOY	Ben Brooks

Recommended Reading List

NO	TITLE	AUTHOR
46	THE ELEPHANT IN THE ROOM	Holly Goldberg Sloan
47	RAILWAY JACK: THE TRUE STORY OF AN AMAZING BABOON	KT Johnson
48	PRINCESS CANDY: THE COMPLETE COMICS COLLECTION	Michael Dahl and Scott Nickel
49	ANNIE'S JAR OF PATIENCE	Megan Johnson
50	COOKING & EATING	Robin Twiddy
51	THE BOY WHO INVENTED THE POPSICLE	Anne Renaud
52	THE POPULARITY CODE	Stephanie Faris
53	ANT CLANCY GAMES DETECTIVE	Ruth Morgan
54	HACKERS	Tom Jackson

Recommended Reading List

NO	TITLE	AUTHOR
55	YOU ARE THE PRODUCT: HOW YOUR DATA IS BEING SOLD	Avery Elizabeth Hurt
56	GRUMP: THE (FAIRLY) TRUE TALE OF SNOW WHITE AND THE SEVEN DWARVES	Liesl Shurtliff
57	KERRY AND THE KNIGHT OF THE FOREST	Andi Watson
58	I AM HUA MULAN	Qin Wenjun
59	AFTER THE WAR	Tom Palmer & Violet Tobacco
60	LIONBOY TRILOGY: 1. LIONBOY 2. LIONBOY: THE CHASE 3. LIONBOY: THE TRUTH	Zizou Corder
61	CHINESE CINDERELLA	Adeline Yen Mah

Recommended Reading List

NO	TITLE	AUTHOR
61	CHINESE CINDERELLA	Adeline Yen Mah
62	GETTING NEAR TO BABY	Audrey Columbus
63	WATERSHIP DOWN	David Parkins
64	CAROLINE	Gaiman McKean
65	THE MISSING GATOR OF GUMBO LIMBO	Jean Craighead George
66	SPELLFALL	Kathleen Roberts
67	THE CATALOGUE OF THE UNIVERSE	Margaret Mahy
68	THE HAPPY PRINCE AND OTHER STORIES	Oscar Wilde
69	SHABANU DAUGHTER OF THE WIND	Suzanne Fisher Staples

Recommended Reading List

NO	TITLE	AUTHOR
70	4.50 FROM PADDINGTON	Agatha Chrisitie
71	THE SAILING SHIP	Berlie Doherty
72	THE KOI POND	David W.F.Wong
73	HATCHET	Gary Paulsen
74	BAD ALICE	Jean Ure
75	SPELL SPRING	Kathleen Roberts
76	JUSTIN MORGAN HAD A HORSE	Marguerite Henry
77	LOST STAR: THE STORY OF AMELIA EARHART	Patricia Lauber
78	THE SWORD IN THE STONE	T.H.White

Recommended Reading List

NO	TITLE	AUTHOR
79	THE STONEKEEPER	Kazu Kibuishi
80	A CARIBBEAN MYSTERY	Agatha Christie
81	THE SNAKE STONE	Berlie Doherty
82	THE MISSING CHOPSTICK	David W.F.Wong
83	AL CAPONE DOES MY SHIRTS	Gennifer Choldenko
84	MASQUERADE	Jean Ure
85	ARTHUR AT THE CROSSING PLACES	Kevin Crossley
86	YOU, ME AND THE BIG BLUE SEA	Marie-Louise Fitzpatrick
87	PICTURES OF HOLLIS WOOD	Patricia Reilly Giff

Recommended Reading List

NO	TITLE	AUTHOR
88	ALANNA	Tamora Pierce
89	THE ARRIVAL	Shaun Tan
90	A MURDER IS ANNOUNCED	Agatha Christie
91	THE MOON AND I	Betsy Byars
92	HEY, DOLLFACE	Deborah Hautizig
93	NOT THE END OF THE WORLD	Geraldine McCaughrean
94	PUMPKIN PIE	Jean Ure
95	OLIVE'S OCEAN	Kevin Henkes
96	SWEETGRASS BASKET	Mariene Carvell

Recommended Reading List

NO	TITLE	AUTHOR
97	COUNT KARLSTEIN THE NOVEL	Philip Pullman
98	BRIAR'S BOOK	Tamora Pierce
99	ARTEMIS FOWL	Eoin Colfer
100	BOY IN THE TOWER	Polly Ho-Yen
101	THE BOY WHO FLEW	Fleur Hitchcock





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