

Strategies to handle Comprehension Open Ended and Comprehension Cloze Texts



10 Feb 2017

Strategies to handle Comprehension Open Ended



K-W-L

K-What you know

W-What you want to know

L-What you have learnt

Strategies to handle Comprehension Open Ended



What do you know? (K)

Question: What are some strategies used in teaching Comprehension Open Ended?

Strategies to handle Comprehension Open Ended



What do you want to know? (W)

Question: What do you want to learn from
this workshop?

Objectives



By the end of the session, participants will be able to:

- Apply strategies in Comprehension Cloze
(P3 and P4-Grammar and Vocab Cloze)
- Apply strategies in Comprehension Open Ended

Grammar Cloze

- Fill in the blanks (with helping words)
- 1 passage on personal pronouns (4 marks)
- 1 passage on subject-verb agreement (4 marks)
- About 60 words
- Factual/personal recounts, general knowledge texts, expositions, narratives, short functional texts

Personal Pronouns

- Personal Pronouns represent people or things
- I, We, He, She, They, It, Me, Us, Him, Her, Them, You

Example (them, us, he, their, its, it, they)

There were **three birds**, a yellow one, a blue one and a red one. (1) _____ were best of friends and always played together among the beautiful flowers in the jungle. One day, it started to rain heavily. **They** tried to fly back to (2) _____ **home**.

Example (them, us, he, their, its, it, they)

However, (3) _____ was too far away

for them to fly back to. The blue bird thought for a while

and said, “Good tree, please spread your branches of

leaves for (4) _____ so that **we** may

have shelter from the rain.”

Pronouns

	Subject Pronoun	Object Pronoun	Possessive Adjective (Determiner)	Possessive Pronoun	Reflexive or Intensive Pronoun
1st person singular	I	me	my	mine	myself
2nd person singular	you	you	your	yours	yourself
3rd person singular, male	he	him	his	his	himself
3rd person singular, female	she	her	her	hers	herself
3rd person singular, neutral	it	it	its		itself
1st person plural	we	us	our	ours	ourselves
2nd person plural	you	you	your	yours	yourselves
3rd person plural	they	them	their	theirs	themselves

Subject Verb Agreement

- **Basic Rule.** A singular subject (*she, Bill, car*) takes a singular verb (*is, goes, shines*), whereas a plural subject takes a plural verb.

Example

Lily is an avid stamp collector. She has collected many stamps from all over the world. Her family

and friends (1) _____ (is / are) so

impressed with her collection that they

(2) _____ (has / have) also begun to

collect stamps whenever they go overseas.

Example

One of her schoolmates who (3) _____ (visit / visits) her is never tired of admiring her stamps. Lily enjoys looking through her collection occasionally, for each stamp (4) _____ (bring / brings) back fond memories of an overseas trip.

Vocabulary Cloze

- Fill in the blanks (with helping words)
- 1 passage of about 140 words with 8 blanks (8marks)
- Factual/personal recounts, general knowledge texts, expositions, narratives, short functional texts

Example (crowded, forgotten, leaned)

Alex was tired after his cycling. He

(1) _____ his bicycle against a tree and sat down to rest on a bench near a coffee shop. The coffee shop was (2) _____ as many people were having their lunch there. Alex was thirsty and wished he could buy a drink but he had (3) _____ to bring his wallet so he could not buy it.

Strategies for Grammar and Vocabulary Cloze

- Contextual Clues
- Annotation
- Newspaper Articles (show example)
- Songs and Games

<http://gotkidsgames.com/sv/sv.html>

<http://www.songsforteaching.com/recall/grammar.htm>

Comprehension Cloze



Cloze Procedures

Across the stream by Mirra Ginsburg

I _____ three ducklings and a duck.

To focus on **meaning** ask: “What would make sense in this space?”

To focus on **syntax** ask: “What would sound right in this space?”

To focus on **graphophonics** uncover a portion of the word,

I **s**_____ three ducklings and a duck.

Ask: “What word would make sense in this space and **begin this way**?”

Using articles

HOW IT IS SPREAD

Mers is a dangerous infection, which has claimed the lives of more than 530 people globally.

It has been found to spread through close contact, such as kissing or coughing.

Out of every 10 people infected, about three or four people die.

That said, patients who succumb to Mers usually suffer from a combination of diseases, such as cancer, apart from Mers.

Common symptoms patients exhibit include fever, cough and shortness of breath.

However, having one or even all of these symptoms does not mean that you have contracted Mers.

This is because Mers has an incubation period of 14 days. This means it takes at least two weeks for the symptoms to appear after a person has contracted the virus.

In short, unless you have been to an infected country two weeks before you experience these symptoms, it is unlikely that you have Mers.

Comprehension Open-Ended



Comprehension Open Ended

Types of Comprehension Questions

1. Literal
2. Inferential
3. Sequencing
4. True or False
5. Vocabulary in context

Comprehension Open Ended

Types of Comprehension Questions

1. Literal

Answer is easily found in the text. The exact words for the questions and answers are located in the same sentence.

2. Inferential

The answer is in the text, but requires gathering information from different places in the selection.

Comprehension Open Ended

Types of Comprehension Questions

3. Sequencing

This kind of questions requires pupils to state the order of events in the passage (Which event happened first).

4. True or False

Pupils need to identify whether a given statement is entirely true or if there is a false detail given. After that, they have to provide evidence.

Literal Question

Text: Ashvin was walking home after school. He thought a bomb had gone off when he heard a loud bang behind him.

Question: What made Ashvin turn around when he was walking home from school?

Answer: He heard a loud bang behind him. (direct answer from text)

Inferential Question

An **inferential question** is a literal **question** in which the answers sought are indirectly provided by hints and clues from the text. They are **questions** whose answers require one to have carefully read the text and comprehend everything in the text.

Sequencing

Write 1, 2, 3 and 4 in the blanks below to indicate the order in which the events occurred in the story. (2m)

- The old lady walked away after feeding the birds.
- Abby bought food for Aunt Hazel.
- Aunt Hazel tried to chase the pigeons away.
- Aunt Hazel scolded the old lady.

True and False

	True/ False	Reason
Aunt Hazel shouted at the old lady once only.	False	Aunt Hazel thought that the old lady might be hard of hearing and shouted the second time, "Auntie! No feeding!"

Thinking she might be hard of hearing, Aunt Hazel shouted the second time, "Auntie! No feeding!"

Sequencing

Write 1, 2, 3 and 4 in the blanks below to indicate the order in which the events occurred in the story. (2m)

The old lady walked away after feeding the birds.

Abby bought food for Aunt Hazel.

Aunt Hazel tried to chase the pigeons away.

Aunt Hazel scolded the old lady.

Vocabulary in Context

Text: He told Alex to hammer one nail to the fence every time he became angry and lost his temper. Alex found it hilarious and agreed to do what his father had requested.

Question: Which word in Paragraph 2 has the opposite meaning as '**humorless**'?

Answer: Hilarious

Strategies

- ❑ Selecting important/key words and writing a summary using these words
- ❑ Think out loud
- ❑ Ask questions about the text before, during and after reading
- ❑ Inferring
- ❑ Cause and Effect

Recap

- ❑ Reading comprehension is the ability to make meaning out of text
- ❑ In order to do that, pupils need to be able to make personal connections with the text
- ❑ Good readers reread

Strategies for Comprehension Cloze

- Contextual Clues
- Prior Knowledge
- Language Clues
- Annotation

Strategies for Comprehension OE

- ❑ Selecting important/key words and writing a summary using these words
- ❑ Think out loud
- ❑ Ask questions about the text before, during and after reading
- ❑ Inferring
- ❑ Cause and Effect

Thank You!



What have you learnt? (L)

Question: What have you learnt from this workshop?