APPENDICES

Appendix A

Appendix A- 1 Institute of Education Sciences Panelists

Here are the panelists of the IES and their expertise that came up with five recommendations in teaching reading comprehension (taken from IES practice guide pp. 45-46).

Appendix B

About the Authors

Panel

Timothy Shanahan, Ph.D., is professor of urban education and director of the Center for Literacy at the University of Illinois at Chicago. His research focuses on the relationship between reading and writing, reading assessment, and improving reading achievement. Dr. Shanahan served as a member of the National Reading Panel from 1997 to 2000 and as president of the International Reading Association from 2006 to 2007. He is on the advisory boards of the National Institute for Literacy, the National Center for Family Literacy, and Reach Out and Read, and he was inducted into the Reading Hall of Fame in 2007. Dr. Shanahan is a former director of reading for the Chicago public schools and a former 1st-grade teacher. He is author or editor of more than 175 publications, including *Teachers Thinking—Teachers Knowing* and *Reading and Writing Together.*

Kim Callison is coordinator of elementary reading/language arts for Anne Arundel County (Maryland) public schools. Her responsibilities include implementing and monitoring a comprehensive reading curriculum and providing professional development for teachers, including reading teachers, and administrators. An educator for 32 years and a National Board Certified Teacher in Literacy, Ms. Callison has focused her career on reading instruction, curriculum development, and school improvement leadership. Her rich variety of teaching experience includes teaching special education students in prekindergarten through 6th grade, serving as an instructor for graduate-level reading courses, presenting at local and state reading conferences, and promoting literacy as a regional reading teacher specialist.

Christine Carriere is the lead literacy teacher for grades K–3 at Carl Von Linne Elementary in the Chicago public school system. She manages the implementation of the school's Reading First grant by coaching teachers in literacy instruction, assessing and analyzing student achievement in reading, and modeling classroom literacy lessons and instructional methods for teachers. Before joining the staff at Carl Von Linne, Ms. Carriere worked for six years in elementary instruction at other public schools in Chicago, as a classroom teacher, school librarian, and summer school reading teacher for at-risk students. She was also the lead literacy teacher at Elizabeth Peabody Elementary. Ms. Carriere also serves as adjunct faculty at several Chicago-area universities, where she teaches undergraduate and graduate students in literacy instruction and student assessment. She has presented at the National Reading Conference and at the American Education Research Organization and is a member of the International Reading Association.

Nell K. Duke, Ed.D., is professor of teacher education and educational psychology (an affiliate of the program in school psychology) and co-director of the Literacy Achievement Research Center (LARC) at Michigan State University. Dr. Duke's work focuses on early literacy development and instruction, particularly among children living in poverty. She has received several awards for her research, including the National Reading Conference Early Career Achievement Award and the American Educational Research Association Early Career Award. She is co-author of numerous books, including *Reading and Writing Informational Text in the Primary Grades: Research-Based Practices* and *Literacy and the Youngest Learner: Best Practices for Educators of Children from Birth to Five.*

P. David Pearson, Ph.D., is dean of the Graduate School of Education at the University of California–Berkeley. Dr. Pearson's research focuses on practice and policy in literacy instruction and assessment. As dean of the College of Education at the University of Illinois at Urbana-Champaign, he co-directed the Center for the Study of Reading. He is a member of the National Academy of Education and has served as president of the National Reading Conference and on the board of directors

Appendix B *continued*

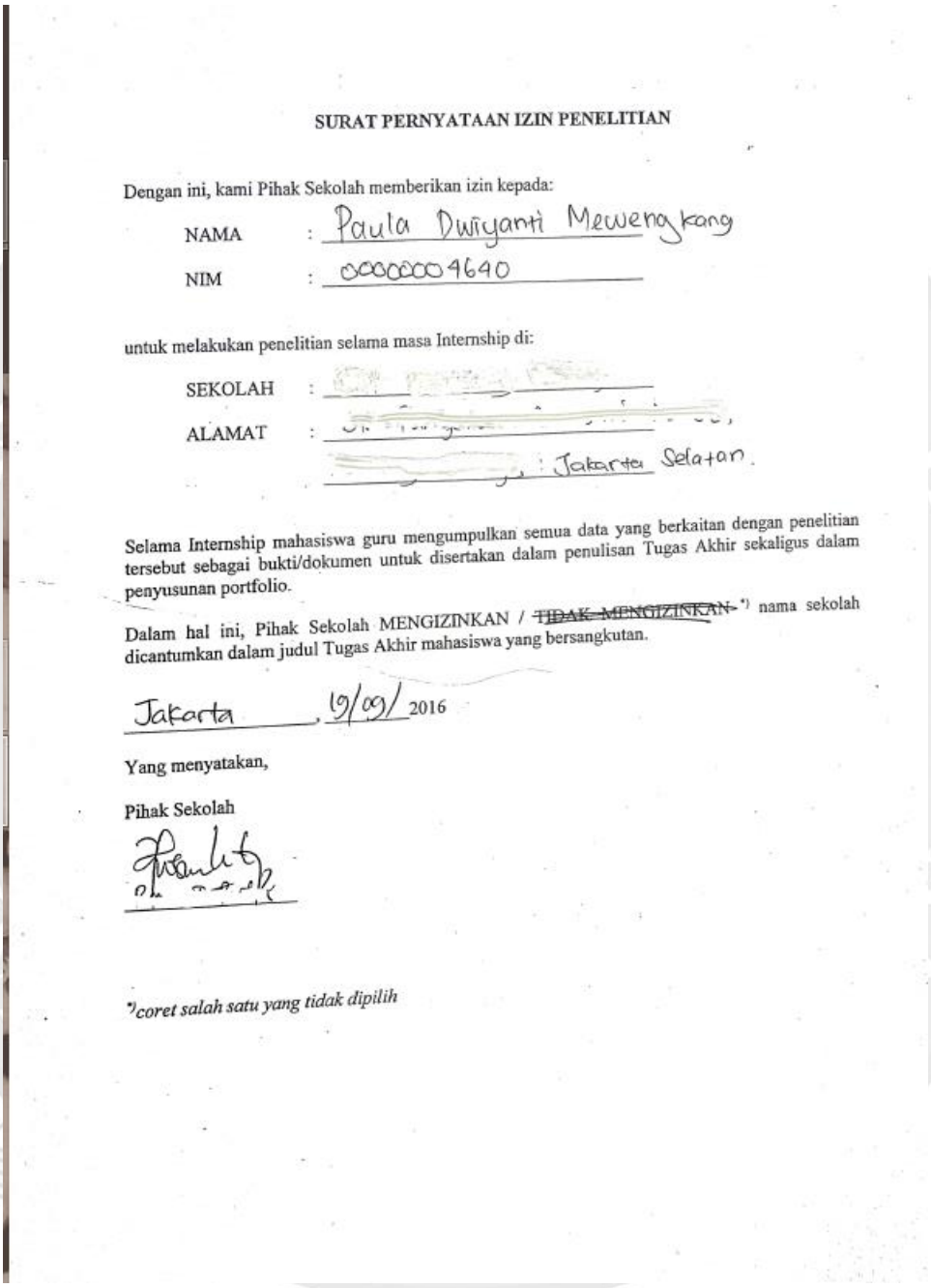
for the International Reading Association, the National Reading Conference, and the Association of American Colleges of Teacher Education. Dr. Pearson has received awards from the International Reading Association, the National Reading Conference, and the National Council of Teachers of English. He has published extensively on reading education, including the *Handbook of Reading Research*, now in its fourth printing, and *Learning to Read: Lessons for Effective Schools and Accomplished Teachers*.

Christopher Schatschneider, Ph.D., is professor of cognitive psychology at Florida State University and associate director of the Florida Center for Reading Research. Dr. Schatschneider's research includes identifying the skills contributing to reading ability and the use of these skills to identify children at risk for early reading problems. He serves on the National Early Literacy Panel and was the founding member of the Texas Institute for Measurement, Evaluation, and Statistics. Dr. Schatschneider has studied the impact of several components of reading instruction as the co-principal investigator for the *Phase 1 Early Reading Intervention Study: Getting Ready for Scale-up*. Dr. Schatschneider's published articles include "Effects of Intensive Reading Remediation for Second and Third Graders and a One Year Follow-Up," "Kindergarten Prediction of Reading Skills: A Longitudinal Comparative Analysis," and "Growth in Early Reading Skills from Kindergarten to Third Grade."

Joseph Torgesen, Ph.D., is a professor emeritus of psychology and education at Florida State University and director emeritus of the Florida Center for Reading Research. His research focuses on the psychology of reading and reading development, prevention and remediation of reading difficulties, and assessment. He is the author of approximately 190 articles, book chapters, books, and tests related to reading and learning disabilities. Dr. Torgesen is a past member of the board of directors of the Institute of Education Sciences. He received the Samuel T. Orton Award from the International Dyslexia Association for his contributions to the science of reading and dyslexia, and for his work supporting improved instructional practices in schools.

Appendix B

Appendix B- 1Research Permission from the School



SURAT PERNYATAAN IZIN PENELITIAN

Dengan ini, kami Pihak Sekolah memberikan izin kepada:

NAMA : Paula Dwiyanti Mewengkang

NIM : 0000000 4640

untuk melakukan penelitian selama masa Internship di:

SEKOLAH : [redacted]

ALAMAT : [redacted] Jakarta Selatan.

Selama Internship mahasiswa guru mengumpulkan semua data yang berkaitan dengan penelitian tersebut sebagai bukti/dokumen untuk disertakan dalam penulisan Tugas Akhir sekaligus dalam penyusunan portfolio.

Dalam hal ini, Pihak Sekolah MENGIZINKAN / ~~TIDAK MENGIZINKAN~~ *) nama sekolah dicantumkan dalam judul Tugas Akhir mahasiswa yang bersangkutan.

Jakarta, 19/09/ 2016

Yang menyatakan,

Pihak Sekolah

*) *coret salah satu yang tidak dipilih*

Appendix C

Appendix C- 1 Validation: Checklist Sheet

Validator 1

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

Research Problem Identification : The Analysis of Teacher's Strategies in Teaching Reading Comprehension

Instrument Name : Teacher's Checklist

No	Focus	Statments/Questions	Evaluation	
			No Need For Improvement	Need Improvement
1.	Teach students how to use reading comprehension strategies	I ask my students to predict what will happen next in the text that they read using their prior knowledge.	☑	
		I teach my students to ask questions related to the text that they read.	☑	
		I tell my students to visualize the text to help them understand better.	☑	
		I tell my students to reread the part of the text that they still do not understand.	☑	
		I teach my students how to draw inferences using some keywords from the text.	☑	
		I teach my students how to summarize the text they read.	☑	

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

2.	Teach students to identify and use text's organizational structure to comprehend, learn, and remember content	I teach my students to identify the characters, setting, goal, problem, plot or action, resolution, theme(s) as they read the text.	☑	
		I teach my students to identify the part that shows a description, sequence, problem and solution, cause and effect, compare and contrast from the text they read.	☑	
3.	Guide students through focused, high-quality discussion on the meaning of text	I discuss the text with my students.	☑	
		I ask questions to my students related to the text.	☑	
		I ask follow up questions to my students to help them think deeper about the text.	☑	
4.	Select texts purposefully to support comprehension development	I choose the text that age appropriate for third grade students to teach.	☑	
		I teach the students different type of genre.	☑	

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

		I teach the students how to choose a text that fit /appropriate for them.	☑	
5.	Establish an engaging and motivating context in which to teach reading comprehension	I motivate the students to read.	☑	
		I motivate the students to use the strategies that have been taught to understand the text better.	☑	

18 10 2016

Validator

Validator 2

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

Research Problem Identification : The Analysis of Teacher's Strategies in Teaching Reading Comprehension

Instrument Name : Teacher's Checklist

No	Focus	Statments/Questions	Evaluation	
			No Need For Improvement	Need Improvement
1.	Teach students how to use reading comprehension strategies	I ask my students to predict what will happen next in the text that they read using their prior knowledge.	☑	
		I teach my students to ask questions related to the text that they read.	☑	
		I tell my students to visualize the text to help them understand better.	☑	
		I tell my students to reread the part of the text that they still do not understand.	☑	
		I teach my students how to draw inferences using some keywords from the text.	☑	
		I teach my students how to summarize the text they read.	☑	

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

2.	Teach students to identify and use text's organizational structure to comprehend, learn, and remember content	I teach my students to identify the characters, setting, goal, problem, plot or action, resolution, theme(s) as they read the text.	☑	
		I teach my students to identify the part that shows a description, sequence, problem and solution, cause and effect, compare and contrast from the text they read.	☑	
3.	Guide students through focused, high-quality discussion on the meaning of text	I discuss the text with my students.	☑	
		I ask questions to my students related to the text.	☑	
		I ask follow up questions to my students to help them think deeper about the text.	☑	
4.	Select texts purposefully to support comprehension development	I choose the text that age appropriate for third grade students to teach.	☑	
		I teach the students different type of genre.	☑	

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

		I teach the students how to choose a text that fit /appropriate for them.	☑	
5.	Establish an engaging and motivating context in which to teach reading comprehension	I motivate the students to read.	☑	
		I motivate the students to use the strategies that have been taught to understand the text better.	☑	

Oct 13 2016

Validator

Appendix C- 2 Validation: Observation Sheet

Validator 1

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

Research Problem Identification : The Analysis of Teacher's Strategies in Teaching Reading Comprehension

Instrument Name : Observation Sheet

No	Focus	Statments/Questions	Evaluation	
			No Need For Improvement	Need Improvement
1.	Teach students how to use reading comprehension strategies	1a. What are some reading comprehension strategies that the teacher teach to the students? 1b. How does the teacher teach the students the comprehension strategies? (e.g. activating prior knowledge/predicting, questioning, visualizing, monitoring/clarifying/fix up, drawing inferences, summarizing/retelling)	☑	
2.	Teach students to identify and use text's organizational structure to comprehend, learn, and remember content	2a. What does the teacher explain to the students to help them identify the elements of structure (usually in a narrative text)? How does the teacher explain it to the	☑	

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

		students? (e.g. characters, setting, goal, problem, plot or action, resolution, theme(s)) 2b. What does the teacher teach the students to help them identify the structures of the text (usually the structures of informational/expository text)? If so, how does the teacher teach it? (e.g. description, sequence, problem and solution, cause and effect, compare and contrast)	☑	
3.	Engage students in discussion	3a. How does the teacher usually discuss a text with the students? 3b. What kind of questions that the teacher asks the students in the discussion to help them think deeper about the text?	☑ ☑	

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

4.	Select texts purposefully to support comprehension development	4a. What genre does the teacher usually use to teach reading comprehension to the students?	☑	
		4b. What kind of consideration does the teacher have when the teacher choose a reading text for the students?	☑	
		4c. Does the teacher give the students choice to choose their own text to read? What does the teacher do to help the students to choose text that appropriate for them?	☑	
5.	Motivate the students.	5a. What does the teacher do to motivate the students to read and understand the text better?	☑	
		5b. How does the teacher motivate the students to read more and understand the text better?	☑	

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

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Validator

Validator 2

Name of Researcher: Paula D Mewengkang INSTRUMENT VALIDATION SHEET

Research Problem Identification : The Analysis of Teacher's Strategies in Teaching Reading Comprehension

Instrument Name : Observation Sheet

No	Focus	Statments/Questions	Evaluation	
			No Need For Improvement	Need Improvement
1.	Teach students how to use reading comprehension strategies	1a. What are some reading comprehension strategies that the teacher teach to the students? 1b. How does the teacher teach the students the comprehension strategies? (e.g. activating prior knowledge/predicting, questioning, visualizing, monitoring/clarifying/fix up, drawing inferences, summarizing/retelling)	☑ ☑	
2.	Teach students to identify and use text's organizational structure to comprehend, learn, and remember content	2a. What does the teacher explain to the students to help them identify the elements of structure (usually in a narrative text)? How does the teacher explain it to the	☑	

Name of Researcher: Paula D Mewengkang INSTRUMENT VALIDATION SHEET

		students? (e.g. characters, setting, goal, problem, plot or action, resolution, theme(s)) 2b. What does the teacher teach the students to help them identify the structures of the text (usually the structures of informational/expository text)? If so, how does the teacher teach it? (e.g. description, sequence, problem and solution, cause and effect, compare and contrast)	☑	
3.	Engage students in discussion	3a. How does the teacher usually discuss a text with the students? 3b. What kind of questions that the teacher asks the students in the discussion to help them think deeper about the text?	☑ ☑	

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

4.	Select texts purposefully to support comprehension development	4a. What genre does the teacher usually use to teach reading comprehension to the students?	☑	
		4b. What kind of consideration does the teacher have when the teacher choose a reading text for the students?	☑	
		4c. Does the teacher give the students choice to choose their own text to read? What does the teacher do to help the students to choose text that appropriate for them?	☑	
5.	Motivate the students.	5a. What does the teacher do to motivate the students to read and understand the text better?	☑	
		5b. How does the teacher motivate the students to read more and understand the text better?	☑	

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

Oct 13, 2016

Validator

Appendix C- 3 Validation: Interview Sheet

Validator 1

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

Research Problem Identification : The Analysis of Teacher's Strategies in Teaching Reading Comprehension

Instrument Name : Teacher's Interview Sheet

No	Focus	Statments/Questions	Evaluation	
			No Need For Improvement	Need Improvement
1.	Teach students how to use reading comprehension strategies	1a. What are some reading comprehension strategies that you teach to your students? 1b. How do you teach your students the strategies? (e.g. activating prior knowledge/predicting, questioning, visualizing, monitoring/clarifying/fix up, drawing inferences, summarizing/retelling)	☑	
2.	Teach students to identify and use text's	2a. What do you explain to your students to help them identify the		

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

	organizational structure to comprehend, learn, and remember content	elements of structure (usually in a narrative text)? How do you explain it to your students? (e.g. characters, setting, goal, problem, plot or action, resolution, theme(s)) 2b. What do you teach to your students to help them identify the structures of the text (usually the structures of informational/expository text)? If so, how do you teach it? (e.g. description, sequence, problem and solution, cause and effect, compare and contrast)	☑	
3.	Guide students through focused, high-quality discussion on the meaning of text	3a. How do you usually discuss a text with your students? 3b. What kind of questions that you ask to your students in your discussion to help them think	☑ ☑	

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

		deeper about the text?		
4.	Select texts purposefully to support comprehension development	4a. What genre do you usually use to teach reading comprehension to your students?	✓	
		4b. What kind of consideration do you have when you choose a reading text for your students?	✓	
		4c. Do you give your students choice to choose their own text to read? What do you do to help the students to choose text that appropriate for them?	✓	
5.	Establish an engaging and motivating context in which to teach reading comprehension	5a. What do you do to motivate your students to read more and understand the text better?	✓	
		5b. How do you motivate your students to read more and	✓	

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

		understand the text better?		

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Validator

Validator 2

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

Research Problem Identification : The Analysis of Teacher's Strategies in Teaching Reading Comprehension

Instrument Name : Teacher's Interview Sheet

No	Focus	Statments/Questions	Evaluation	
			No Need For Improvement	Need Improvement
1.	Teach students how to use reading comprehension strategies	1a. What are some reading comprehension strategies that you teach to your students? 1b. How do you teach your students the strategies? (e.g. activating prior knowledge/predicting, questioning, visualizing, monitoring/clarifying/fix up, drawing inferences, summarizing/retelling)	☑	
2.	Teach students to identify and use text's	2a. What do you explain to your students to help them identify the		

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

	organizational structure to comprehend, learn, and remember content	elements of structure (usually in a narrative text)? How do you explain it to your students? (e.g. characters, setting, goal, problem, plot or action, resolution, theme(s)) 2b. What do you teach to your students to help them identify the structures of the text (usually the structures of informational/expository text)? If so, how do you teach it? (e.g. description, sequence, problem and solution, cause and effect, compare and contrast)	☑ ☑	
3.	Guide students through focused, high-quality discussion on the meaning of text	3a. How do you usually discuss a text with your students? 3b. What kind of questions that you ask to your students in your discussion to help them think	☑ ☑	

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

		deeper about the text?		
4.	Select texts purposefully to support comprehension development	4a. What genre do you usually use to teach reading comprehension to your students?	☑	
		4b. What kind of consideration do you have when you choose a reading text for your students?	☑	
		4c. Do you give your students choice to choose their own text to read? What do you do to help the students to choose text that appropriate for them?	☑	
5.	Establish an engaging and motivating context in which to teach reading comprehension	5a. What do you do to motivate your students to read more and understand the text better?	☑	
		5b. How do you motivate your students to read more and	☑	

Name of Researcher: Paula D Mewengkang **INSTRUMENT VALIDATION SHEET**

		understand the text better?		

Oct 13 2016

Validator

Appendix D

Appendix D- 1 Checklist

Teacher's Checklist

THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

Day, date: Monday October 24, 2016

Pages: | 1

Instruction:

Please put ✓ in the check column if you agree with the statement. Leave it blank if you do not agree with the statement.

Focus	No	Statement	Check
Teach students how to use reading comprehension strategies	1.	I ask my students to predict what will happen next in the text that they read using their prior knowledge.	
	2.	I teach my students to ask questions related to the text that they read.	✓
	3.	I tell my students to visualize the text to help them understand better.	
	4.	I tell my students to reread the part of the text that they still do not understand.	✓
	5.	I teach my students how to draw inferences using some keywords from the text.	
	6.	I teach my students how to summarize the text they read.	
Teach students to identify and use text's organizational structure to comprehend, learn, and remember content	7.	I teach my students to identify the characters, setting, goal, problem, plot or action, resolution, theme(s) as they read the text.	✓
	8.	I teach my students to identify the part that shows a description, sequence, problem and solution, cause and effect, compare and contrast from the text they read.	✓
Guide students through focused, high-quality discussion on the meaning	9.	I discuss the text with my students.	✓
	10.	I ask questions to my students related to the text.	✓
	11.	I ask follow up questions to my students to help	✓

Teacher's Checklist

THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

Day, date: Monday October 24, 2016

Pages: | 2

of text		them think deeper about the text.	
Select texts purposefully to support comprehension development	12.	I choose the text that age appropriate for third grade students to teach.	✓
	13.	I teach the students different type of genre.	✓
	14.	I teach the students how to choose a text that fit /appropriate for them.	
Establish an engaging and motivating context in which to teach reading comprehension	15.	I motivate the students to read	✓
	16	I motivate the students to use the strategies that have been taught to understand the text better.	✓

Additional notes:

Signature,

Teacher's Checklist

Day, date: Thursday, October 27, 2016

THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

Pages: | 1

Instruction:

Please put ✓ in the check column if you agree with the statement. Leave it blank if you do not agree with the statement.

Focus	No	Statement	Check
Teach students how to use reading comprehension strategies	1.	I ask my students to predict what will happen next in the text that they read using their prior knowledge.	
	2.	I teach my students to ask questions related to the text that they read.	
	3.	I tell my students to visualize the text to help them understand better.	✓
	4.	I tell my students to reread the part of the text that they still do not understand.	
	5.	I teach my students how to draw inferences using some keywords from the text.	
	6.	I teach my students how to summarize the text they read.	
Teach students to identify and use text's organizational structure to comprehend, learn, and remember content	7.	I teach my students to identify the characters, setting, goal, problem, plot or action, resolution, theme(s) as they read the text.	✓
	8.	I teach my students to identify the part that shows a description, sequence, problem and solution, cause and effect, compare and contrast from the text they read.	✓
Guide students through focused, high-quality discussion on the meaning	9.	I discuss the text with my students.	✓
	10.	I ask questions to my students related to the text.	✓
	11.	I ask follow up questions to my students to help	✓

Teacher's Checklist

Day, date: Thursday, October 27, 2016

THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

Pages: | 2

of text		them think deeper about the text.	
Select texts purposefully to support comprehension development	12.	I choose the text that age appropriate for third grade students to teach.	✓
	13.	I teach the students different type of genre.	
	14.	I teach the students how to choose a text that fit /appropriate for them.	✓
Establish an engaging and motivating context in which to teach reading comprehension	15.	I motivate the students to read	✓
	16	I motivate the students to use the strategies that have been taught to understand the text better.	✓

Additional notes:

Signature,

Teacher's Checklist

Day, date: Tuesday, November 1, 2016

THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

Pages: | 1

Instruction:

Please put ✓ in the check column if you agree with the statement. Leave it blank if you do not agree with the statement.

Focus	No	Statement	Check
Teach students how to use reading comprehension strategies	1.	I ask my students to predict what will happen next in the text that they read using their prior knowledge.	
	2.	I teach my students to ask questions related to the text that they read.	✓
	3.	I tell my students to visualize the text to help them understand better.	
	4.	I tell my students to reread the part of the text that they still do not understand.	✓
	5.	I teach my students how to draw inferences using some keywords from the text.	
	6.	I teach my students how to summarize the text they read.	✓
Teach students to identify and use text's organizational structure to comprehend, learn, and remember content	7.	I teach my students to identify the characters, setting, goal, problem, plot or action, resolution, theme(s) as they read the text.	✓
	8.	I teach my students to identify the part that shows a description, sequence, problem and solution, cause and effect, compare and contrast from the text they read.	✓
Guide students through focused, high-quality discussion on the meaning	9.	I discuss the text with my students.	✓
	10.	I ask questions to my students related to the text.	✓
	11.	I ask follow up questions to my students to help	✓

Teacher's Checklist

Day, date: Tuesday, November 1, 2016

THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

Pages: | 2

of text		them think deeper about the text.	
Select texts purposefully to support comprehension development	12.	I choose the text that age appropriate for third grade students to teach.	✓
	13.	I teach the students different type of genre.	✓
	14.	I teach the students how to choose a text that fit /appropriate for them.	
Establish an engaging and motivating context in which to teach reading comprehension	15.	I motivate the students to read	✓
	16	I motivate the students to use the strategies that have been taught to understand the text better.	✓

Additional notes:

Signature,

Teacher's Checklist

Day, date: Wednesday November 2, 2016

THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

Pages: | 1

Instruction:

Please put ✓ in the check column if you agree with the statement. Leave it blank if you do not agree with the statement.

Focus	No	Statement	Check
Teach students how to use reading comprehension strategies	1.	I ask my students to predict what will happen next in the text that they read using their prior knowledge.	
	2.	I teach my students to ask questions related to the text that they read.	
	3.	I tell my students to visualize the text to help them understand better.	
	4.	I tell my students to reread the part of the text that they still do not understand.	✓
	5.	I teach my students how to draw inferences using some keywords from the text.	
	6.	I teach my students how to summarize the text they read.	
Teach students to identify and use text's organizational structure to comprehend, learn, and remember content	7.	I teach my students to identify the characters, setting, goal, problem, plot or action, resolution, theme(s) as they read the text.	✓
	8.	I teach my students to identify the part that shows a description, sequence, problem and solution, cause and effect, compare and contrast from the text they read.	✓
Guide students through focused, high-quality discussion on the meaning	9.	I discuss the text with my students.	✓
	10.	I ask questions to my students related to the text.	✓
	11.	I ask follow up questions to my students to help	

Teacher's Checklist

Day, date: Wednesday November 2, 2016

THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

Pages: | 2

of text		them think deeper about the text.	
Select texts purposefully to support comprehension development	12.	I choose the text that age appropriate for third grade students to teach.	✓
	13.	I teach the students different type of genre.	
	14.	I teach the students how to choose a text that fit /appropriate for them.	
Establish an engaging and motivating context in which to teach reading comprehension	15.	I motivate the students to read	✓
	16	I motivate the students to use the strategies that have been taught to understand the text better.	✓

Additional notes:

Signature,

Appendix E

Appendix E- 1 Observation

First, October 24, 2016

Observation Sheet

Day, date: Monday, October 24, 2016
Time: 10.45-11.45, 14.20-14.50

THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

Pages: | 1

1a. What are some reading comprehension strategies that the teacher teach to the students?
Some strategies that the teacher teaches to the students are activating the prior knowledge, making connection, questioning, and clarifying.

1b. How does the teacher teach the students the comprehension strategies?
(e.g. activating prior knowledge/predicting, questioning, visualizing, monitoring/clarifying/fix up, drawing inferences, summarizing/retelling)

Activating prior knowledge:
The teacher ask some questions about animal and their habitats as the story for this week is talking about some kinds of animals and their habitats. The teacher also have the students read the selection vocabulary (habitats, rich, variety, patch, migrating, vast, prey, recognize) and give more explanation and discussion about it.

Questioning:
The teacher reads the students the focus question and asks the students to think about the focus question as they read it. The teacher also asks some questions as they are going to start the story for this week and encourage the students to ask question also as they read.

Clarifying:
The teacher teach the students how to clarify by go back to the previous sentence or word to make sure if they are not sure of the meaning of the word or sentence from the story.

Making Connection:
The teacher gives example how to make connection in the daily life by talking about different animal habitat – the wetland. The teacher says that back then in Florida there are some wetland and explains the size of it, we can walk on it, and there are some animals as live there as well.

2a. What does the teacher explain to the students to help them identify the elements of structure (usually in a narrative text)? How does the teacher explain it to the students? *(e.g. characters, setting, goal, problem, plot or action, resolution, theme(s))*
The teacher talk about the character a little bit in the beginning of the story as it is talking about the main character.

Observation Sheet

Day, date: Monday, October 24, 2016
Time: 10.45-11.45, 14.20-14.50

THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

Pages: | 2

2b. What does the teacher teach the students to help them identify the structures of the text (usually the structures of informational/expository text)? If so, how does the teacher teach it? *(e.g. description, sequence, problem and solution, cause and effect, compare and contrast)*

Classify and categorize:
The teacher uses a poster and explains that they are going to classify and categorize animals from the story that they read. The teacher also said that it is the same activity they have in Science lesson, since they are currently learning to classify living things.

Compare and contrast:
The teacher uses a thinking map (double bubble map to find the similarities and the difference of marsh and swamp.

3a. How does the teacher usually discuss a text with the students?
The teacher asks some questions to the students related to the story. He also connect it with the Science lesson since they are currently learning about classifying animals. The students take turn to read the story after, after one student read he ask some questions or give some explanation related to the story. Some students also have question during the discussion time

3b. What kind of questions that the teacher asks the students in the discussion to help them think deeper about the text?
Most of the questions that the teacher asks are questions with a short responds, such as:
Who is the character of the story? What is his job/work?
Does anyone have a wetland around the house? What do you see in animal like the one lion eyes if you light their eyes? Does anybody here in Indonesia ever seen any wildlife on the side of the road?

4a. What genre does the teacher usually use to teach reading comprehension to the students?
The story that they read for this week is narrative non-fiction story.

Day, date: Thursday, October 27, 2016
Time: 9.20-10.55

Observation Sheet
THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

1a. What are some reading comprehension strategies that the teacher teach to the students?
There are two comprehension strategies the teacher teaches in this session; they are making connection, and visualizing.

1b. How does the teacher teach the students the comprehension strategies?
(e.g. activating prior knowledge/predicting, questioning, visualizing, monitoring/clarifying/fix up, drawing inferences, summarizing/retelling)
Making connection:
The teacher shares his experience meeting some animals that are listed in the story, and the teacher also asks if any student have similar story with what he has that related to the story that they read.
Visualizing:
The teacher asks the students to picture the habitat that had been explained in the story in their mind.

2a. What does the teacher explain to the students to help them identify the elements of structure (usually in a narrative text)? How does the teacher explain it to the students? ***(e.g. characters, setting, goal, problem, plot or action, resolution, theme(s))***
The teacher explains how do some animal looks like when the students do not really know about the animal. The students were asking about bison and tick. The teacher also explains different setting used in the story as the animal habitats.

2b. What does the teacher teach the students to help them identify the structures of the text (usually the structures of informational/expository text)? If so, how does the teacher teach it? ***(e.g. description, sequence, problem and solution, cause and effect, compare and contrast)***
Facts and opinion:
The teacher explains that they can find many facts from the story. Some facts were written as a diagram. Some facts were written as notes in the bottom of the page.
Classify and categorize:

Second, October 27, 2016

Day, date: Monday, October 24, 2016
Time: 10.45-11.45, 14.20-14.50

Observation Sheet
THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

4b. What kind of consideration does the teacher have when the teacher choose a reading text for the students?
-

4c. Does the teacher give the students choice to choose their own text to read? What does the teacher do to help the students to choose text that appropriate for them?
-

5a. What does the teacher do to motivate the students to read and understand the text better?
The teacher motivates the students verbally.

5b. How does the teacher motivate the students to read more and understand the text better?
The teacher encourages them to use the comprehension strategies and the text structure (comprehension skills) to help them understand the story better. The teacher also encourages the students to read slowly in order to understand better.

Signature,

The teacher tells that they are going to classify and categorize as what they did in Science. The teacher makes a table on the board and writes the different place listed on the story such as bogs, marshes, swamps. They are listing the animals that live for each place/habitat.

3a. How does the teacher usually discuss a text with the students?

The teacher asks the students to finish reading the story and the students take turn to read a paragraph from the story. After each paragraph being read, the teacher will pause and talk about it with the students.

3b. What kind of questions that the teacher asks the students in the discussion to help them think deeper about the text?

The teacher asks some questions with long respond, such as:

Do you ever experience the same thing as in the story, meeting one of the animals in the story?

And question with short respond, such as:

From what author's point of you do you think this story was told?

What animals live in the bogs? What animals live in the marshes? What animals live in the swamps?

4a. What genre does the teacher usually use to teach reading comprehension to the students?

The story that they read for this week is narrative non-fiction story.

4b. What kind of consideration does the teacher have when the teacher choose a reading text for the students?

The book is not supposed to be too hard or too easy for the kids.

4c. Does the teacher give the students choice to choose their own text to read? What does the teacher do to help the students to choose text that appropriate for them?

Yes, the teacher gives the students freedom to choose their own book to read. The teacher asks the students to borrow the book that is not too short and too easy for them to read before they are going for library class and the will borrow some books from library.

5a. What does the teacher do to motivate the students to read and understand the text better?

The teacher asks the students to read in the spare time that they have in the class. The teacher try to do this to develop reading as habit for his students.

5b. How does the teacher motivate the students to read more and understand the text better?

When the teacher needs to talk with two of the kids, he gives time for the rest of the class to read the book that they just borrowed from library. When they are doing worksheet, some students that finish early can continue to read the book.

Signature,

1a. What are some reading comprehension strategies that the teacher teach to the students?

Some strategies that the teacher teaches to the students are activating prior knowledge, summarizing, clarifying, and questioning.

1b. How does the teacher teach the students the comprehension strategies?

(e.g. activating prior knowledge/predicting, questioning, visualizing, monitoring/clarifying/fix up, drawing inferences, summarizing/retelling)

Activating prior knowledge:

The teacher use the vocabulary warm up to activate the students prior knowledge. In the vocabulary warm up there are words like ancient, valuable, traders, kingdom, solution, deal, forms, and eventually, that they will find in the story that they are going to read as well.

Questioning:

The teacher give the students example some questions that they can ask as they read. The teacher also asks the students some questions. The teacher also read the focus question from the story that they read this week.

Clarifying:

The teacher reminds the student to read the story slowly, and reread it again if there is part that they do not understand.

Summarizing:

The teacher explains that they are going to learn how to summarize the story. They can summarize the story section-by-section or even after reading each page.

2a. What does the teacher explain to the students to help them identify the elements of structure (usually in a narrative text)? How does the teacher explain it to the students? ***(e.g. characters, setting, goal, problem, plot or action, resolution, theme(s))***

-

2b. What does the teacher teach the students to help them identify the structures of the text (usually the structures of informational/expository text)? If so, how does the teacher teach it? ***(e.g. description, sequence, problem and solution, cause and effect, compare and contrast)***

Classify and Categorize:

The teacher tells the students using a poster that they are also going to do some classify and categorize.

Problem and solution:

The teacher asks the students to find some problem and the solution of the problem as they read the story together about the history of money.

3a. How does the teacher usually discuss a text with the students?

The teacher asks the students to sit on the carpet. The students take turn to read the story, after one student read he ask some questions or give some explanation about the story. Sometimes the teacher also asks question to ask about the students' opinion. Some students also have question during the discussion time.

3b. What kind of questions that the teacher asks the students in the discussion to help them think deeper about the text?

The teacher asks the questions that help the students to think deeper about the text, such as:

Do you see the changes for each system? What's the different? What do you think the problem that we have now if we still use this kind of system? What are some problem and solution that you can find in the story?

4a. What genre does the teacher usually use to teach reading comprehension to the students?

The story that they read for this week is expository text.

4b. What kind of consideration does the teacher have when the teacher choose a reading text for the students?

-

4c. Does the teacher give the students choice to choose their own text to read? What does the teacher do to help the students to choose text that appropriate for them?

The teacher gives the student freedom to choose his or her own reading book. The teacher reminds the student to read the book that is not too easy or too hard for them. The book must be a book that appropriate for grade 3 and according to their reading level.

5a. What does the teacher do to motivate the students to read and understand the text better?

The teacher has kind of competition in the class for reading. The competition called bookadventure. The teacher also encourages the student to read in the spare time that they have before lunch or before the transition to another class.

5b. How does the teacher motivate the students to read more and understand the text better?

Bookadventure:

Bookadventure is the name of a website (www.bookadventure.com). In that website, the student can take an online test from the story they read. They then collect the points after they take some online test. The teacher will bring the students to the computer lab every Tuesday at 1.25 pm from them to take the test. They cannot take the test at home. For each 600 points that they earn, the teacher will give a candy for the student. The teacher also makes a car race that represents the student point in the class.

Reading time:

The teacher asks the student to read on his or her own. This activity called "Read to Self". The student can read a book that they borrow from reading room, from library, or the book in the

classroom-reading corner. The teacher asks the student to read and focus on their book and he also remind the student to ask question and use the other strategies as they read.

Signature,

Day, date:
Wednesday,
November 2, 2016
Time: 9.20-10.05

Observation Sheet
THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

Pages:
| 1

1a. What are some reading comprehension strategies that the teacher teach to the students?
The only strategy the teacher teaches in this session is clarifying.

1b. How does the teacher teach the students the comprehension strategies?
(e.g. activating prior knowledge/predicting, questioning, visualizing, monitoring/clarifying/fix up, drawing inferences, summarizing/retelling)
Clarifying:
The teacher asks the students to reread the story though they are already done reading the story that they have for this week to clarify some terms or part that the student might still do not understand.

2a. What does the teacher explain to the students to help them identify the elements of structure (usually in a narrative text)? How does the teacher explain it to the students? ***(e.g. characters, setting, goal, problem, plot or action, resolution, theme(s))***
-

2b. What does the teacher teach the students to help them identify the structures of the text (usually the structures of informational/expository text)? If so, how does the teacher teach it? ***(e.g. description, sequence, problem and solution, cause and effect, compare and contrast)***
Problem and solution: The teacher talks about some problem and solution from the story as they reread the story together. The teacher then draws a table to list some problems and its solution that they could find in the story.

3a. How does the teacher usually discuss a text with the students?
The teacher asks the students to sit on the carpet. The students take turn to reread the story, after one student read he add some explanation about the story. The teacher asks some question to make sure the student understand the story well.

Day, date:
Wednesday,
November 2, 2016
Time: 9.20-10.05

Observation Sheet
THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

Pages:
| 2

3b. What kind of questions that the teacher asks the students in the discussion to help them think deeper about the text?
The teacher asks the questions that help the students to think deeper about the text, such as:
What are some reasons people decide to use this system? What are some problems that you could find from each system?

4a. What genre does the teacher usually use to teach reading comprehension to the students?
The story that they read for this week is expository text.

4b. What kind of consideration does the teacher have when the teacher choose a reading text for the students?
-

4c. Does the teacher give the students choice to choose their own text to read? What does the teacher do to help the students to choose text that appropriate for them?
-

5a. What does the teacher do to motivate the students to read and understand the text better?
The teacher motivates the students to read and to understand the story better using some words of encouragement.

5b. How does the teacher motivate the students to read more and understand the text better?
The teacher encourages the students to reread the part of the story and the other comprehension strategies for them to understand the story better.

Signature,

Interview Sheet

Day, date: Thursday, November 3, 2016
Time: 8.35-9.10

THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

Pages: | 1

1a. What are some reading comprehension strategies that you teach to your students?

There are some reading comprehension strategies that I teach to my students, such as summarizing, clarifying, predicting, making connection, and visualizing. There are some more that I teach. It depends on the story.

1b. How does the teacher teach the students the comprehension strategies?
(e.g. activating prior knowledge/predicting, questioning, visualizing, monitoring/clarifying/fix up, drawing inferences, summarizing/retelling)

I tell the strategies before we start read the story, the focus strategy that they are going to learn from the story. I usually use a poster to explain it, and after that, I put the poster on the wall so that they can look at the poster and review it throughout the week. As we read the story together, I try to find a good point in the story where I can teach the students how to use the strategies to help the students understand the story better.

1b. How does the teacher teach the students the comprehension strategies?
(e.g. activating prior knowledge/predicting, questioning, visualizing, monitoring/clarifying/fix up, drawing inferences, summarizing/retelling)

We usually talk about character and the setting in the story while we read the story. We discuss each character as we read about what the character does in the story. For the setting, I usually talk about different setting in the place, and some place in the story is a real place. If the setting is a real place, I usually use it to make connection with their life.

The stories that we learn have different theme for each unit. For this week, our unit is about money. We just finish with the previous unit that talk about animals and their habitats. I usually talk about the theme in the beginning of each unit and as we are reading the story together. We also talks about different plot in the story as we read the story together. After we read a part the story together, I usually ask them some questions or give some explanation to help them remember different plot from the story that we just read. We also talks about problem and resolution sometimes, especially when we read a narrative text.

Interview Sheet

Day, date: Thursday, November 3, 2016
Time: 8.35-9.10

THE ANALYSIS OF GRADE 3 TEACHER'S OF XYZ SCHOOL STRATEGIES IN TEACHING STUDENTS' READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

Pages: | 2

2b. What does the teacher teach the students to help them identify the structures of the text (usually the structures of informational/expository text)? If so, how does the teacher teach it? *(e.g. description, sequence, problem and solution, cause and effect, compare and contrast)*

I teach the students about the structure of the text, but instead of call it the structure of the text; we call it as comprehension skills. Some of the comprehension skills that I teach to my students is classifying & categorize, author point of view, author's purpose, compare and contrast, fact opinion, cause and effect.

I usually teach this before I read the story using the poster. Then I put the poster on the wall so that the students can review it throughout the week. As I teach, I explain it more to the students. For example about author point of view, I teach them to identify the words that often be used if the point of view is the first or third person. As we read the story together, then I find some parts of the story that I can use to explain more about the structure of the text.

3a. How does the teacher usually discuss a text with the students?

I usually ask my students to sit on the carpet. I start to activate their prior knowledge so that it helps them to understand the story better. I usually ask them to read to vocabulary warm up first for them to be familiar with the story that we are going to read together. I have the students to take turn read story for each paragraph. I ask them some questions as we discuss about the story. Some students will also come up with some questions.

3b. What kind of questions that you ask to your students in your discussion to help them think deeper about the text?

I try to ask the students how and why type questions to help them thinking deeper about the text. I expect the kids to give me a longer respond, they need to give me at least 8 word sentence when the do respond. I want them to answer my question in detail, so that it can't be only 2 or 3 words sentence.

4a. What genre do you usually use to teach reading comprehension to your students?

All kinds of genre. I do not have specific one. I want my students to be familiar with all kinds of genre. For our weekly reading, I use the story from Imagine It! book. So usually, I just choose a story based on the order that the book has. In the Imagine It! itself there are so many kinds of genre that I can teach to my students.

4b. What kind of consideration do you have when you choose a reading text for your students?

The stories that can be integrate with other discipline. Reading that appropriate with their age for third grade level.

4c. Do you give your students choice to choose their own text to read? What do you do to help the students to choose text that appropriate for them?

No, for the story that we learn each week. As I said before that we use Imagine It! book from McGraw-Hill, for our weekly reading. I give them choice as they borrow the book from library or reading room. They can choose any book to read and for them to fill their reading log as well every week. I always tell them that they need choose the book that is not too hard and too easy for them. I tell my students, too hard means that there are 5 or more words that they do not understand in one page. Too easy means that are not so many words in the book, and they can just finish the book in 10-15 minutes.

5a. What do you do to motivate your students to read more and understand the text better?

I usually encourage them that reading is fun and different encouragement to help them enjoy reading. I also using sometimes that we have in the class to read. I also make a kind of reading competition for them.

5b. How do you motivate your students to read more and understand the text better?

In the beginning of the year, I encourage my students a lot verbally. I told them that reading is something fun to do. They need to try to do it every day. I hope after I tell them that, they will try to read every day and start to enjoy it even without me telling them to read anymore. I also teach

some comprehension strategies and comprehension skills to help them understand the text better and enjoy reading more.

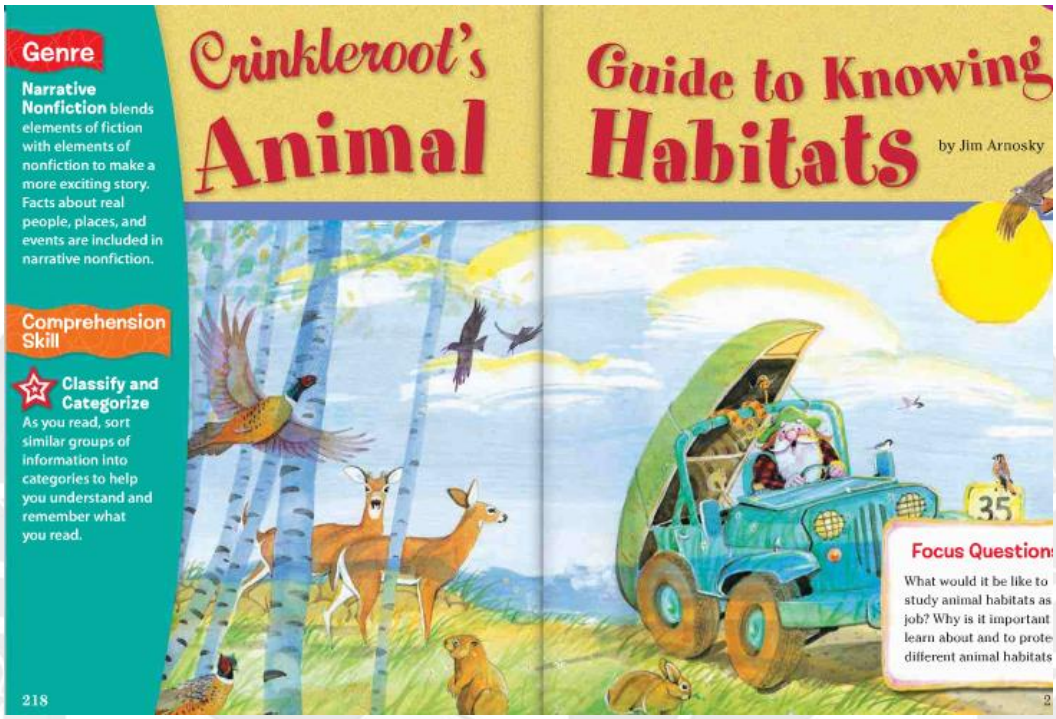
For book adventure, since it is an online program, I make an account for each student. Through that account, they can take an online test for the book that they read. The test contains with 5-10 multiple choice-type questions. The students only can take the test at school. I bring them to the computer lab every Tuesday for around 20 minutes for them to take the test. Since not all book is a book adventure book, so I keep reminding them to check if they can take the online text of the book that they read or not. I tell them that they can check the book is Book Adventure or not at home, but they can't take the test at home.

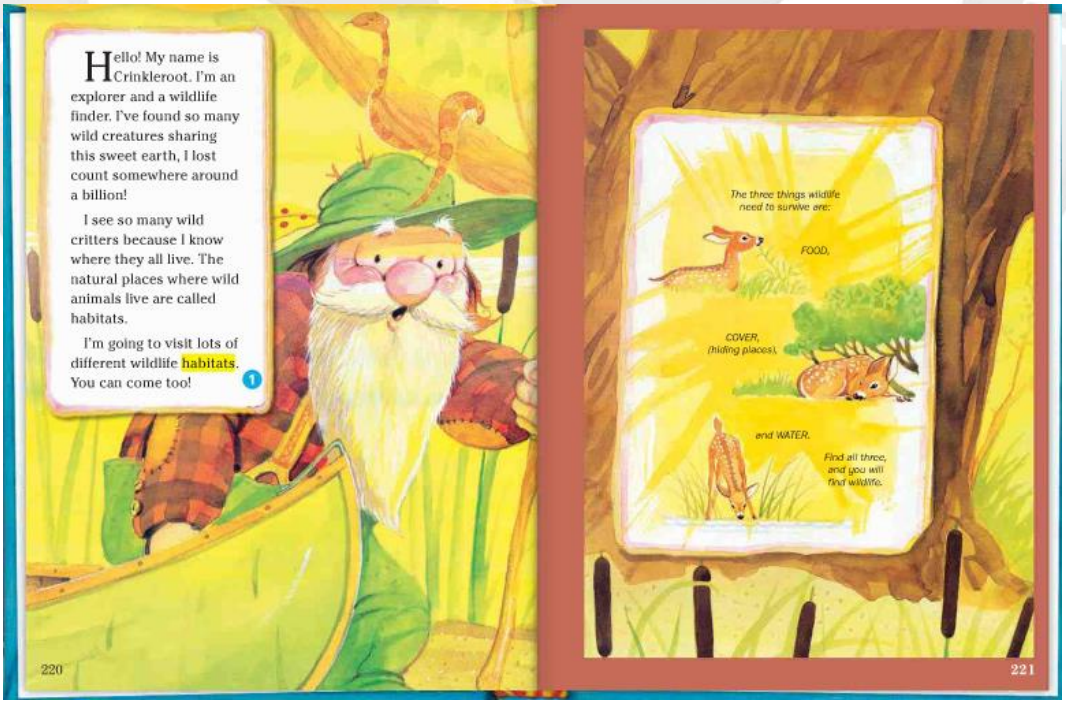
I make a car race in the wall class that represents their position or their points in bookadventure.com. For each 600 points that they earned from the test, I will give them a candy. This is just another external motivation, with expectation after they regularly read they would grow internal motivation to read.

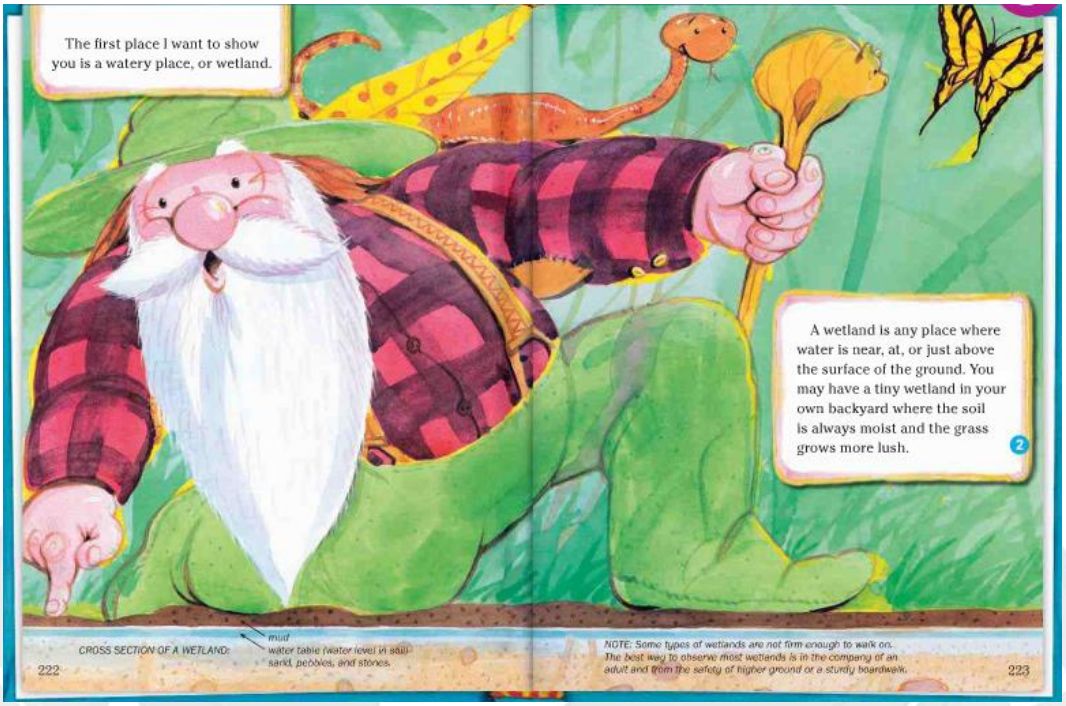
Signature,

Appendix G

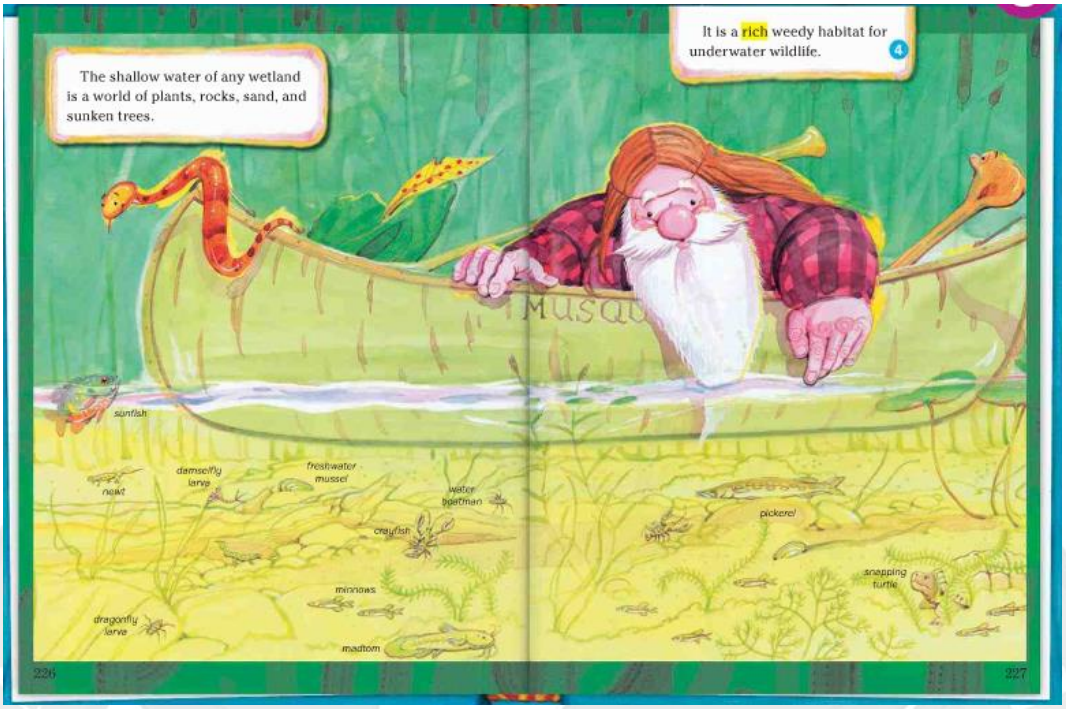
Appendix G- 1 Narrative Non-Fiction Story



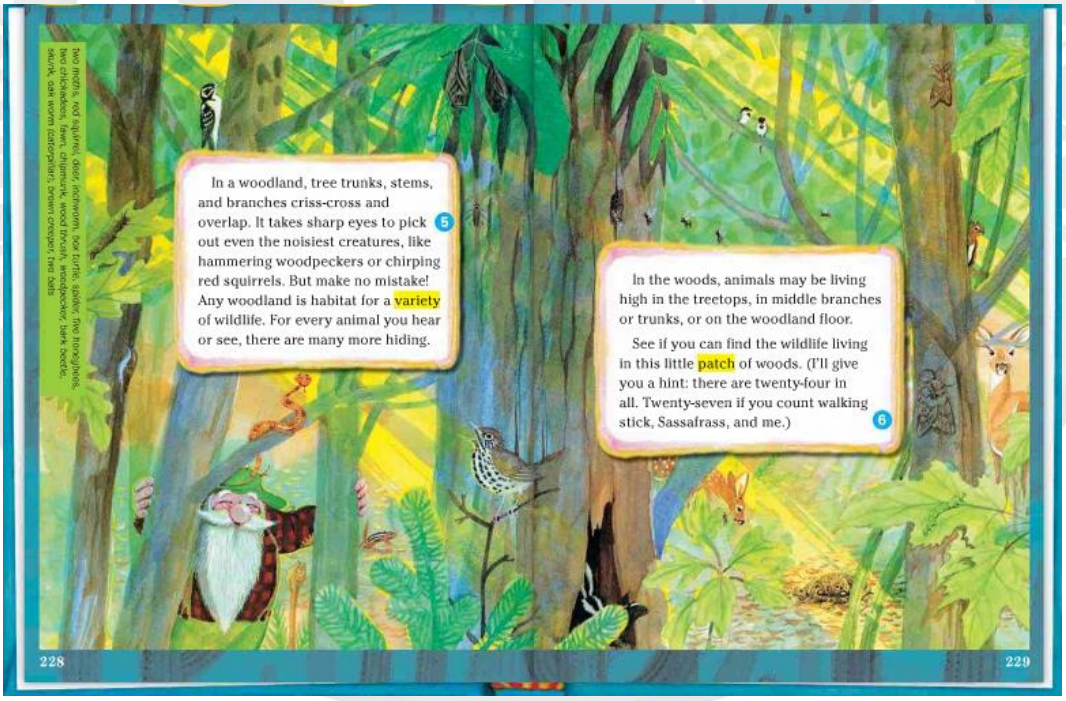



The first place I want to show you is a watery place, or wetland.
A wetland is any place where water is near, at, or just above the surface of the ground. You may have a tiny wetland in your own backyard where the soil is always moist and the grass grows more lush.
2
CROSS SECTION OF A WETLAND:
mud
water table (water level in soil)
sand, pebbles, and stones
NOTE: Some types of wetlands are not firm enough to walk on. The best way to observe most wetlands is in the company of an adult and from the safety of higher ground or a sturdy boardwalk.
222
223

The three most common wetlands are marshes, swamps, and bogs. A marsh is full of tall grasses, cattails, and reeds. Here water is above ground in many spots.
A swamp is a place where many woody plants grow and water covers nearly all the land.
Canada geese
great blue heron
mergansers
painted turtle
redwinged blackbird
mallards
bullfrog
muskrat
anhinga
egret
otter
alligator
mud turtle
little blue heron
water moccasin
A bog is a place where the land actually floats on water.
3
moose
224
225


The shallow water of any wetland is a world of plants, rocks, sand, and sunken trees.

It is a rich weedy habitat for underwater wildlife. 4

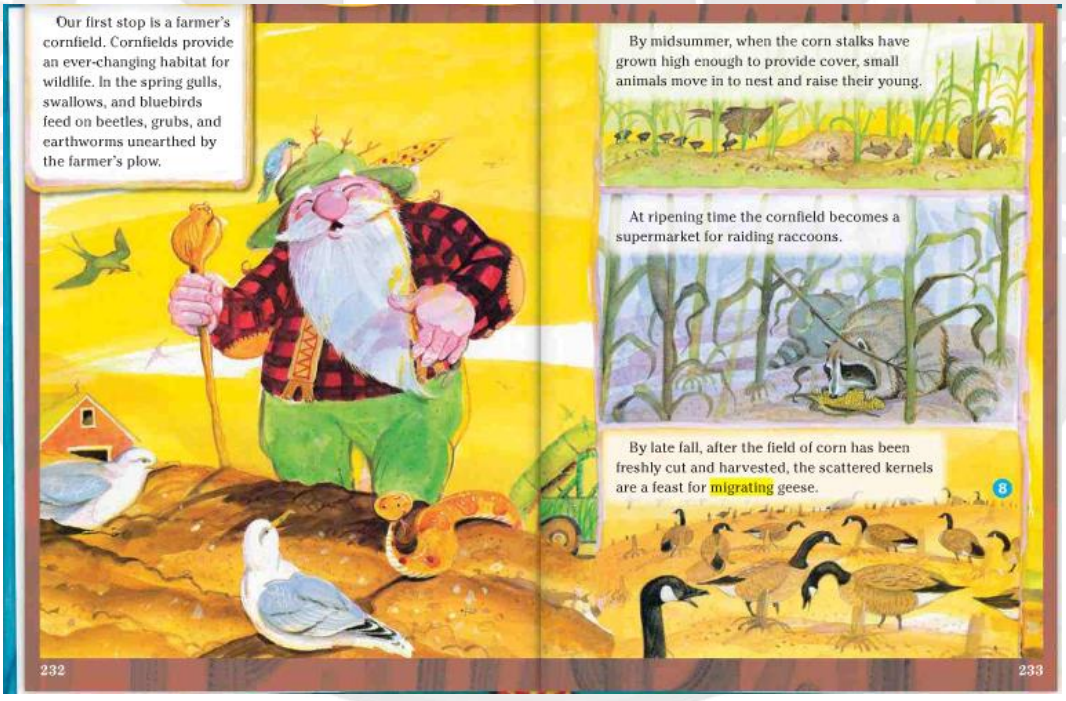

two moths, red squirrel, deer, inchworm, box turtle, spider, five honeybees, two chickadees, fawn, chipmunk, wood thrush, woodpecker, bark beetle, skunk, oak worm (caterpillar), brown creeper, two bats

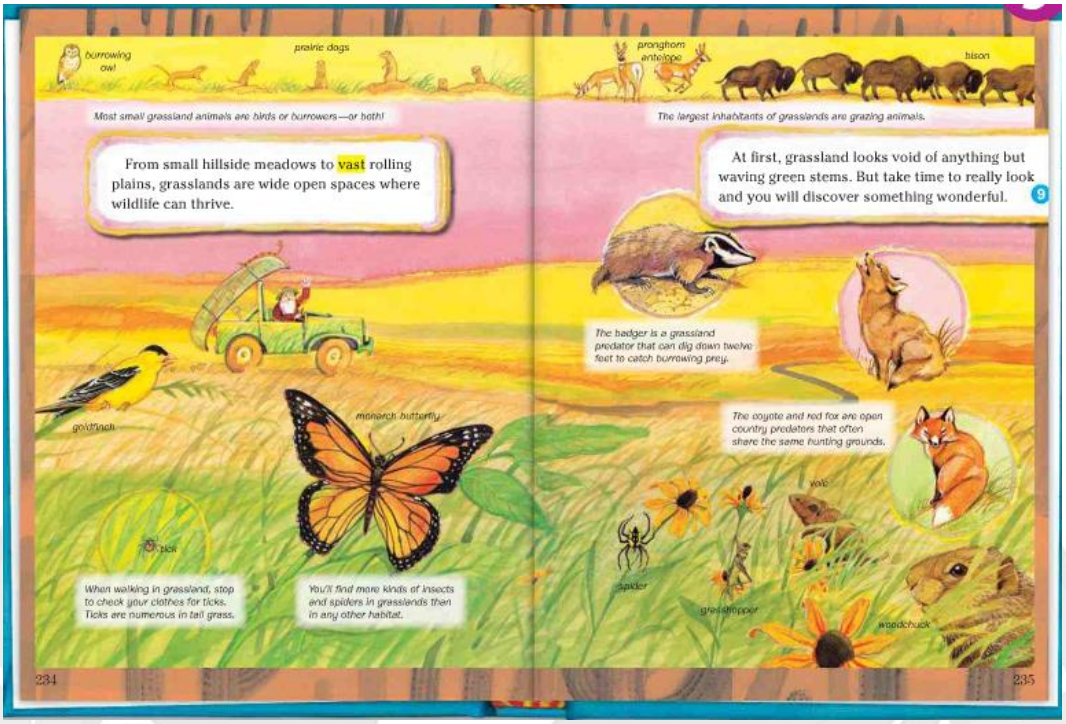
In a woodland, tree trunks, stems, and branches criss-cross and overlap. It takes sharp eyes to pick out even the noisiest creatures, like hammering woodpeckers or chirping red squirrels. But make no mistake! Any woodland is habitat for a variety of wildlife. For every animal you hear or see, there are many more hiding. 5

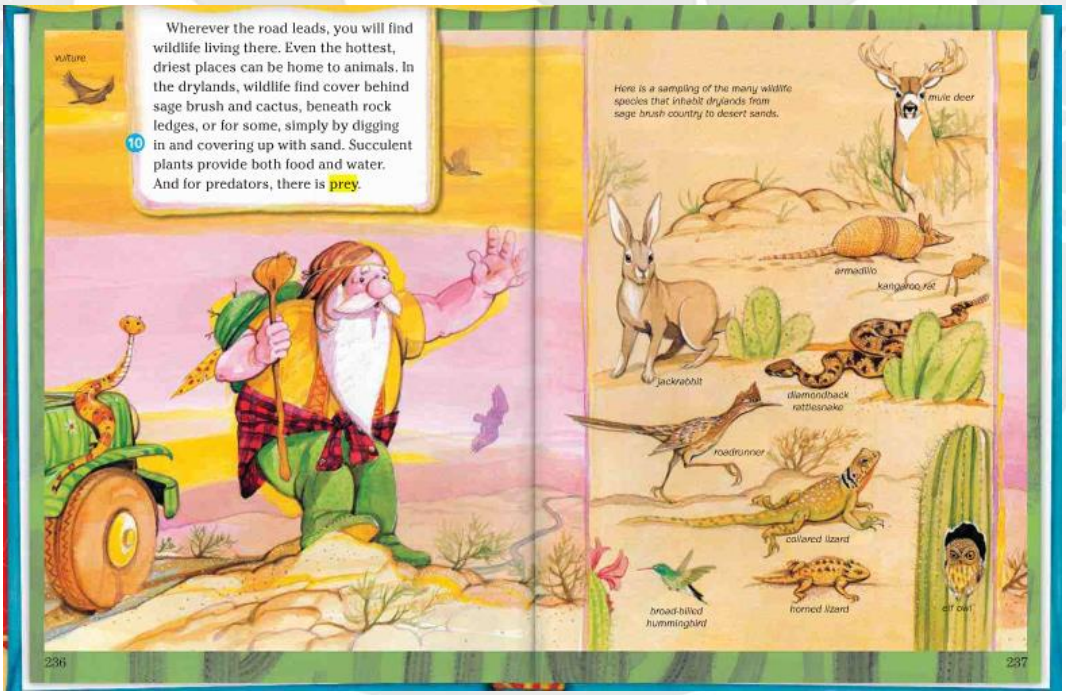
In the woods, animals may be living high in the treetops, in middle branches or trunks, or on the woodland floor.

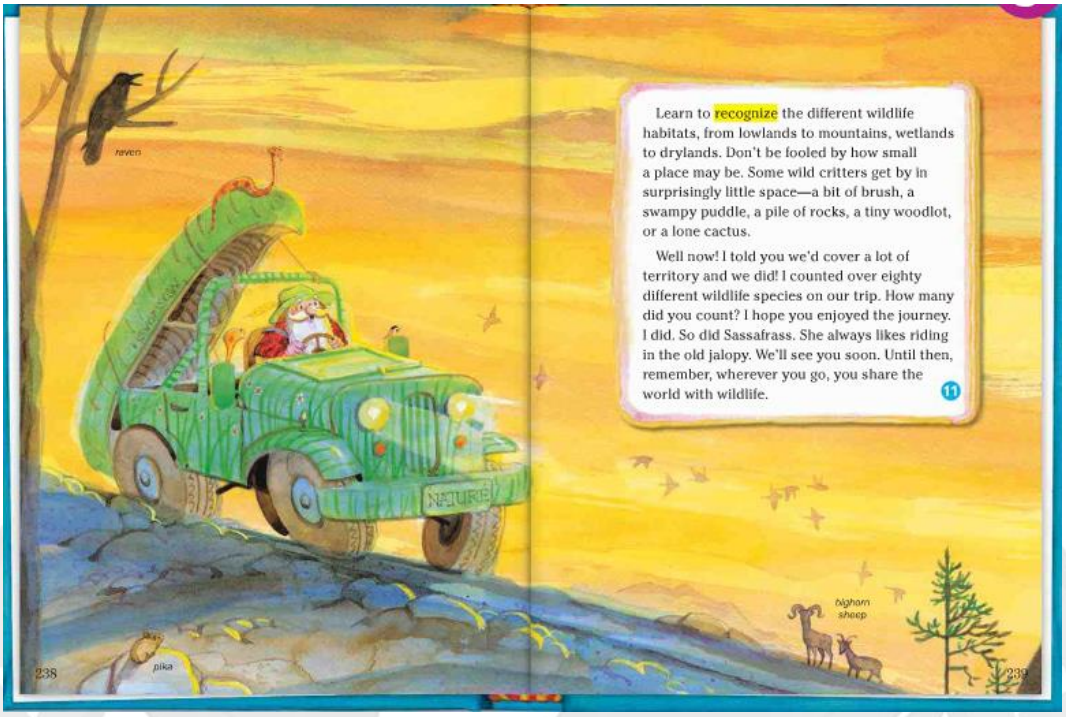
See if you can find the wildlife living in this little patch of woods. (I'll give you a hint: there are twenty-four in all. Twenty-seven if you count walking stick, Sassafrass, and me.) 6

Climb aboard my old jalopy! There are some interesting places I want to show you that are miles apart. Along the way, we're sure to spot some wildlife near the road.
crows
ring-necked pheasant
deer
woodchuck
Rabbits, deer, woodchucks, and other normally shy animals come out to the roadsides to feed on lush green plants growing in the open sunlight. 7
Roadsides are also hunting grounds for hungry crows, hawks, and kestrels.
red-tailed hawk
kestrel
35
MPH
NATURE
rabbit
230
231


Our first stop is a farmer's cornfield. Cornfields provide an ever-changing habitat for wildlife. In the spring gulls, swallows, and bluebirds feed on beetles, grubs, and earthworms unearthed by the farmer's plow.
By midsummer, when the corn stalks have grown high enough to provide cover, small animals move in to nest and raise their young.
At ripening time the cornfield becomes a supermarket for raiding raccoons.
By late fall, after the field of corn has been freshly cut and harvested, the scattered kernels are a feast for migrating geese. 8
232
233


burrowing owl
prairie dogs
Most small grassland animals are birds or burrowers—or both!
From small hillside meadows to vast rolling plains, grasslands are wide open spaces where wildlife can thrive.
goldfinch
monarch butterfly
tick
When walking in grassland, stop to check your clothes for ticks. Ticks are numerous in tall grass.
You'll find more kinds of insects and spiders in grasslands than in any other habitat.
234
pronghorn antelope
bison
The largest inhabitants of grasslands are grazing animals.
At first, grassland looks void of anything but waving green stems. But take time to really look and you will discover something wonderful.
9
The badger is a grassland predator that can dig down twelve feet to catch burrowing prey.
The coyote and red fox are open country predators that often share the same hunting grounds.
vole
spider
grasshopper
woodchuck
235

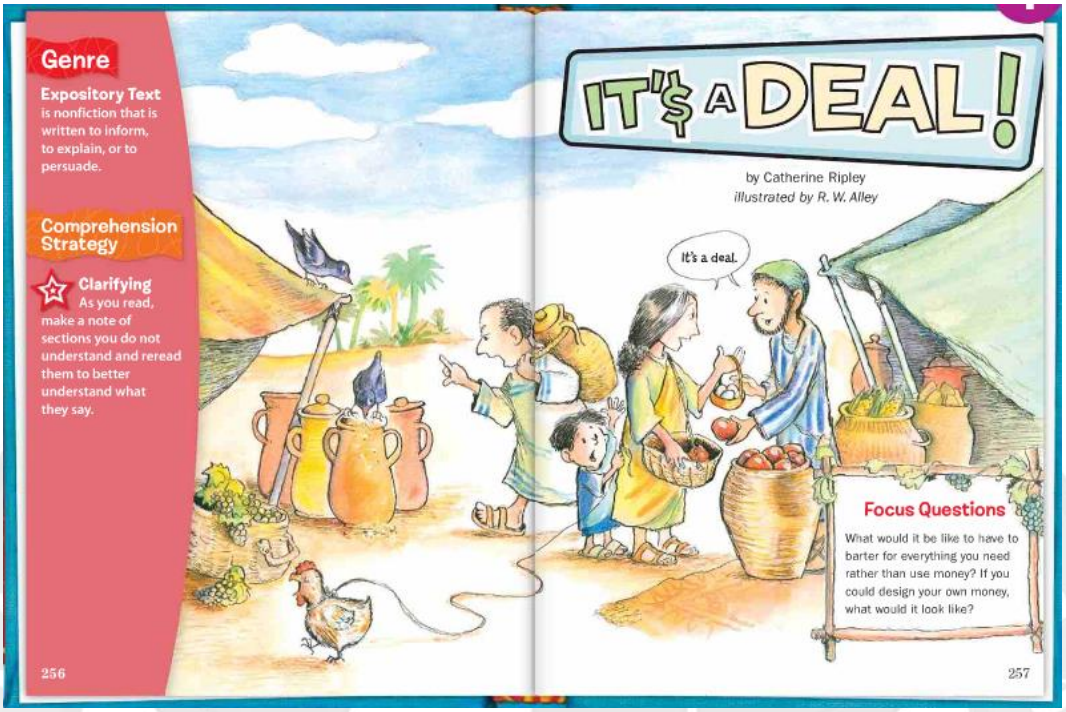

vulture
Wherever the road leads, you will find wildlife living there. Even the hottest, driest places can be home to animals. In the drylands, wildlife find cover behind sage brush and cactus, beneath rock ledges, or for some, simply by digging in and covering up with sand. Succulent plants provide both food and water. And for predators, there is prey.
10
Here is a sampling of the many wildlife species that inhabit drylands from sage brush country to desert sands.
mule deer
armadillo
kangaroo rat
jackrabbit
diamondback rattlesnake
roadrunner
collared lizard
broad-billed hummingbird
horned lizard
elf owl
236
237



Learn to recognize the different wildlife habitats, from lowlands to mountains, wetlands to drylands. Don't be fooled by how small a place may be. Some wild critters get by in surprisingly little space—a bit of brush, a swampy puddle, a pile of rocks, a tiny woodlot, or a lone cactus.

Well now! I told you we'd cover a lot of territory and we did! I counted over eighty different wildlife species on our trip. How many did you count? I hope you enjoyed the journey. I did. So did Sassafrass. She always likes riding in the old jalopy. We'll see you soon. Until then, remember, wherever you go, you share the world with wildlife.

Appendix G- 2 Expository Text



Genre

Expository Text is nonfiction that is written to inform, to explain, or to persuade.

Comprehension Strategy

Clarifying As you read, make a note of sections you do not understand and reread them to better understand what they say.

IT'S A DEAL!

by Catherine Ripley
illustrated by R. W. Alley

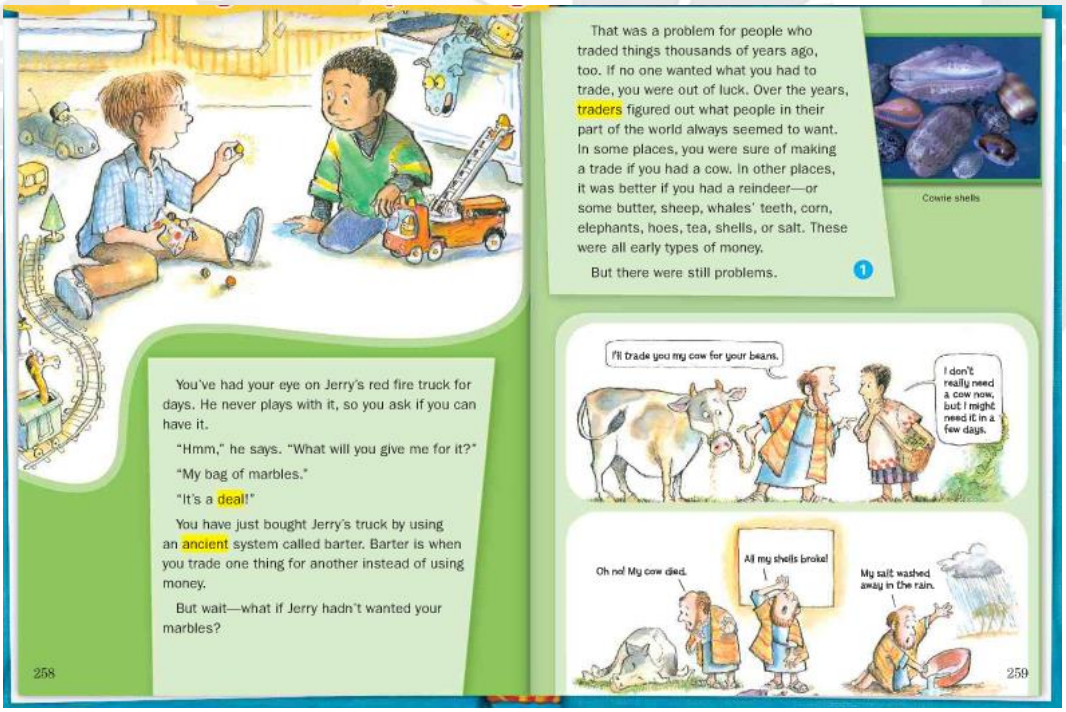
It's a deal.

Focus Questions

What would it be like to have to barter for everything you need rather than use money? If you could design your own money, what would it look like?

256

257



You've had your eye on Jerry's red fire truck for days. He never plays with it, so you ask if you can have it.

"Hmm," he says. "What will you give me for it?"

"My bag of marbles."

"It's a deal!"

You have just bought Jerry's truck by using an ancient system called barter. Barter is when you trade one thing for another instead of using money.

But wait—what if Jerry hadn't wanted your marbles?

That was a problem for people who traded things thousands of years ago, too. If no one wanted what you had to trade, you were out of luck. Over the years, traders figured out what people in their part of the world always seemed to want. In some places, you were sure of making a trade if you had a cow. In other places, it was better if you had a reindeer—or some butter, sheep, whales' teeth, corn, elephants, hoes, tea, shells, or salt. These were all early types of money.

But there were still problems. 1

Cowrie shells

I'll trade you my cow for your beans.

I don't really need a cow now, but I might need it in a few days.

Oh no! My cow died.

All my shells broke!

My salt washed away in the rain.

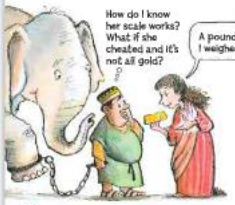
258

259

People needed something better to barter. After a while, they started using valuable metals to trade. Everybody likes gold and silver and copper!

An ancient Egyptian wall painting of metalworkers weighing gold

When people first started bartering with metal, they used bars and chunks of all different sizes. The heavier your piece of metal, the more you could buy. This meant new problems. People had to weigh their pieces of metal every time they wanted to buy something.



Sometimes traders marked their metal ahead of time to show how much each piece weighed—but there were problems with that way of doing things, too.

Finally people in a country called Lydia figured out a solution. Almost three thousand years ago, they stamped their king's special mark, a lion's head, on each piece of metal used for money in the kingdom. The lion's head was the king's promise that each piece was worth exactly what it was supposed to be worth. Since the kings of Lydia had always been known for their honesty, people everywhere trusted their stamps. 2

A coin from Lydia

Early coins from around the world

Early paper money from China

Soon lots of countries were making their own stamped coins. But eventually people got tired of carrying around all that metal. More problems!

So traders started carrying notes that promised they had enough coins at home to buy the goods they wanted. These notes were the earliest forms of the paper money we use today. 3

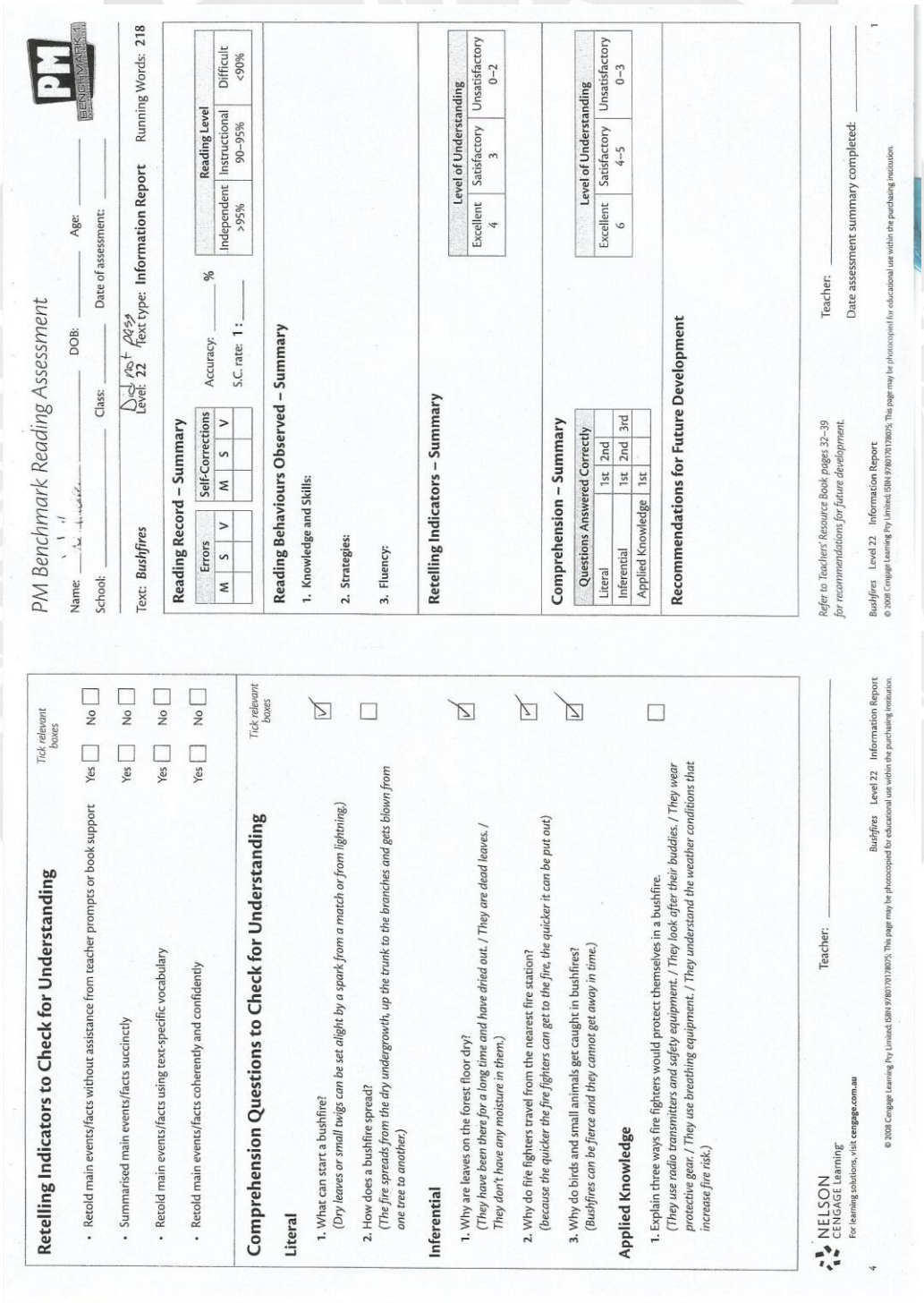
Coins and paper money from around the world

Money has changed a lot since the people of Lydia stamped coins with the royal lion's head. But the idea is still the same. To get exactly what you want from someone else, you still need to hand over something of yours—whether it's a whale's tooth, a bag of marbles, or a quarter. Only then can you say, "It's a deal!" 4

Appendix H

Appendix H- 1 Reading Assessment Term 1

Low



PM Benchmark Reading Assessment

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

Text: *Bushfires* Level: 22 Text type: **Information Report** Running Words: 218

Reading Record – Summary

Errors			Self-Corrections		
M	S	V	M	S	V

Accuracy: _____ %

S.C. rate: 1 : _____

Reading Level		
Independent >95%	Instructional 90–95%	Difficult <90%

Reading Behaviours Observed – Summary

1. Knowledge and Skills:
2. Strategies:
3. Fluency:

Retelling Indicators – Summary

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0–2

Comprehension – Summary

Questions Answered Correctly	1st	2nd	3rd
Literal			
Inferential			
Applied Knowledge			

Level of Understanding		
Excellent 6	Satisfactory 4–5	Unsatisfactory 0–3

Recommendations for Future Development

Refer to Teachers' Resource Book pages 32–39 for recommendations for future development.

Teacher: _____

Date assessment summary completed: _____

Bushfires Level 22 Information Report 1

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Retelling Indicators to Check for Understanding *Tick relevant boxes*

- Retold main events/facts without assistance from teacher prompts or book support — Yes ☐ No ☐
- Summarised main events/facts succinctly — Yes ☐ No ☐
- Retold main events/facts using text-specific vocabulary — Yes ☐ No ☐
- Retold main events/facts coherently and confidently — Yes ☐ No ☐

Comprehension Questions to Check for Understanding *Tick relevant boxes*

Literal

1. What can start a bushfire? ☑
   (Dry leaves or small twigs can be set alight by a spark from a match or from lightning.)
2. How does a bushfire spread? ☐
   (The fire spreads from the dry undergrowth, up the trunk to the branches and gets blown from one tree to another.)

Inferential

1. Why are leaves on the forest floor dry? ☑
   (They have been there for a long time and have dried out. / They are dead leaves. / They don't have any moisture in them.)
2. Why do fire fighters travel from the nearest fire station? ☑
   (because the quicker the fire fighters can get to the fire, the quicker it can be put out)
3. Why do birds and small animals get caught in bushfires? ☑
   (Bushfires can be fierce and they cannot get away in time.)

Applied Knowledge

1. Explain three ways fire fighters would protect themselves in a bushfire. ☐
   (They use radio transmitters and safety equipment. / They look after their buddies. / They wear protective gear. / They use breathing equipment. / They understand the weather conditions that increase fire risk.)

Teacher: _____

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4 Bushfires Level 22 Information Report

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Reading Record Text: *Bushfires* Level: 22

Book orientation	*This is a non-fiction text. It is an information report about bushfires.*

Text	E	S.C.	Errors M S V	S.C. M S V
A fire that starts in a bush or forest is a bushfire. A bushfire usually begins when dry leaves or small twigs are set alight by a spark from a match or from lightning. In places where the land is very hot and dry, bushfires spread quickly. Dry undergrowth on the forest floor catches fire first. Then the fire spreads up tree trunks to the large branches. Strong winds blow sparks from one tree to the next. Before long, a large part of the bush can burst into flames. People who put out bushfires are called fire fighters. They travel from the nearest fire station to the bushfire in a truck. The truck is fitted with long hoses. Water from a tank on the truck is pumped onto the fire until it stops burning. Helicopters with large fire buckets are used to control some huge fires. Bushfires can be fierce. Sometimes people have to move out of their homes if a fire comes too close. 165 Wildlife can get caught in bushfires and die. When trees are burnt, birds and small animals have to find somewhere else to live.				

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Reading Record continued

Text	E	S.C.	Errors M S V	S.C. M S V
Some plants need heat and smoke from a fire for their seeds to grow. So, after a bushfire, new green shoots can often be seen sprouting from the blackened ground. 218				
Total				

Reading Behaviours Observed During the Reading Record

1. Knowledge and skills — Extending *Tick relevant boxes*

- Automatically recognised high-frequency words in the text ☐
- Accurately decoded most text-specific vocabulary ☐

2. Strategies — Extending *Tick relevant boxes*

Able to process text effectively by:

- Adjusting pace to text type, or text difficulty ☐
- Predicting ☐
- Attending to meaning ☐
- Searching for print details ☐
- Cross-checking to confirm ☐
- Self-correcting ☐

3. Fluency *Tick the relevant box*

- Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding ☐
- Read some of the text with natural rhythm and phrasing reflecting understanding ☐
- Read the text with irregular phrasing reflecting limited understanding ☐
- Read the text word-by-word reflecting limited or no understanding ☐

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Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold main events/facts without assistance from teacher prompts or book support — Yes ☐ No ☐
- Summarised main events/facts succinctly — Yes ☐ No ☐
- Retold main events/facts using text-specific vocabulary — Yes ☐ No ☐
- Retold main events/facts coherently and confidently — Yes ☐ No ☐

Comprehension Questions to Check for Understanding

Tick relevant boxes

Literal

1. Why was Zoe feeling annoyed with herself? ☑
   (because she couldn't ski very far without falling over)
2. What were the three things that Steve taught Zoe to do? ☑
   (how to turn, how to move and how to control her board)

Inferential

1. Why was Zoe surprised to see Steve with her father? ☑
   (because she didn't expect to see a champion snowboarder)
2. Why couldn't Zoe stop smiling? ☑
   (because a champion snowboarder was going to give her a lesson)
3. After her lesson, why did Zoe say 'Snowboarding is a lot more fun than skiing'? ☑
   (because she could snowboard without falling over)

Applied Knowledge

1. Explain what Steve meant when he said that Zoe was a natural. ☑
   (She found it easy to snowboard. / She learnt all her moves very quickly.)

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Teacher: _____

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PM Benchmark Reading Assessment

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

Text: ***The Snowboard Lesson*** Level: **24** Text type: **Narrative** Running Words: **220**

Reading Record – Summary

Errors			Self-Corrections			Accuracy: _____ %	Reading Level		
M	S	V	M	S	V	S.C. rate: 1 : _____	Independent >95%	Instructional 90–95%	Difficult <90%

Reading Behaviours Observed – Summary

1. **Knowledge and Skills:**
2. **Strategies:**
3. **Fluency:**

Retelling Indicators – Summary

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0–2

Comprehension – Summary

Questions Answered Correctly			
Literal	1st	2nd	
Inferential	1st	2nd	3rd
Applied Knowledge	1st		

Level of Understanding		
Excellent 6	Satisfactory 4–5	Unsatisfactory 0–3

Recommendations for Future Development

Refer to Teachers' Resource Book pages 32–39 for recommendations for future development.

Teacher: _____

Date assessment summary completed: _____

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Reading Record Text: *The Snowboard Lesson* Level: 24

Book orientation	*This is a fiction text. It is a narrative about Zoe trying to learn to ski. Help comes from an unexpected person.*

Text	E	S.C.	Errors M S V	S.C. M S V
Zoe was feeling annoyed with herself. She had been so sure that learning to ski would be easy, but she still couldn't manage to move more than a short distance before toppling over. Zoe didn't notice her dad approaching until he was standing beside her. Then she realised he had someone with him. "It's Steve Morris!" she thought. She was very surprised. Steve was a champion snowboarder and had competed in the Olympic Games. She was even more surprised when Dad said, "I've been telling Steve how good you are on a skateboard. He thinks you should swap your skis for a snowboard. He'll even give you some lessons. What would you like to do?" Zoe couldn't stop smiling. "That sounds fantastic," she replied. "Is it really easier than skiing?" Steve laughed. "You'll probably fall and get a few bumps and bruises at first," he answered. "But it's very similar to skateboarding." 152 Within ten minutes, Zoe was ready, and she followed Steve to the lower slopes. Once there, she carefully				

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Reading Record continued

Text	E	S.C.	Errors M S V	S.C. M S V
watched and copied his movements exactly. He taught her how to turn and move and control her board. When Dad went over to see how Zoe was getting on, Steve said, "I thought she'd find snowboarding easy. She's a natural." "Snowboarding is a lot more fun than skiing!" laughed Zoe. 220				
Total				

Reading Behaviours Observed During the Reading Record

1. Knowledge and skills — Extending *Tick relevant boxes*

- Automatically recognised high-frequency words in the text ☐
- Accurately decoded most text-specific vocabulary ☐

2. Strategies — Extending *Tick relevant boxes*

Able to process text effectively by:

- Adjusting pace to text type, or text difficulty ☐
- Predicting ☐
- Attending to meaning ☐
- Searching for print details ☐
- Cross-checking to confirm ☐
- Self-correcting ☐

3. Fluency *Tick the relevant box*

- Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding ☐
- Read some of the text with natural rhythm and phrasing reflecting understanding ☐
- Read the text with irregular phrasing reflecting limited understanding ☐
- Read the text word-by-word reflecting limited or no understanding ☐

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Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold main events/facts without assistance from teacher prompts or book support — Yes ☐ No ☐
- Summarised main events/facts succinctly — Yes ☐ No ☐
- Retold main events/facts using text-specific vocabulary — Yes ☐ No ☐
- Retold main events/facts coherently and confidently — Yes ☐ No ☐

Comprehension Questions to Check for Understanding

Tick relevant boxes

Literal

1. What made the children think that the dog was ferocious? ☑
   (because they heard a savage growl)
2. What were two things that showed Angie was scared of the dog? ☑
   (She said she was scared. / She hid behind her brother. / She clung to her brother's arm. / She shook with fear.)

Inferential

1. Why did the children think the dog belonged to the elderly man? ☑
   (They didn't hear the barking until after the man had moved into the house.)
2. How do you know that Brent was also afraid of the dog? ☑
   (He didn't want to come face-to-face with it. / He pictured the dog attacking them. / He suggested they run across to the other side of the street.)
3. How did Angie feel when she realised the elderly man had a bird and not a ferocious dog? ☑
   (She felt relieved. / She was no longer frightened.)

Applied Knowledge

1. If you were in Brent's position, describe how you would protect a younger sister or brother. ☑
   (walk home a different way / avoid going past that house / cross to the other side of the road well before the house)
2. Explain why an elderly man would keep a bird that could bark like a ferocious dog. ☑
   (to let people think he had a dog / to protect himself)

Vocabulary

1. Replace the verb 'emerged' in this sentence: *The owner emerged with a cockatoo.* ☑
   (came out / appeared / came into view)

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Teacher: _____

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PM Benchmark Reading Assessment

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: _____

Text: ***Charlie*** Level: **28** Text type: **Narrative** Running Words: **240**

Reading Record – Summary

Errors			Self-Corrections		
M	S	V	M	S	V

Accuracy: _____ %

S.C. rate: 1 : _____

Reading Level		
Independent >95%	Instructional 90–95%	Difficult <90%

Reading Behaviours Observed – Summary

1. **Knowledge and Skills:**
2. **Strategies:**
3. **Fluency:**

Retelling Indicators – Summary

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0–2

Comprehension – Summary

Questions Answered Correctly			
Literal	1st	2nd	
Inferential	1st	2nd	3rd
Applied Knowledge	1st	2nd	
Vocabulary	1st		

Level of Understanding		
Excellent 8	Satisfactory 6–7	Unsatisfactory 0–5

Recommendations for Future Development

Refer to Teachers' Resource Book pages 32–39 for recommendations for future development.

Teacher: _____

Date assessment summary completed: _____

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High

H-5

Reading Record Text: *Charlie* Level: 28

Book orientation	*This is a fiction text. It is a narrative about a brother and sister who hear the sound of a dog barking as they walk home from school.*

Text	E	S.C.	Errors M S V	S.C. M S V
Yesterday, when Brent and Angie were walking home from school, they heard the sound of a ferocious dog barking. An elderly man had moved into the vacant house a few doors away from where they lived, so they presumed the dog belonged to him. "I'm scared, Brent," Angie admitted. "I hope that dog doesn't run out and attack us!" "It's okay, Angie," Brent said reassuringly. "Let's walk quickly and we'll soon be home." The next afternoon, when they neared the house again, they heard a savage growl, "Grrr... grrr... grrr!" Angie was really frightened. She clung to her brother's arm and hid behind him, shaking with fear. "Come on, let's hurry," Brent suggested. Neither of them wanted to come face-to-face with a creature that could make a terrifying noise like that! Just as they quickened their pace and were about to make a hasty detour across the road, the front door of the house was flung open. 154 "Run!" Brent shouted. He pictured an enormous dog, with razor sharp teeth, charging out of the house, clearing the fence and attacking them. But instead of a ferocious dog, the owner emerged with a cockatoo				

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Reading Record continued

Text	E	S.C.	Errors M S V	S.C. M S V
perched on his shoulder. "Hello!" the cockatoo squawked. "Grrr... woof... woof... woof!" it barked. "Oh, it's only a bird!" Angie laughed. "I thought you had a savage dog," she said to the man. "No! This is Charlie," the man smiled, as he scratched the yellow comb on top of the cockatoo's head. 240				
Total				

Reading Behaviours Observed During the Reading Record

1. Knowledge and skills — Extending *Tick relevant boxes*

- Automatically recognised high-frequency words in the text ☐
- Accurately decoded most text-specific vocabulary ☐

2. Strategies — Extending *Tick relevant boxes*

Able to process text effectively by:

- Adjusting pace to text type, or text difficulty ☐
- Predicting ☐
- Attending to meaning ☐
- Searching for print details ☐
- Cross-checking to confirm ☐
- Self-correcting ☐

3. Fluency *Tick the relevant box*

- Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding ☐
- Read some of the text with natural rhythm and phrasing reflecting understanding ☐
- Read the text with irregular phrasing reflecting limited understanding ☐
- Read the text word-by-word reflecting limited or no understanding ☐

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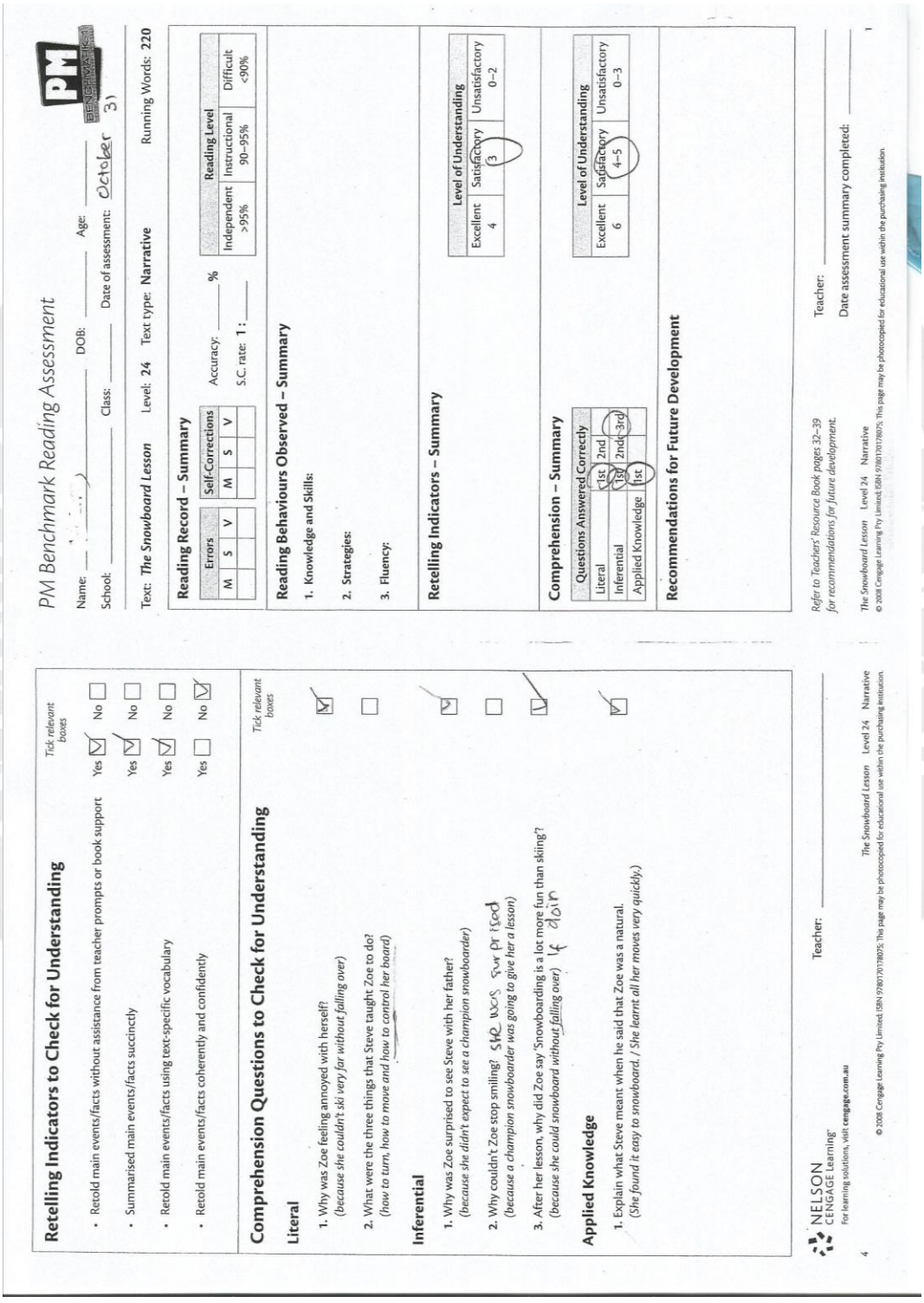
H-9

Appendix H- 2 Reading Assessment Term 2

Low



PM Benchmark Reading Assessment

Name: _____ DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: October 31

Text: *The Snowboard Lesson* Level: 24 Text type: Narrative Running Words: 220

Reading Record – Summary

Errors			Self-Corrections			Accuracy: ____ %	Reading Level		
M	S	V	M	S	V	S.C. rate: 1 : ____	Independent >95%	Instructional 90–95%	Difficult <90%

Reading Behaviours Observed – Summary

1. Knowledge and Skills:

2. Strategies:

3. Fluency:

Retelling Indicators – Summary

Level of Understanding		
Excellent	Satisfactory	Unsatisfactory
4	(3)	0–2

Comprehension – Summary

Questions Answered Correctly				Level of Understanding		
Literal	(1st)	2nd		Excellent	Satisfactory	Unsatisfactory
Inferential	(1st)	(2nd)	3rd	6	(4–5)	0–3
Applied Knowledge	(1st)					

Recommendations for Future Development

Refer to Teachers' Resource Book pages 32–39 for recommendations for future development.

Teacher: _____

Date assessment summary completed: _____

The Snowboard Lesson Level 24 Narrative

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1

Retelling Indicators to Check for Understanding — *Tick relevant boxes*

- Retold main events/facts without assistance from teacher prompts or book support — Yes ☑ No ☐
- Summarised main events/facts succinctly — Yes ☑ No ☐
- Retold main events/facts using text-specific vocabulary — Yes ☑ No ☐
- Retold main events/facts coherently and confidently — Yes ☐ No ☒

Comprehension Questions to Check for Understanding — *Tick relevant boxes*

Literal

1. Why was Zoe feeling annoyed with herself? *(because she couldn't ski very far without falling over)* ☑
2. What were the three things that Steve taught Zoe to do? *(how to turn, how to move and how to control her board)* ☐

Inferential

1. Why was Zoe surprised to see Steve with her father? *(because she didn't expect to see a champion snowboarder)* ☑
2. Why couldn't Zoe stop smiling? She was so pr ised *(because a champion snowboarder was going to give her a lesson)* ☐
3. After her lesson, why did Zoe say 'Snowboarding is a lot more fun than skiing?' *(because she could snowboard without falling over)* If didn ☑

Applied Knowledge

1. Explain what Steve meant when he said that Zoe was a natural. *(She found it easy to snowboard. / She learnt all her moves very quickly.)* ☑

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Teacher: _____

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Reading Record Text: *The Snowboard Lesson* Level: 24

Book orientation	*This is a fiction text. It is a narrative about Zoe trying to learn to ski. Help comes from an unexpected person.*

Text	E	S.C.	Errors M S V	S.C. M S V
Zoe was feeling annoyed with herself. She had been so sure that learning to ski would be easy, but she still couldn't manage to move more than a short distance before toppling over. Zoe didn't notice her dad approaching until he was standing beside her. Then she realised he had someone with him. "It's Steve Morris!" she thought. She was very surprised. Steve was a champion snowboarder and had competed in the Olympic Games. She was even more surprised when Dad said, "I've been telling Steve how good you are on a skateboard. He thinks you should swap your skis for a snowboard. He'll even give you some lessons. What would you like to do?" Zoe couldn't stop smiling. "That sounds fantastic," she replied. "Is it really easier than skiing?" Steve laughed. "You'll probably fall and get a few bumps and bruises at first," he answered. "But it's very similar to skateboarding." 152 Within ten minutes, Zoe was ready, and she followed Steve to the lower slopes. Once there, she carefully		1		

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Reading Record continued

Text	E	S.C.	Errors M S V	S.C. M S V
watched and copied his movements exactly. He taught her how to turn and move and control her board. When Dad went over to see how Zoe was getting on, Steve said, "I thought she'd find snowboarding easy. She's a natural." "Snowboarding is a lot more fun than skiing!" laughed Zoe. 220				
Total		1		

Reading Behaviours Observed During the Reading Record

1. Knowledge and skills — Extending *Tick relevant boxes*

- Automatically recognised high-frequency words in the text ☐
- Accurately decoded most text-specific vocabulary ☐

2. Strategies — Extending *Tick relevant boxes*

Able to process text effectively by:

- Adjusting pace to text type, or text difficulty ☐
- Predicting ☐
- Attending to meaning ☐
- Searching for print details ☐
- Cross-checking to confirm ☐
- Self-correcting ☐

3. Fluency *Tick the relevant box*

- Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding ☐
- Read some of the text with natural rhythm and phrasing reflecting understanding ☑
- Read the text with irregular phrasing reflecting limited understanding ☐
- Read the text word-by-word reflecting limited or no understanding ☐

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Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold main events/facts without assistance from teacher prompts or book support — Yes ☑ No ☐
- Summarised main events/facts succinctly — Yes ☑ No ☐
- Retold main events/facts using text-specific vocabulary — Yes ☑ No ☐
- Retold main events/facts coherently and confidently — Yes ☐ No ☑

Comprehension Questions to Check for Understanding

Tick relevant boxes

Literal

1. Why was it Brad's turn to cut the lemon meringue pie? ☑
   (because it had been Annie's turn to cut the chocolate cake the day before)
2. How did Mum teach Brad and Annie to share properly? ☑
   (She said Annie was to cut and Brad was to choose first.)

Inferential

1. When it was their turn, why did Annie and Brad always choose the bigger 'half'? ☑
   (because they were greedy / because the other one had chosen the biggest one last time / because they were hungry / because they didn't know how to share properly) they like it so much
2. Why did Brad complain when Mum said that it was Annie's turn to cut the watermelon? ☐
   (He thought Annie would not cut them evenly and would take the bigger piece for herself.)
3. How do you think Annie will cut the watermelon? ☑
   (down the middle / into two even pieces / exactly in half)

Applied Knowledge

1. Explain why Mum didn't cut the watermelon herself. ☑
   (because if she had done it, the children wouldn't have learnt how to share properly)
2. Explain why the author wrote a story about sharing. The author want to teach people to share ☑
   (because many children don't know how to share)

Vocabulary

1. Replace the adverb 'properly' in this sentence: *"I'll have to find a way to help them learn how to share properly."* ☑
   (fairly / correctly)

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Teacher: _____

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PM Benchmark Reading Assessment

Name: [illegible] DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: Nov 3

Text: ***The Bigger Half*** Level: **26** Text type: **Narrative** Running Words: **220**

Reading Record – Summary

Errors			Self-Corrections			Accuracy: _____ %	Reading Level		
M	S	V	M	S	V	S.C. rate: 1 : _____	Independent >95%	Instructional 90–95%	Difficult <90%

Reading Behaviours Observed – Summary

1. **Knowledge and Skills:**
2. **Strategies:**
3. **Fluency:**

Retelling Indicators – Summary

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0–2

Comprehension – Summary

Questions Answered Correctly			
Literal	1st	2nd	
Inferential	1st	2nd	3rd
Applied Knowledge	1st	2nd	
Vocabulary	1st		

Level of Understanding		
Excellent 8	Satisfactory 6–7	Unsatisfactory 0–5

Recommendations for Future Development

Refer to Teachers' Resource Book pages 32–39 for recommendations for future development.

Teacher: _____

Date assessment summary completed: _____

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Reading Record

Text: *The Bigger Half*

Level: 26

Book orientation	*This is a fiction text. It is a narrative about an argument between a brother and a sister.*

Text	E	S.C.	Errors M S V	S.C. M S V
"I know this is your favourite dessert," said Mum, "so you can have half each." My brother and I eyed the lemon meringue pie with its smooth filling and fluffy topping. Brad cut the pie into two pieces, slid one onto his plate and took a huge (error) mouthful. "Mum!" I yelled. "That's not fair because Brad's piece is enormous!" My brother's best subject at school was maths, but I'd always believed he was terrible at fractions. Every time it was his turn to cut something in half, he managed to give me the smaller half. "Well, I'm just getting even with you," he argued. "Yesterday, when Mum said we could have the last of the chocolate cake, you cut yourself a massive piece that was much bigger than mine! So you've got no one to blame now but yourself." And he went right on gobbling up the pie. "He's right," Mum thought. 152 "I'll have to find a way to help them learn how to share properly." The next afternoon, Mum placed a large piece of watermelon and a knife on the table.		\		

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Reading Record continued

Text	E	S.C.	Errors M S V	S.C. M S V
"Today there will be no complaints about who has the bigger half," she announced. "Annie, it's your turn to cut." "Hey! That's not... " Brad complained. "And Brad," interrupted Mum, "you get to choose which piece you would like!" 220				
Total		\		

Reading Behaviours Observed During the Reading Record

1. Knowledge and skills — Extending

Tick relevant boxes

- Automatically recognised high-frequency words in the text ☐
- Accurately decoded most text-specific vocabulary ☐

2. Strategies — Extending

Tick relevant boxes

Able to process text effectively by:

- Adjusting pace to text type, or text difficulty ☐
- Predicting ☐
- Attending to meaning ☐
- Searching for print details ☐
- Cross-checking to confirm ☐
- Self-correcting ☐

3. Fluency

Tick the relevant box

- Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding ☐
- Read some of the text with natural rhythm and phrasing reflecting understanding ☐
- Read the text with irregular phrasing reflecting limited understanding ☐
- Read the text word-by-word reflecting limited or no understanding ☐

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High

Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold main events/facts without assistance from teacher prompts or book support — Yes ☑ No ☐
- Summarised main events/facts succinctly — Yes ☑ No ☐
- Retold main events/facts using text-specific vocabulary — Yes ☑ No ☐
- Retold main events/facts coherently and confidently — Yes ☑ No ☐

Comprehension Questions to Check for Understanding

Tick relevant boxes

Literal

1. How did the shop manager know what the boys had found? ☑
   (He saw them on the in-store security camera.)
2. Why did the manager reward the boys with a voucher? ☑
   (because they had been honest / because they gave the wallet to him)

Inferential

1. Why did James speak defensively to the store manager? ☑
   (He was feeling a bit guilty because he had thought about using the money to buy the boots. / He did not want the store manager to accuse him of stealing.) so that the manager will understand what happen.
2. Why do shops have in-store security cameras? ☑
   (to prevent stealing)
3. What could Connor's mum have been thinking when she saw the store manager with the boys? ☑
   (She might have thought they were in trouble.) got punish

Applied Knowledge

1. Explain why the boys made the right decision. ☐
   (They were honest. / Mum would have known if they had spent the money on boots. / The store manager knew that they had picked up the wallet.) ~~Bad~~
2. Explain why children have to realise that everything they do has consequences. ☑
   (Answers will vary.) They will do anything they want if kids don't know

Vocabulary

1. Replace the adverb 'tentatively' in this sentence: *James stooped to pick up the wallet and tentatively peered inside.* ☐
   (hesitantly / cautiously) I don't know

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Teacher: _____

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PM Benchmark Reading Assessment

PM BENCHMARK 1

Name: [redacted] DOB: _____ Age: _____

School: _____ Class: _____ Date of assessment: Nov 3

Text: ***The Wallet*** Level: **29** Text type: **Narrative** Running Words: **240**

Reading Record – Summary

Errors			Self-Corrections			Accuracy: _____ %	Reading Level		
M	S	V	M	S	V	S.C. rate: 1 : _____	Independent >95%	Instructional 90–95%	Difficult <90%

Reading Behaviours Observed – Summary

1. **Knowledge and Skills:**
2. **Strategies:**
3. **Fluency:**

Retelling Indicators – Summary

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0–2

Comprehension – Summary

Questions Answered Correctly			
Literal	(1st)	(2nd)	
Inferential	(1st)	(2nd)	(3rd)
Applied Knowledge	1st	(2nd)	
Vocabulary	1st		

Level of Understanding		
Excellent 8	Satisfactory 6–7	Unsatisfactory 0–5

Recommendations for Future Development

Refer to Teachers' Resource Book pages 32–39 for recommendations for future development.

Teacher: _____

Date assessment summary completed: _____

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Reading Record Text: *The Wallet* Level: 29

Book orientation	*This is a narrative about two boys and an important decision they have to make.*

Text	E	S.C.	Errors M S V	S.C. M S V
"I'll meet you at the sports shop in about fifteen minutes," Connor's mother called to the boys cheerfully, and as they entered the shopping complex. "I'm going into the clothing shop next door."	1			
Connor and James darted off to look at the new season's footy boots.				
"I really need a new pair, but I don't have enough pocket money," James said dejectedly.				
It was then that Connor spotted the wallet lying on the floor. James stooped to pick it up and tentatively peered inside. He glanced at Connor in disbelief as he flicked through the wad of notes.				
"This would be more than enough for both of us to buy new footy boots," James calculated. "Nobody can see us here because we're hidden by that rack of clothes!" he reasoned. "What do you think we should do, Connor?" he asked, looking at Connor uneasily.	1			
Connor briefly considered their options, then said firmly, "We both know what we should do." 158				
James nodded in agreement.				
As they headed towards the counter, the shop manager appeared before them. "We found this wallet on the floor," James said defensively.				

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Reading Record continued

Text	E	S.C.	Errors M S V	S.C. M S V
"Yes, I know; I was observing you from my office on the in-store security camera," the manager explained. At that moment, Connor's mum came into the shop. She saw the manager holding the wallet. "These boys have been very honest," the manager reassured her, "and I'm rewarding them with a voucher to spend in my shop!" 240				
Total	2			

Reading Behaviours Observed During the Reading Record

1. Knowledge and skills — Extending *Tick relevant boxes*

- Automatically recognised high-frequency words in the text ☐
- Accurately decoded most text-specific vocabulary ☐

2. Strategies — Extending *Tick relevant boxes*

Able to process text effectively by:

- Adjusting pace to text type, or text difficulty ☐
- Predicting ☐
- Attending to meaning ☐
- Searching for print details ☐
- Cross-checking to confirm ☐
- Self-correcting ☐

3. Fluency *Tick the relevant box*

- Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding ☐
- Read some of the text with natural rhythm and phrasing reflecting understanding ☐
- Read the text with irregular phrasing reflecting limited understanding ☐
- Read the text word-by-word reflecting limited or no understanding ☐

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THE FINAL PROJECT AUTHENTICITY STATEMENT

I, student of the Primary Teacher Education Program, Faculty of Teachers College, Universitas Pelita Harapan,

Name	: Paula Dwiyanti Mewengkang
Registration Number	: 00000004640
Program	: Primary Teacher Education

hereby declare that my *FINAL PROJECT* with the title **"THE ANALYSIS OF GRADE III TEACHER'S STRATEGIES OF XYZ SCHOOL IN TEACHING READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY"** is :

1. an authentic work of my own, that incorporates material gleaned from various lectures, field-study, related literature as listed in the Reference List,
2. not a result of plagiarism or duplication of someone else's published work or final assignment/dissertation of sarjana degree in other university except for the references which are clearly and appropriately indicated in accordance with the academic referencing regulations, and
3. not a translated work of any collection of resource books or journal listed in the Reference List.

In the event that my FINAL PROJECT is proven to be incongruent with the declaration above, I would accept its disqualification.

Tangerang, April 6th, 2017

Paula Dwiyanti Mewengkang

UNIVERSITAS PELITA HARAPAN

FACULTY OF EDUCATION

FINAL PROJECT SUPERVISOR'S APPROVAL

THE ANALYSIS OF GRADE III TEACHER'S STRATEGIES OF XYZ SCHOOL IN TEACHING READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY

By:

Name	**: Paula Dwiyanti Mewengkang**
Registration Number	**: 00000004640**
Study Program	**: Primary Teacher Education**

has been examined and approved to be presented and defended in a comprehensive examination for the Sarjana Strata Satu, Primary Teacher Education Program, Faculty of Education, Universitas Pelita Harapan, Tangerang, Banten.

Tangerang, March 10th, 2017

Approval Signatories:

Supervisor

(Dra. Sylvia Primulawati Soetantyo, M.Ed.St., Ed.D.)

Department Chair

(Juniriang Zendrato, M.Pd., M.Ed.)

Dean

(Connie Rasilim, S.S., B.Ed., M.Pd.)

UNIVERSITAS PELITA HARAPAN

TEACHERS COLLEGE

FINAL PROJECT EXAMINER PANEL'S APPROVAL FORM

On April 6th, 2017 a comprehensive examination was conducted as a partial fulfillment of academic requirements for Sarjana Strata Satu degree, Primary Teacher Education program, Faculty of Teachers College, Universitas Pelita Harapan, named :

Name	**: Paula Dwiyanti Mewengkang**
Registration Number	**: 00000004640**
Study Program	**: Primary Teacher Education**
Faculty	**: Teachers College**

with title **"THE ANALYSIS OF GRADE III TEACHER'S STRATEGIES OF XYZ SCHOOL IN TEACHING READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY"** by an examiner panel which comprised of:

Name	**Position in the Panel**	**Signature**
1. Dr. Maykel T. E. Manawan, M.Si.	, Chairman	
2. Meicky Shoreamanis Panggabean, S.S., M.Pd.	, Member	
3. Dra. Sylvia P. Soetantyo, M.Ed.St., Ed.D.	, Member	

Tangerang, April 6th, 2017

FOREWORD

Praise the Lord Jesus Christ for His continual grace and blessings that I have been able to finish this final paper. It is He who has guided me along the journey and renewed my strength each day to finish this well. All glory belongs to Him.

This final project with title **"THE ANALYSIS OF GRADE 3 TEACHER'S STRATEGIES OF XYZ SCHOOL IN TEACHING READING COMPREHENSION BASED ON INSTITUTE OF EDUCATION SCIENCES (IES) THEORY "** is prepared and written as partial fulfillment of academic requirements for Sarjana Teachers College Strata Satu Universitas Pelita Harapan, Tangerang.

I realize that without supervision, support and prayers from every party it is impossible to finish this final project in timely manner. Therefore, I would like to express my gratitude for the following people whom He has sent to walk and share with me through this journey. Along the way, they have supported me through prayers as well as words of encouragement. May God bestow His abundant blessing upon you:

1. I would like to thank you Ibu Connie Rasilim, S.S., B.Ed., M.Pd., the Dean of Teachers College, who has given me a chance to study at Teachers College.
2. Ibu Juniriang Zendrato, M.Pd., M.Ed., the Department Chair of Primary Education for help in the time of my study at Teachers College.

3. Ibu Dra. Sylvia Primulawati Soetantyo, M.Ed.St., Ed. D., who supervised and gave me many input during the time of internship and time of writing this *skripsi*.
4. Many thanks to Mr. X, whom the researcher cannot mention his name here, for his willingness to help as a subject in this research.
5. Ibu Lia Yuliana, as my care group leader, for all your support and prayer for me.
6. Big thanks to my parents and my brother who always support and pray for me to finish my study here.
7. I would like to thank my fellow internship friends, Anne, Lara, Nada, Tia, Winda, for all the supports through ups and downs of internship and the writing of this research.
8. Thank you for 13ED1 friends for the moments we have shared together during our study in TC and all the supports and prayer you have given me. Special thanks for Aya, who have been and always be one of my best sister in my life since my freshmen year.
9. My roommate as well as my *skripsi* buddy, Kezia Irene, for the joy and struggles we have shared together during the time of skripsi writing.
10. Thank you for Kak Tehen, my mentor and sister, for all the advices and supports for me especially in this last year of my college time. Thanks for the coffee treats and time you spent to accompany me in writing this *skripsi.*
11. Thank you for the rest of the 614 family Yeria, Retta, Fani, Sryhan, Melan, Indar, Yohanna, Tita, Mutiara, for all the supports they have

given us, and especially for Ervin for willingly lent me your printer. I feel blessed!

12. I want to thank you Kak Eri, Kak Matthew and Anna, my leadership team in LIFE Group, also the rest of the ACTS29 LG members, for all the supports and prayer you have given me both for ministry also for my study.
13. Lastly for my mentoring group, Kak Rasta as my mentor, Kiki that also currently fighting to finish her study here, and for Anggi and Reni wherever you are. Thanks for the time we have shared together; I am glad to know each one of you!

Lastly, I am fully aware that there are weaknesses in this study. Thus, critics and suggestions from readers will be useful. Hopefully, this study will be beneficial for every party reading it.

Tangerang, March 10th, 2017

Paula Dwiyanti Mewengkang