Slide 1

Territory-wide System Assessment 2011

Primary 3
English Language - Reading

General Observations of Students' Performances

1

Slide 2

Basic Competency Descriptors

Identifying key words
Predicting the content
Predicting the meaning of unfamiliar words
Understanding the connection between ideas by identifying a small range of cohesive devices (following pronoun references)
Applying a small range of simple reference skills (to obtain information from book covers and the contents page)

2

Slide 3

P.3 Student Performances in TSA 2011
Reading – General Comments

Students were **able** to…
identify key words with straightforward contextual clues and pictorial cues
understand the connection between ideas with cohesive devices 'and'

Students were **unable** to…
identify the implicit connection between two or more ideas
work out the connection between ideas which are less familiar to students

3

Slide 4

P.3 Student Performances in TSA 2011
Reading – General Comments

Students were **able** to…
obtain information from the contents page of a book and a dictionary cover
predict the content of a chapter in a book
follow pronoun references (close/not close to subject referred)
interpret meaning of unfamiliar words with more than one contextual clues

Students were **unable** to…
follow pronoun references when the pronoun referred to more than one person
interpret meaning of unfamiliar words with one contextual clue

4

Slide 5

P.3 Student Performances in TSA 2011
Reading – Strengths

Identifying Key Words with	•**date, venue and starting time of a birthday party**
➢ **Straightforward Contextual Clues**	•**food** (*pizzas*)
➢ **Pictorial Cues**	•**tool for cutting** (*a pair of scissors*)
	•**activity** (*running*)
	•**action** (*jumping*)
	•**amount of money** (*$100*)
	•**month** (*January*)

Slide 6

2. When is the birthday party?
   - ○ A. 3rd May
   - ○ B. 9th May
   - ○ C. 13th May
   - ● D. 21st May

3. Peter's party is _____.
   - ○ A. in Happy Park
   - ○ B. at Good Restaurant
   - ● C. at Fun Fun Holiday Centre
   - ○ D. at his home

To: Sam
Peter's 9th Birthday Party

Date: 21st May, 20XX (Saturday)
Time: 11 a.m. - 4 p.m.
Place: Fun Fun Holiday Centre
3 Happy Road, Chai Wan, Hong Kong

Food: sushi, pizza, mango pudding, ice cream and birthday cake
Games: board games, hide-and-seek, skipping, ball games

How to Get There:
Take Bus No. 13 at Chai Wan MTR Station. Get off at Happy Park. The Centre is between Happy Park and Good Restaurant.

Our best friends, Judy and Chris, are coming to the party. I hope to see you there!
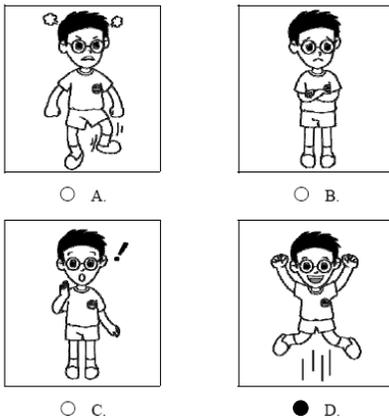
Peter

5
10

Identifying key words with straightforward contextual clues

Slide 7

7. Read line 14. How does John feel?

○ A.   ○ B.
○ C.   ● D.

John and Peter are good friends. They study in Happy Primary School. John goes running with Peter every day. John wants to win a race at his school's sports day. Peter wants to win, too.

On the sports day, John and Peter are in the running race. They are waiting at the starting line. John can see his parents. They are waving their hands at him. He is very nervous and his legs are shaking. Peter is not nervous and he has a smile on his face.

Bang! The race begins. John runs very fast. Peter is fast, too. In the end, John wins the race. All the people cheer loudly. Peter shakes hands with John and says, "Well done!" John gets a medal from the headmistress. She puts it round John's neck. John jumps with joy!

5
10

Matching of pictures with key words identified

Slide 8

RAINBOW FAST FOOD
Buy two sandwiches and get one FREE!
1. Use this coupon between 1st October and 30th November, 2011.
2. Use this coupon at Rainbow Fast Food in Kwun Tong.
3. Use this coupon between 3:30 p.m. and 6:00 p.m.

4. Sam buys three *Happy Reader* books. How much does he pay?
   - ○ A. $140
   - ○ B. $120
   - ● C. $100
   - ○ D. $90

ABC Bookstore
The Little Pig + + = $140 $100
1. This coupon is for buying *Happy Reader* books only.
2. Use this coupon between 4th and 18th April, 2011.
3. Use this coupon at ABC Bookstore in Wan Chai.

Children's Monthly Magazine (CMM)
12 copies a year for $120 $90
1. Use this coupon at any Sunny Bookshop in Central or Mong Kok.
2. Use this coupon between 1st and 31st January, 2011.

Identifying key words with contextual clues and pictorial cues

P.3 Student Performances in TSA 2011
Reading – Strengths

Understanding the Connection between Ideas	•identifying the connection between ideas with the help of cohesive devices

9

TSA 2011

RAINBOW FAST FOOD
Buy two sandwiches and get one FREE!

1. Use this coupon between 1st October and 30th November, 2011.
2. Use this coupon at Rainbow Fast Food in Kwun Tong.
3. Use this coupon between 3:30 p.m. and 6:00 p.m.

5. Sam can use the ABC Bookstore coupon on _____.
   - ○ A. 1st April, 2011
   - ○ B. 3rd April, 2011
   - ● C. 16th April, 2011
   - ○ D. 28th April, 2011

ABC Bookstore

$140 $100

1. This coupon is for buying Happy Reader books only.
2. Use this coupon between 4th and 18th April, 2011.
3. Use this coupon at ABC Bookstore in Wan Chai.

Children's Monthly Magazine (CMM)

12 copies a year   for $120 → $90

1. Use this coupon at any Sunny Bookshop in Central or Mong Kok.
2. Use this coupon between 1st and 31st January, 2011.

Identifying the connection between ideas with 'between…and'

10

P.3 Student Performances in TSA 2011
Reading – Strengths

Applying Simple Reference Skills to Obtain Information	•obtaining information from the dictionary cover ➢illustrator ➢title ➢target readers •obtaining information from the contents page ➢no. of chapters

11

TSA 2011

Young Children's Picture Dictionary

Illustrated by Susan Law

1. What is the title of this book?
   - ○ A. Illustrated by Susan Law
   - ● B. Young Children's Picture Dictionary
   - ○ C. Ages 4 – 6
   - ○ D. The Bookworm Press

2. Who is the illustrator of this book?
   - ○ A. The Bookworm Press
   - ○ B. Sam
   - ● C. Susan Law
   - ○ D. Young Children

5. This book is for children from _____ years old.
   - ○ A. 1 to 3
   - ● B. 4 to 6
   - ○ C. 7 to 9
   - ○ D. 10 to 12

fruit /fru:t/
apple
orange
banana
strawberry
mango

number /'nʌmbə/
one   six
two   seven
three eight
four   nine
five   ten

insect /'ɪnsekt/
dragonfly   butterfly
bee   fly   ant

The Bookworm Press

4-6

Obtaining information on dictionary cover

12

Slide 13 (top-left):

Chapter	Contents	Page
One	My Computer Lessons.........................1	
Two	Badminton Club.................................4	
Three	My Favourite Teacher......................9	
Four	In the Playground.............................13	

1. How many chapters are there in this book?
   - A. one
   - B. two
   - C. three
   - D. four ●

Obtaining information from the contents page

13

Slide 14 (top-right):

P.3 Student Performances in TSA 2011
Reading – Strengths

Predicting Content	•deducing meaning from the contents page of a book

14

Slide 15 (bottom-left):

Chapter	Contents	Page
One	My Computer Lessons.........................1	
Two	Badminton Club.................................4	
Three	My Favourite Teacher......................9	
Four	In the Playground.............................13	

3. Sam can see this picture in _____.

   Happy Primary School

4. Sam can read about Mary's computer lessons on page _____.
   - A. 2 ●
   - B. 5
   - C. 10
   - D. 14

   - A. My Computer Lessons
   - B. Badminton Club
   - C. My Favourite Teacher
   - D. In the Playground ●

Deducing meaning from the contents page

15

Slide 16 (bottom-right):

P.3 Student Performances in TSA 2011
Reading – Strengths

Following Pronoun References	•interpreting correctly the meaning of the pronouns 'They' and 'I'

16

Slide 1

2. Read line 6: They are waiting at the starting line.

What does 'They' refer to?

○ A. Peter and his parents
● B. John and Peter
○ C. Sam and John
○ D. John and his parents

John and Peter are good friends. They study in Happy Primary School. John goes running with Peter every day. John wants to win a race at his school's sports day. Peter wants to win, too.

On the sports day, John and Peter are in the running race. They are waiting at the starting line. John can see his parents. They are waving their hands at him. He is very nervous and his legs are shaking. Peter is not nervous and he has a smile on his face. ⁅5⁆

Bang! The race begins. John runs very fast. Peter is fast, too. In the end, John wins the race. All the people cheer loudly. Peter shakes hands with John and says, "Well done!" John gets a medal from the headmistress. She puts it round John's neck. John jumps with joy! ⁅10⁆

Following pronoun references – pronoun closed to the subject referred

17

Slide 2

3. Read line 5. What does 'I' refer to?

○ A. Peter
● B. Sam
○ C. The animal doctor
○ D. Sam's mum

Dear Peter,

I want to tell you about my new dog.

One rainy day, I walked near a park. I saw a dog running across the road. A car hit the dog. It lay on the road and it did not move. Its leg was hurt. I ran to the dog and it looked at me. It needed help. ⁅5⁆

Dr Wong's clinic was near the park. I carried the dog to the animal doctor. He put some medicine on the dog's leg. Later, I took the dog home. ⁅10⁆

After two days, the dog got better. I wanted it as my pet. My mum let me keep it. I was very happy. My mum and I gave the dog a name. We called it Peanut because it was small and brown. Peanut is my good friend now.

Your friend, ⁅15⁆
Sam

Following pronoun references – pronoun referred to the sender of the letter

18

Slide 3

P.3 Student Performances in TSA 2011
Reading – Strengths

Interpreting the Meaning of Unfamiliar Words	•interpreting the meaning of unfamiliar words with the help of contextual clues

19

Slide 4

5. What did the animal doctor do to the dog?

○ A.
● B.
○ C.
○ D.

Dear Peter,

I want to tell you about my new dog.

One rainy day, I walked near a park. I saw a dog running across the road. A car hit the dog. It lay on the road and it did not move. Its leg was hurt. I ran to the dog and it looked at me. It needed help. ⁅5⁆

Dr Wong's clinic was near the park. I carried the dog to the animal doctor. He put some medicine on the dog's leg. Later, I took the dog home. ⁅10⁆

After two days, the dog got better. I wanted it as my pet. My mum let me keep it. I was very happy. My mum and I gave the dog a name. We called it Peanut because it was small and brown. Peanut is my good friend now.

Your friend, ⁅15⁆
Sam

Interpreting the meaning of unfamiliar words with contextual clues

P.3 Student Performances in TSA 2011
Reading – Weaknesses

Understanding the Connection between Ideas	•do not understand the connection between ideas with cohesive device '**and**'
	•do not understand the **implicit connection between two or more ideas in longer texts** (e.g. letters)
	•do not understand the connection of ideas in a **poem and instructions**

21

TSA 2011

RAINBOW FAST FOOD
Buy two sandwiches and get one FREE!

1. Use this coupon between 1st October and 30th November, 2011.
2. Use this coupon at Rainbow Fast Food in Kwun Tong.
3. Use this coupon between 3:30 p.m. and 6:00 p.m.

1. Sam buys two sandwiches with the Rainbow Fast Food coupon. How many sandwiches can he get?
- ○ A. one sandwich
- ○ B. two sandwiches
- ● C. three sandwiches
- ○ D. four sandwiches

ABC Bookstore

The Little Pig + + = $140 $100

1. This coupon is for buying *Happy Reader* books only.
2. Use this coupon between 4th and 18th April, 2011.
3. Use this coupon at ABC Bookstore in Wan Chai.

Understanding ideas linked by 'and'

Children's Monthly Magazine (CMM)

12 copies a year for $120 $90

1. Use this coupon at any Sunny Bookshop in Central or Mong Kok.
2. Use this coupon between 1st and 31st January, 2011.
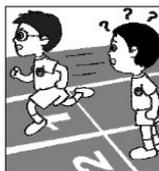
22

TSA 2011

3. John _____ when he waits at the starting line.

- ● A.
- ○ B.
- ○ C.
- ○ D.

John and Peter are good friends. They study in Happy Primary School. John goes running with Peter every day. John wants to win a race at his school's sports day. Peter wants to win, too.

On the sports day, John and Peter are in the running race. They are waiting at the starting line. John can see his parents. They are waving their hands at him. He is very nervous and his legs are shaking. Peter is not nervous and he has a smile on his face. 5

Bang! The race begins. John runs very fast. Peter is fast, too. In the end, John wins the race. All the people cheer loudly. Peter shakes hands with John and says, "Well done!" John gets a medal from the headmistress. She puts it round John's neck. John jumps with joy! 10

Matching the picture with ideas linked by 'and'

23

TSA 2011

6. Read line 12. Why was Sam happy?
- ○ A. He played in the park.
- ○ B. He helped the dog.
- ○ C. The dog got better.
- ● D. His mum let him keep the dog.

Dear Peter,

I want to tell you about my new dog.

One rainy day, I walked near a park. I saw a dog running across the road. A car hit the dog. It lay on the road and it did not move. Its leg was hurt. I ran to the dog and it looked at me. It needed help. 5

Dr Wong's clinic was near the park. I carried the dog to the animal doctor. He put some medicine on the dog's leg. Later, I took the dog home. 10

After two days, the dog got better. I wanted it as my pet. My mum let me keep it. I was very happy. My mum and I gave the dog a name. We called it Peanut because it was small and brown. Peanut is my good friend now.

Your friend,
Sam 15

Understanding the implicit connection of two or more ideas

24

Keep Healthy

Let's be healthy, let's be strong,
Let's play sports, let's play ball,
Do exercise, run and walk,
They are good for all.   5

Take the bus up the hill,
To the swimming pool at the top,
Jump right in, start to swim,
Go every day, do not stop.

Move your arms, move your feet,   10
Exercise more and run around,
Touch your toes, touch your knees,
Enjoy yourself in the playground.

Rice and beans, and lots of fruit,   15
They are good for me and you,
Orange juice and milk are yummy,
Drink a lot of water, too.

Don't play too many computer games,
Go to bed early after a long day,   20
Take care of yourself and get good rest,
Enjoy your work and play.

Judy Brown

6. Read lines 18 – 21. The author wants us to _____ after a long day.
   ○ A. do exercise
   ○ B. eat good food
   ● C. take good rest
   ○ D. go swimming

Understanding the connection of ideas in a poem on a familiar topic

25

How to Make an Animal Bookmark

Things you need:
1. a piece of white cardboard
2. a pair of scissors
3. coloured pencils
4. a ribbon

Things to do:
1. Draw your favourite animal on the cardboard.
2. Colour the animal.
3. Cut out the animal with the scissors.
4. Make a small hole at the top of the animal.
5. Put the ribbon through the hole and tie it.

28

5. After Sam makes a hole in the picture, he _____.
   ● A. puts the ribbon through the hole
   ○ B. cuts out the picture
   ○ C. colours the picture
   ○ D. draws a new picture

Understanding the connection of ideas in instructions

26

P.3 Student Performances in TSA 2011
Reading – Weaknesses

Following Pronoun References	•unable to interpret 'We' in a letter

27

Dear Peter,

I want to tell you about my new dog.

One rainy day, I walked near a park. I saw a dog running across the road. A car hit the dog. It lay on the road and it did not move. Its leg was hurt. I ran to the dog and it looked at me. It needed help.   5

Dr Wong's clinic was near the park. I carried the dog to the animal doctor. He put some medicine on the dog's leg. Later, I took the dog home.   10

After two days, the dog got better. I wanted it as my pet. My mum let me keep it. I was very happy. My mum and I gave the dog a name. We called it Peanut because it was small and brown. Peanut is my good friend now.

Your friend,
Sam   15

7. Read line 13. What does 'We' refer to?
   ● A. Sam and his mum
   ○ B. Sam and the dog
   ○ C. The dog and the animal doctor
   ○ D. Sam's mum and the animal doctor

Following pronoun references – refer to more than one person

28

Slide 29

P.3 Student Performances in TSA 2011
Reading – Weaknesses

Interpreting the Meaning of Unfamiliar Words	•unable to interpret the meaning of unfamiliar words with the help of contextual clues

29

Slide 30

John and Peter are good friends. They study in Happy Primary School. John goes running with Peter every day. John wants to win a race at his school's sports day. Peter wants to win, too.

5. Read lines 11 – 12. What do the people do when John wins the race?
   ○ A. shake hands with John
   ○ B. wave their hands at John
   ● C. shout happily
   ○ D. run quickly

On the sports day, John and Peter are in the running race. They are waiting at the starting line. John can see his parents. They are waving their hands at him. He is very nervous and his legs are shaking. Peter is not nervous and he has a smile on his face. [5]

Bang! The race begins. John runs very fast. Peter is fast, too. In the end, John wins the race. All the people cheer loudly. Peter shakes hands with John and says, "Well done!" John gets a medal from the headmistress. She puts it round John's neck. John jumps with joy! [10]

Understanding the unfamiliar word with contextual clues

30

Slide 31

Performances of P.3 Students from 2008 to 2011
Reading – Strengths – Identify Key Words

2008	2010	2011
•Students could match key words with or without pictorial cues.	•Many students were able to identify key words with straightforward contextual clues.	•Students were capable of identifying key words related to date, time, places and amount of money with the help of straightforward contextual clues and pictorial cues.

31

Slide 32

Performances of P.3 Students from 2008 to 2011
Reading – Identifying Key Words

•*places (bus stop, Fun Fun Holiday Centre)*
•*country (New York)*

• *food (pizzas)*
• *date (21st May)*
•*time (11 a.m. – 4 p.m.)*
•*month (January, June)*

• *price ($15, $100)*
•*location (at the top of a castle)*

•*tool (a pair of scissors)*

•*feeling (happy)*
•*opinion about a lesson (boring)*

•*activity (running)*
•*action (jumping up)*

32

Performances of P.3 Students from 2008 to 2011
Reading – Weaknesses – Identifying Key Words

2008	2010	2011
•matching the key words identified with the correct picture in a story (sitting next to a pond)	•identifying key words in a poem •identifying key words in a comic (a big truck)	-----

33

Performances of P.3 Students from 2008 to 2011
Reading – Identifying Key Words

Progression of Performances	Challenges
•able to identify key words in short texts (e.g. notices) with pictorial cues or straightforward contextual clues •able to identify key words which are familiar to students or related to daily life experiences (e.g. price, time)	•unable to identify key words in longer texts such as stories, comics or letters

34

Performances of P.3 Students from 2008 to 2011
Reading – Strengths – Connection between Ideas

2008	2010	2011
---	•identifying the connection between ideas with the help of pictorial cues •understanding the connection between ideas using 'when'	•identifying the connection between ideas with the help of cohesive devices 'between…and…'

35

TSA 2010

3. How did Alice feel when she stood in front of her classmates?

○ A.   ○ B.

○ C.   ● D.

Understanding the connection between ideas with the help of pictorial cues and cohesive devices

said I had a great voice. She said I could sing well. I was afraid when I stood in front of my classmates and teachers in the hall. My heart was beating very fast. But when I started
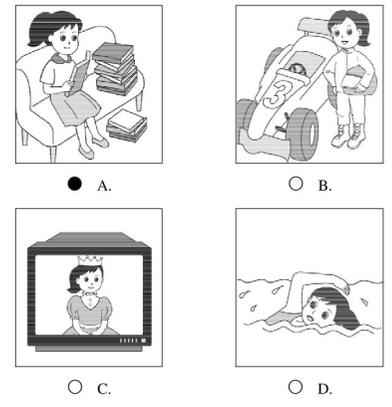
36

Slide 37

5. Which picture shows Judy as a child?

● A.　○ B.

○ C.　○ D.

Understanding the connection between ideas with the help of contextual clues

Judy loved reading alone when she was a child. She did not talk much to her friends and family. But Judy had many

37

Slide 38

Performances of P.3 Students from 2008 to 2011
Reading – Weaknesses – Connection between Ideas

2008	2010	2011
•identifying the connection of ideas using 'and' **Hiking Trip** **Date:** 9 March **Place:** Sai Kung Country Park **Price:** $10 (Buy one ticket and get one free.) *Bring water, some snacks and a hat.	•understanding the connection between two or more ideas with cohesive devices 'but' and 'and' in a poem and a diary •understanding the implicit connection between ideas in a story (*She is often on television. Judy is famous.*)	•understanding the connection between ideas with cohesive devices 'and' (*Buy two sandwiches and get one FREE*) •understanding the connection between two or more ideas in a letter, a poem and instructions (*My mum let me keep it. I was happy.*)

38

Slide 39

Performances of P.3 Students from 2008 to 2011
Reading – Connection between Ideas

Progression of Performances	Challenges
•able to identify the connection between ideas using 'and'	•show difficulty in identifying the connection between ideas – with more than one piece of information •unable to identify connection of ideas less familiar to students (e.g. Buy two sandwiches and get one free) •unable to identify the implicit connection of two or more ideas

39

Slide 40

Performances of P.3 Students from 2008 to 2011
Reading – Strengths – Applying Simple Reference Skills

2008	2010	2011
•Students were able to identify the title of a book and information from the table of contents.	•Students were able to obtain information from the contents page of a book. They could identify the content of a chapter in a book correctly.	•Students were able to obtain information on a contents page and a dictionary cover.

40

Book covers	Contents Page
•*book titles* (Happy Island)	•*no. of chapters in a book* (4 chapters)
•*illustrator of a book* (Susan Law)	•*correct page no*. (turn to Page 24 to find a place for dinner)
• *title of a book* (Young Children's Picture Dictionary)	•*content of a chapter* (about kites in 1998)
•*target reader of a book* (children from four to six years old)	

2008	2010	2011
•identifying the publisher of a book (*Easy Holiday Press*) •locating information on the contents page (*content of a chapter – to know what to do before her trip, turn to Chapter 4 to find a place to stay on Happy Island*)	•identifying information on a book cover (*the author has written 5 books*)	----

Progression of Performances	*Challenges*
• **able to obtain information from book covers (e.g. book title, writer and illustrator) and tables of contents (e.g. correct page no. of a chapter, no. of chapters in a book**)	•**unstable performance in identifying the publisher of a book** •**unstable performance in locating information in the tables of contents (e.g. content of a chapter)**

2008	2010	2011
•When given contextual clues, students were able to deduce the contents of a comic (*Jack was surprised when the cat jumped onto him.*)	•When given pictorial cues, students were able to deduce the content of a comic. (*use pictorial cue of John's sleepy face and sign of sleeping ZZZ to predict John is sleepy*)	•When given contextual clues in the contents page, students were able to deduce the contents of different chapters in the book (*Chapter Four is about "In the Playground' and Page 2 is about Mary's computer lessons.*)

Performances of P.3 Students from 2008 to 2011
Reading – Strengths – Following Pronoun References

2008	2010	2011
---	•Students were generally able to follow pronoun reference in which the pronoun was close to the subject it referred. (*'you' in a letter (the 3B students)*)	•Students were able to interpret reference word which was close to the subject it referred. (*'they' in a story (John and Peter)*) •They could also follow pronoun reference in a letter. (*'I' in a letter (Sam)*)

45

Performances of P.3 Students from 2008 to 2011
Reading – Weaknesses – Following Pronoun References

2008	2010	2011
•interpreting 'it' as 'the Fish World' (*pronoun not close to the subject it referred*) in a postcard	•interpreting 'They' correctly as Judy's readers with contextual clues in a story (*pronoun not close to the subject it referred*)	•interpreting pronoun 'We' which referred to more than one person (Sam and his mum) in a story

46

Performances of P.3 Students from 2008 to 2011
Reading – Following Pronoun References

Progression of Performances	*Challenges*
•able to interpret pronoun references when the pronoun is close to the subject referred (e.g. 'you', 'I', 'they')	•unable to interpret reference words which were not close to the subjects referred •unable to interpret reference word which referred to more than one person

47

Performances of P.3 Students from 2008 to 2011
Reading – Strengths – Interpreting Unfamiliar Words

2008	2010	2011
•Students performed well in predicting the meaning of unfamiliar words by using contextual clues and pictorial cues.	--------	•Some students could predict the meaning of unfamiliar words by using more than one contextual clue.

48

24th March, 2008

Hello Chris,

Are you having a good holiday? I am here at the *Water Park* in Japan with my mum and sister, Amy. My dad is sleeping at our hotel. We are having so much fun! There are many water rides to go on here. There is also a big, round glass *Fish World*. It has hundreds of beautiful fish, shells and plants inside. I walked all around it with my mum and Amy.

My favourite ride is the *Twister*. It is very tall. When you slide down it, you go round and round in circles. Amy shouted loudly when she went on the ride. She didn't like it but I liked it very much. I'll have lots of pictures to show you when school starts on 31st March.

Mum loves the park and says Dad will take us to the park again tomorrow.

Your friend,

Peter

To:
Chris Wong
G/F, 123 Fun Street
Causeway Bay
Hong Kong

Interpreting the meaning of unfamiliar words with contextual clues and pictorial cues

6. Which picture is the *Twister*?
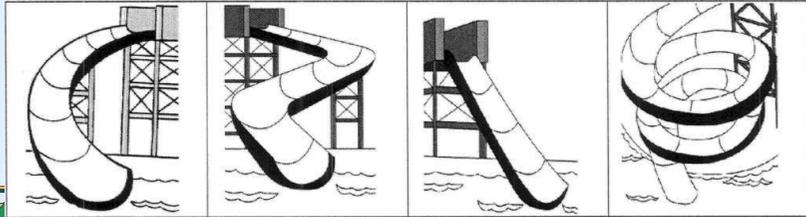
○ A.   ○ B.   ○ C.   ● D.

---

5. What did the animal doctor do to the dog?

○ A.   ● B.

○ C.   ○ D.

Dear Peter,

I want to tell you about my new dog.

One rainy day, I walked near a park. I saw a dog running across the road. A car hit the dog. It lay on the road and it did not move. Its leg was hurt. I ran to the dog and it looked at me. It needed help.

Dr Wong's clinic was near the park. I carried the dog to the animal doctor. He put some medicine on the dog's leg. Later, I took the dog home.

After two days, the dog got better. I wanted it as my pet. My mum let me keep it. I was very happy. My mum and I gave the dog a name. We called it Peanut because it was small and brown. Peanut is my good friend now.

Your friend,
Sam

Interpreting the meaning of unfamiliar words with contextual clues

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Performances of P.3 Students from 2008 to 2011

Reading – Weaknesses – Interpreting Unfamiliar Words

2008	2010	2011
•interpreting unfamiliar words with the help of contextual clues in a story	•interpreting the meaning of unfamiliar words with the help of contextual clues in a comic	•interpreting the meaning of unfamiliar words with the help of contextual clues in a story

51

"Oh dear! The castle is so tall," the frogs said. "There is no door and the window is so high!"

"I know!" said Tom. He threw a magic bean onto the ground and said, "One, two, three!" Suddenly, a plant grew out of the ground. It got to the princess' room. The three frogs climbed up to the bedroom window and saw the princess sleeping in her bed. They hopped onto the bed.

"Me first," said Tom.

"No, me first," said Jack.

"All together," said Bill.
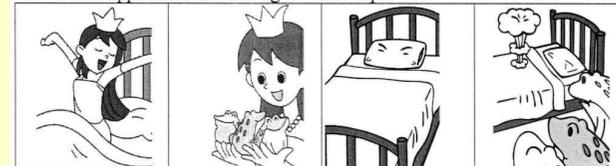
"One, two, three, kiss!"

Then, there was a puff of smoke and they could not see the princess.

When the smoke went away, the frogs saw a small animal on the bed. It looked just like them.

"Oh no!" the princess cried and she hopped out of the bedroom.

Interpreting the meaning of unfamiliar words with contextual clues

6. What happened when the frogs kissed the princess?

○ A.   ○ B.   ○ C.   ● D.

52

全港性系統評估

Reading – Interpreting Unfamiliar Words

Progression of Performances	*Challenges*
•able to predict the meaning of unfamiliar words by using both contextual clues and pictorial cues	•unstable performance in predicting the meaning of unfamiliar words with contextual clues in longer texts (e.g. letter, story, comic)