An Evaluative Analysis of Comprehension Questions' Level of Difficulty: A case of 12th Grade Palestinian English Student's Textbook

تحليل تقييمي لمستوى صعوبة أسئلة الاستيعاب: دراسة لكتاب اللغة الإنجليزية للصف الثاني عشر في المنهاج الفلسطيني

Omar Abu Humos

عمر ابو الحمص

Dept. of English, Faculty of Art, Alquds University, Palestine

Email: omarabuhumos@gmail.com

Abstract

This study aims at analyzing reading comprehension questions' levels of difficulty in *English for Palestine* 12th grade English student's textbook in terms of their categorization according to Barrets' reading comprehension higher thinking skills Taxonomy: the literal comprehension, reorganization, inferential, evaluation and the appreciation levels. The researcher investigates whether the questions prepare students for future reading comprehension college experience. It also seeks to identify the compatibility of the 23 reading comprehension objectives in "English for Palestine" syllabus with Barrets' higher thinking skills Taxonomy. Through descriptive analysis, the researcher found that the largest proportion of the questions in the 12th grade textbook were literal level questions represented with around 60% of the textbook total number of questions exceeding the syllabus objectives with %29.9. The reorganization, inferential, and appreciation questions were under represented compared to the syllabus objectives percentages. Only the evaluation questions are compatible with higher thinking skills Taxonomy as projected by the syllabus. The second question in this research is regarding the syllabus reading comprehension objectives

which were found to be reasonably compatible with higher thinking skills. The researcher recommends to incorporate these findings in the student's textbook to simulate the syllabus percentages.

Key words: reading comprehension skill, EFL reading comprehension questions, higher thinking skills, EFL reading comprehension, Barrets' reading comprehension taxonomy

ملخص

هدفت الدراسة لتحليل أسئلة الاستيعاب من نواحي مستويات الصعوبة لكتاب اللغة الإنجليزية للصف الثاني عشر ومدى تطابقها مع نموذج باريت لمهارات التفكير العليا الخاصة بالقراءة الاستيعابية على المستويات: الاستيعاب الحرفي، إعادة التنظيم، الاستقراء، التقييم والتذوق وذلك بهدف التعرف على قدرتها في تحضير طلبة المرحلة الثانوية لمرحلة التعليم الجامعي. كذلك هدفت للتعرف على التطابق بين أهداف القراءة الاستيعابية فى منهاج اللغة الإنجليزية في فلسطين للصف الثاني عشر من خلال تحليل ثلاثة وعشرين هدف في وثيقة الخطوط العريضة ومدى تطابقها مع مهارات التفكير العليا. من خلال تحليل وصفي وجد الباحث أن أكبر جزء من الأسئلة في كتاب الصف الثاني عشر كان للمستوى الحرفي حوالي ٦٠% نسبتها ضعف النسبة المقترحة في وثيقة الخطوط العريضة وهى حوالي ٣٠% ومن ثم إعادة التنظيم والاستقراء والتقييم التي تبن أنها أقل من النسب المقترحة بينما كان التذوق أقلهم تمثلا لأهداف الخطوط العريضة من ناحية النسبة، أسئلة التقييم هي النوع الوحيد الذي تطابق مع نسب الأهداف في وثيقة الخطوط العريضة. أما السؤال الثاني فقد وجد أن أهداف القراءة الاستيعابية في وثيقة المنهاج موزعة بشكل مقبول ومطابقة لمهارات التفكير العليا كما في نموذج باريت. يوصى الباحث بأجراء تعديلات على الأسئلة بحيث تحاكى النسب فى منهاج اللغة الإنجليزية للصف الثاني عشر.

1. Introduction:

English has become the world's primary language for international communication. It is obvious that the global spread of the English language has bypassed the cultural and political world; it is spoken in the classrooms of villages unknown to the common world, villages hidden in the corner of the world map. It is unfortunate that Middle Eastern students, particularly Palestinians, are not fully equipped with the proper English language proficiency.

There is no provision for the development of intellectual, thinking reading and speaking skills among students who are given little time for active participation and interaction. Teachers are assuming dominating roles in the classroom environment with little opportunities for students, thus further restricting not only the teacher, but most of the entire student body, for advanced learning employing the critical thinking mind.

The researcher believes that comprehension questions in English textbooks and particularly in the 12th grade should be deeply investigated so as to find out if they match the needs of the secondary stage students who are about to join the university, to find out whether reading comprehension questions are compatible with higher order thinking skills (HOTS) and whether they are fairly distributed and represented in the comprehension questions.

The principal source of texts for second language learners are texts in the language course book generally intended to improve learners' language by exemplifying particular structure or vocabulary items. Text in reading comprehension books often aimed at improving both language and reading skills. The majority of current reading comprehension books in English as a foreign or a second language contain both traditional and innovative approaches, with the referring to comprehension questions based upon a text. The purpose of such comprehension questions has been queried in recent years. They can only check comprehension selectively and there is no evidence that they directly help comprehension. In fact, their function seems to ensure that the reader has actually read the text although it is often possible to arrive at correct answers without understanding the relevant section of text or by using appropriate knowledge of the world. Innovative approaches, however, refer to higher thinking skills questions which are considered indispensable to preparing independent and effective college level readers.

Not few the teachers who report that students in their classes are unable to infer thoughtfully especially when asked to do so naturally and spontaneously. This implies that students have weak reasoning abilities causing them to give inaccurate answers which impede comprehension.

Therefore, higher thinking skills are held to underpin learning which make them important to investigate.

This study will adopt a descriptive analysis method of *English for Palestine* 12th grade student textbook particularly the comprehension questions to find out – at least –weaknesses and /or strengths so as to give recommendations for improvements if needed.

2. Review of literature

Introduction

This section introduced a review of literature related with this study. The researcher intent is to examine the nature of comprehension questions in the reading textbooks used in Palestine. Relevant studies and related literature to evaluating comprehension questions in the English text *English for Palestine* and its correlation with some variables were reviewed.

2.1 Questions' classifications in general

Learners learn by the teachers' questions and by the course book reading comprehension questions which are indispensable for readying future college students for the upcoming educational experience. Questions that prompt recall of information, shape understanding, and encourage reflection play an important role in the learning process (Morgan & Saxton, 1994, p. 41). Postman (as cited in Morgan & Saxon, p. 9) points out that "question-asking is our most important intellectual tool." Questions shape students' comprehension and concepts of what is important in a text: "What you ask about is what children learn" (Wixson, 1983, p. 287).

Questioning promotes thinking. "The role of questioning is crucial to the development of thinking. Questions asked and pupil responses constitute the main language of the classroom. The kind of question determines the kind of thought process necessary to answer it" (Cooke, 1970, p. 5). "Questions are a vehicle for developing thinking skills" (Vaughn, 1976), and "can be used to develop concepts, build

background, clarify reasoning processes, and even lead students to higher levels of thinking" (Gunning, 2000, p. 260). By asking the right questions, teachers can lead students into all kinds of thinking and help them develop a variety of skills (Guszak, 1967).

In the area of comprehension, however, some questions that teachers ask do not require reading the text; they "do not ask for new knowledge gained" (Haupt, 1977, p. 193). Instead of responding to questions, Harp (1989) argues that students can demonstrate their comprehension of text through literature logs, small group discussion, and individual projects. Questions could then emerge during group discussion, for example, and individuals can use self-questioning to reveal their thoughts before, during, and after reading. Before reading questions may be used to establish a purpose for reading, during reading they can be used to determine whether text is understood, and after reading can help assess knowledge and use of the text. In this way, questions "can function as a measure of comprehension" and "post-hoc probes for organizing and integrating text content" (Beck & McKeown , 1981, p. 913). However, post reading questions might limit learning. For example, the way teachers ask questions, the way students respond to those questions, and the way teachers evaluate responses may "not allow for questions that reveal ignorance, request clarification, puzzle over meaning, express curiosity, draw comparisons, or raise hypotheses on the part of either students or teachers" (Allington & Weber, 1993, p. 61). Even so, questions are needed, and "it is important to know the nature of questions" (Armbruster & Ostertag , 1993, p. 70). We believe that understanding the types and uses of questions will help position teachers to employ effective questioning for instructional purposes.

Ericson (1987) states that the best time to help students learn strategies for critical reading comprehension is at the basic level, as it will form a basis for their success at higher level of education. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by the researcher to improve reading comprehension Block & Israel, (2005). The ability to know how to question to understand the written material is a crucial attribute of a teacher.

However, in today's world , the ability to form questions to aid in understanding and develop deep thinking now must become part of students skill set, "to know how to question is to know how to learn well" Chin , Brown , and Pertram (2002, p.547).

Al Qudah (1987) aimed at investigated the effect of higher order thinking strategies of a topic on students' reading comprehension. The sample random consisted of 216 male secondary students. Results indicated significant difference in reading comprehension due to higher order thinking strategies.

Grigaite (2005), on the other hand, investigated the effect of using higher order thinking strategies on developing child's thinking skills. Fifty-seven children at the age of six took part in the research. Findings revealed that students in the experimental group who participated in the training were creative. They further revealed high degrees of cognitivism.

In conclusion, many studies have revealed almost the same findings; they showed that the effects of using (HOTS) strategies do not only improve the learner's reading comprehension, but also their thinking, brainstorming and writing abilities.

Teachers should also provide opportunities for pupils to discuss, locate, relate, and interpret text. Research suggests not only that teachers use questions to guide and monitor students' comprehension of text, but that they employ multiple strategies; these strategies include asking and answering questions, generating questions, summarizing and clarifying text, and predicting the intent of text .

2. 2 Understanding Questions

"Questions function in both reading and teaching situations" (Melnik 1968 p. 509). In reading, questions establish a basis for identifying and clarifying a reader's purpose; this influences the method of reading, degree of comprehension, reading rate, and the skills employed. Student s' concepts of reading are largely influenced by the type of questions their teachers ask. Questions may cause wonder, uncertainty, doubt, or suspicion. Yet, when used appropriately, they can lead to new knowledge

and skill, help to quell controversy, and promote useful discussion. (Richards, 1992, p. 303) defines *question*: A sentence which is addressed to a listener/reader seeking for an expression of fact, opinion, belief, etc. This definition assisted me in directing my thinking toward levels of questions. I felt that classifying the questions in *English for Palestine* 12ᵗʰ grade reading comprehension syllabus is important to reveal their instructional purpose and whether they prepare school students to future undergraduate reading experience, enabling us to know why students when they pursue their higher education face obstacles effectively comprehending any discipline text in English. Classification of questions is essential for English educators to know why there is a gap and try to solve this problem. Identifying and classifying questions according to their level of difficulty is used to evoke thinking about the need to equip students with reading comprehension strategies indispensible to success at the undergraduate level.

For the purposes of this study, the researcher examined one baseline system developed by Barrett. Barrets' Taxonomy is a useful guide for constructing questions on a variety of levels as well as for judging questions that have already been created. It can be used to evaluate students' comprehension of text. Bloom's taxonomy higher thinking skills sheds light on Barrets' reading comprehension. Bloom's Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS) include: ***knowledge****,* involves the recalling of facts, events, and details. ***Comprehension****,* the second level, refers to one's ability to go beyond knowledge to translate and explain information. ***Application****,* the third level, refers to applying information to existing or hypothetical situations. ***Analysis*** involves critical investigation of information received. ***Synthesis*** refers to the ability to re-assemble and present information in a more creative format. The sixth level is ***evaluation****,* or one's ability to place value on the importance of an idea and judge it using established criteria (Swaby, 1984). For the purpose of this research only Barrets' taxonomy will be used as it relates directly to the reading comprehension skill.

3. Statement of the Problem

The secondary stage and particularly 12th grade is considered a critical stage in the academic life of the students on the verge of joining university. Professors at Palestinian universities usually complain of secondary graduates joining the universities pursuing their higher education especially of their higher thinking skills.

This research is about English language problems in general and comprehension questions in the 12th grade *English for Palestine* student's textbook in particular. The researcher has noticed that university professors feel that Palestinian college students do not demonstrate effective ability to answer questions of the higher thinking skills types. This triggered research interest to investigate the nature of questions used in *English for Palestine* and its efficacy to develop the 12th grade students linguistically, mentally and intellectually. Hence, the researcher aims through a descriptive analysis, at evaluating the 12th grade student's book comprehension questions to help students measure up to the upcoming college educational experience both linguistically and cognitively by helping textbook designers know what kind of comprehension questions future undergraduate students need.

It is true that many studies have dealt with the general evaluation of English textbooks, but none of them focused on questions, and to the best of the researcher's knowledge, this is the first one to evaluate the reading skills comprehension questions in the 12th grade. The objectives of the research cannot be achieved unless the *English for Palestine* reading comprehension syllabus objectives are analyzed to find out whether they agree with Barrets' taxonomy.

4. Purpose of the Study

This study aims at evaluating the comprehension reading questions in the English course for the 12th grade and their ability to prepare students to college experience. It also seeks to identify the weaknesses and strengths of reading comprehension questions in *English for Palestine* 12th grade student's book in respect to their matchability with Barrets' Taxonomy and with the syllabus objectives percentages.

Also, it intends to analyze the reading comprehension objectives in the Palestinian syllabus to explore whether they are fairly distributed over Barrets' five major higher thinking skills types.

5. Significance of the Study

This study explores reading comprehension questions in the 12th grade of English student's textbook hoping to point out the strengths and weaknesses in the comprehension questions in the 12th grade English student's textbook so as to verify their soundness or suggest recommendations and modifications which may help the text writers and curricula designers in assessing the validity of the this textbook, especially the reading comprehension skill to reconsider the material in the future. It is believed that the results could be of great contribution to the educational system. And, the results of this study will be of great benefit to teachers to be creative and make up and modify these questions till the task is handled by material designers.

The significance of the study, also, lies in the fact that it is the first study in Palestine in that area.

6. Questions of the study

This study attempts to answer the following questions

1. Do the reading comprehension questions (pre-reading, while reading and after reading) in the 12th grade English textbook agree with Barrets' five major higher thinking skills?

2. Are the 23 reading comprehension objectives in the *English for Palestine* syllabus fairly distributed under the five higher thinking levels of reading comprehension skills?

3. Do 12th grade syllabus reading comprehension objectives align with textbook actual questions?

7. Hypotheses of the study

1. Comprehension questions in the 12th grade English student's textbook are not fairly distributed according to higher thinking skills levels (Barrets' Taxonomy).

2. *English for Palestine* 12th grade syllabus' reading comprehension objectives agree with higher thinking skills types.

3. Comprehension questions in the 12th grade student's textbook are not compatible with the 23 reading comprehension objectives projected percentages in *English for Palestine* syllabus.

8. Limitations of the study

1. 1. The study is limited only to the 12th grade English student's textbook in the Palestinian Educational system.

2. This study investigates reading comprehension skill questions (before reading, while reading, after reading) only, thus the results are limited to evaluating reading comprehension questions.

3. The research was conducted in the academic year 2010-2011.

9. Methodology and procedure

9. 1 Methodology

The researcher used the descriptive analytical method of research to carry out this study to achieve the objectives of the study. This method which involves analyzing the 23 syllabus reading comprehension objectives under Barrets' Taxonomy, in addition to that analyzing the reading comprehension questions in the English student's textbook in *English for Palestine*. The data analysis was revised by material designers, English instructors and supervisors and English teachers to achieve validity. Reliability was examined through the help of the material designers who volunteered to help the researcher in analyzing the English comprehension questions in *English for Palestine* syllabus.

9. 2 Procedure

The researcher analyzed the 12th grade English textbook reading comprehension questions for the 12 units including all the questions under the rubrics "before reading ,while reading and after reading" categorizing them under Barrets' higher thinking skills reading comprehension types in terms of number and percentage. The purpose is to figure out whether they align with the proposed syllabus. Then, the researcher analyzed *English for Palestine* syllabus reading comprehension objectives aiming at verifying whether they categorize to Barrets' Taxonomy which can be viewed below. Finally, the results of both analyses were compared to find out discrepancies or alignments.

Table (1): Barrett's Taxonomy of Reading Comprehension questions, by Levels and Operations.

Level	Operations for Learning Outcomes
Literal recognition or recall	Requires locating or identifying explicit information or situations; illustrated by recognizing or recalling details and main ideas, sequencing, comparing, examining cause/effect relationships and character traits.
Reorganization	Requires organizing ideas and information explicitly: illustrated by analyzing, synthesizing and organizing information that has been stated explicitly.
Inference	Requires thinking and imagination beyond the printed page; illustrated by inferring supporting details and main idea, sequencing, comparing, examining cause-effect relationships and character traits, predicting outcomes, focusing on figurative language
Evaluation	Requires determining the truthfulness of text; illustrated by judgment of reality or fantasy, fact or opinion, adequacy or validity, appropriateness, desirability or acceptability
Appreciation	Involves increasing sensitivity to various types of literary genres; illustrated by emotional response to plot or theme, identification with characters and incidents, reactions to the author's use of language, response to generating images

10. Research Results

The findings are

Questions: 1 Do the Reading Comprehension questions in the 12 grade textbook fairly categorize under Barrets' Taxonomy

Table (2): Number and Total Percentage of 12 Grade English Reading Comprehension Questions According to Barrets' Taxonomy.

No. of unit	Literal comprehension	Reorganization	Inferential	Evaluation	Appreciation
1	11	3	16	10	0
2	7	13	7	18	3
3	16	4	0	2	0
4	24	8	0	2	0
5	29	4	0	6	2
6	13	4	0	4	2
7	33	3	0	4	0
8	42	5	7	2	0
9	21	4	3	2	2
10	21	3	2	2	2
11	20	6	3	2	1
12	24	3	5	6	0
Total Percentage	**261 % 59.5**	**60 %13.6**	**45 % 10.2**	**60 %13.6**	**12 (438) % 2.7**

The above analysis of the 12th grade reading comprehension questions for the 12 units in the student's textbooks for the two lessons in the same unit reveals that the total number of the questions is 438 distributed over the Barrets' Taxonomy. The literal level represents around %60 of the total number of the questions, the reorganization represent %13.6, the inferential %10.2, the evaluation %13.6, and the appreciation %2.7.

No criteria specifying appropriate percentage for the above HOTS types for the secondary school English textbooks were found. Therefore, he cannot decide whether these percentages are appropriate or not till analyzing the syllabus reading comprehension objectives to make sure whether they match out the textbook questions or not.

Question 2: Are English for Palestine Reading Comprehension Syllabus objectives fairly compatible with Barrets' taxonomy.

Table (3): Distribution of English for Palestine syllabus 23 objectives over Barrets' Taxonomy.

Literal comprehension	Reorganization	Inferential	Evaluation	appreciation
1.Read familiar material with correct pronunciation and intonation	1.Distinguish main ideas from supporting details	1.generate questions about reading text	1.Skim to obtain gist or general impression of text or graphics	1.Answer factual inferential, judgment or evaluation questions
2. Develop awareness of synonyms and antonyms	2. Extract and synthesize information from several sources to present it into expository form	2. Make predictions about reading text	2. Identify the main idea of reading text	2. Relate text to personal experience, opinion, or evaluation
3. Develop awareness of semantic fields	3.Summarize reading text	3. Make inferences about reading text	3. Evaluate text for accuracy of information, soundness of argument	3. Analyze text for setting, theme, and characters.

Literal comprehension	Reorganization	Inferential	Evaluation	appreciation
4. Identify the main details	4.Recognize pronoun referents	4. Deduce meaning of unfamiliar words from context	4.Answer factual inferential, judgment or evaluation questions	
5. Recognize rhetorical markers and their functions	5. Answer factual inferential, judgment or evaluation questions	5. Distinguish fact from opinion		
6. Scan for information from texts and realia		6.Answer factual inferential, judgment or evaluation questions		
7. Interpret information presented in diagrammatic display ------------ 8. Answer factual inferential, judgment or evaluation questions				
Total 8% **%30.7**	**5** **%19.2**	**6** **%23**	**4** **%15.3**	**3** **%11.5**

The 23 objectives in the English for Palestine syllabus (Appendix 2) though some carried more than one objective, reveal that the literal level should cover around %29.9, the reorganization %19.2, the inferential %23, the evaluation %15.3 and finally the appreciation %11.5 of the questions in textbooks. See appendix (1) page 20 for Barrets' taxonomy linguistic representations.

Question 3: Do reading comprehension syllabus objectives align with English 12th grade textbook reading comprehension questions

Table (4): Alignment between reading comprehension objectives and 12th grade Textbook questions.

Barrets' Taxonomy Levels	Percentage of syllabus objectives	Percentage of textbook questions	Difference in percentage
Literal comprehension	30.7	59.5	+28.8
Reorganization	19. 2	13. 6	-5.6
Inferential	23	10. 2	-12.8
Evaluation	15. 3	13. 6	-1.7
Appreciation	11. 5	2. 7	-8.8

There are significant differences between the syllabus projected levels of questions and textbook questions based on the alternative directional hypothesis which substantiate that the literal level is more than projected while the rest are less than projected in the syllabus.

The analysis reveals serious discrepancies between the objectives of the syllabus and the actual questions in textbook ushering to misalignment between them. Literal questions should not exceed more than %30 of the total number of the questions while in reality as the above table shows they reached around %60.

For the reorganization type, while the syllabus proposes around %19.2, the textbook contains only %13.6. The third type, inferential, which experts advocate as a type to be used in reading comprehension, is

proposed in the syllabus to be around %23 but the questions in the textbook represent only around %10, a significant drop in the percentage. Fourth, evaluation is proposed to be around %15 represented by around %14 which is a very reasonable approximation. Finally, appreciation is proposed to be around %11.5 of the syllabus objectives represented only with around 3 percent which is a serious discrepancy.

11. Discussions and Conclusions

In this study, the researcher examined whether the comprehension questions in *English for Palestine* are fairly distributed over Barrets' reading comprehension Taxonomy. The results help explain why college professors complain of undergraduate students' difficulty in reading and answering English based textbooks' questions. Questions in *English for Palestine* are used to assist students in understanding what they read. The above results reveal that the comprehension questions in *English for Palestine* 12th grade textbook are not distributed fairly under the 5 major reading skills according to Barrett. More of 12th grade comprehension questions are at the literal %59.5 compared to %30.7 projected in the syllabus which ushers towards serious deviation from the original plan substantiating the assumption that the questions are mostly literal which is not much help preparing future college students who use English as a medium of instruction and English written learning material. Reorganization type represent %19.2 of the syllabus objectives under represented by the actual questions in the textbook with only %13.6. The inferential type, recommended by educators under which prediction is also included, represents %23 of syllabus objectives under represented with only %10.2 of the textbook questions. Evaluation is represented with %15.3 of the syllabus objectives almost equally represented with questions in 12th grade textbook with %13.6. Finally, Appreciation is represented with %11.5 in the syllabus which is shockingly represented with only %2.7 of the textbook questions.

These results emphasize the importance of rewriting and redeveloping the comprehension questions for all disciplines and in particular the EFL textbooks accounting for the diversity of linguistic representations as shown in appendix (2). The HOTs paradigm is not

accurately implemented in the 12th grade EFL which represent an important tool in facilitating the acquisition of reading comprehension strategies due to the linguistic similarities between them and the other undergraduate disciplines reading comprehension questions. These results emphasize the importance of rewriting and redeveloping the comprehension questions for all disciplines and in particular the EFL textbooks accounting for the diversity of linguistic representations as shown in appendix. It behoves the Palestinian educational system to put forward a HOTs frame work to guide any future redevelopment of the Palestinian curricula.

12. Recommendations

In light of the findings of the study, the researcher recommends the following criteria to be taken into account.

1. The educational system emphasize the process of reading and the reading skill and particularly the gradual introduction of higher thinking skills early from the beginning; this may help learners to function fully in the college level in the future.

2. The Ministry of Education instruct the Curriculum Center to align the 12th grade textbook reading comprehension questions with the syllabus objectives especially as pertain to reducing the literal level questions, increase the inferential ones and others according to the syllabus proposed percentages.

3. Similar research to be conducted on other grades especially the lower secondary grades.

4. 4.The Ministry of Education and Higher Education design curriculum compatible with students' future needs especially the secondary school to measure up to a more challenging undergraduate educational experience helping breed independent learners.

5. Teachers be consulted upon selecting the textbook material, and they should participate in making any modification or improvements concerning the textbooks.

6. Teachers be trained on the reading comprehension higher thinking skills whose acquisition guarantees more effective readers.

7. This kind of research extend over other humanities and social studies courses

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Appendix 1

Barrett's major five reading skills in details

1. **Literal Comprehension**
   1.1 Recognition
   1.2 Details
   1.3 Main Ideas
   1.4 Sequence
   1.5 Comparison
   1.6 Cause and Effect
   1.7 Character Traits
2. **Reorganization**
   2.1 Classifying
   2.2 Outlining
   2.3 Summarizing
   2.4 Synthesizing
3. **Inferential Comprehension**
   3.1 Supporting Details
   3.2 Main Ideas
   3.3 Sequence
   3.4 Comparisons
   3.5 Cause and Effect
   3.6 Character Traits
   3.7 Predicting Outcomes
   3.8 Interpreting Figurative Language
4. **Evaluation**
   4.1 Judgments of Reality or Fantasy
   4.2 Fact or Opinion
   4.3 Adequacy and Validity
   4.4 Appropriateness
   4.5 Worth, Desirability and Acceptability
5. **Appreciation**
   5.1 Emotional Response to the Content
   5.2 Identification with Characters or Incidents
   5.3 Reactions to the Author's Use of Language
   5.4 Imagery

Appendix 2
The 24 reading comprehension skill objectives in the 12 grade syllabus

1. Answer factual, inferential, judgment or evaluation questions
2. Read familiar material with correct pronunciation and intonation
3. Recognize pronoun referents
4. Generate questions about reading text
5. Summarize reading text
6. Make predictions about reading text
7. Make inferences about reading text
8. Develop awareness of synonyms and antonyms
9. Develop awareness of semantic fields (word mapping)
10. Identify the main idea of reading text
11. Identify supporting details
12. Distinguish main idea from supporting details
13. Recognize rhetorical markers and their functions
14. Comprehend visual survival materials
15. Deduce meaning of unfamiliar words from context
16. Skim to obtain gist or general impression of text or graphics
17. Distinguish fact from opinion
18. Infer mood and author's attitude or tone
19. Scan for information from texts and realia (ads, menus, schedule, calendar, flight information and tickets, etc
20. Interpret information presented in diagrammatic display
21. Relate text for setting, theme, characters, etc
22. Extract and synthesize information from several sources to present in into expository form Evaluate text for accuracy of information, soundness of argument, etc