



# READING COMPREHENSION WORKSHEET



## EXPLAINING RECOUNT TEXT



FOR GRADE:

# VIII



# FOREWORD ✨ ✨

“Explaining Recount Text” is a supplementary worksheet for Grade 8 students. It aims to support students in developing their understanding of recount texts, particularly in terms of their definition, purpose, and types through structured and meaningful activities.

This worksheet consists of reading comprehension exercises based on a recount text, followed by a variety of tasks that encourage students to actively engage with the material. The activities are designed using model Scientific Approach, including Observing, Questioning, Collecting Information, Associating, and Communicating. Through these stages, students are expected not only to understand the text but also to develop critical thinking and analytical skills. Furthermore, this worksheet is aligned with the principles of the Merdeka Curriculum: Deep Learning approach, incorporating elements of Meaningful Learning, Mindful Learning, and Joyful Learning.

The Learning Objectives Achievement Indicators of this worksheet focus on the cognitive domain at the level of Bloom’s Taxonomy C2 (EXPLAINING), where students are expected to explain the definition, purpose, and types of recount text based on the given text accurately.

Hopefully this worksheet can be a useful resource for both students and teachers in facilitating engaging English learning.

## ➤➤➤ Learning Objectives



1. Students are able to explain the definition of recount text based on the given text accurately.
2. Students are able to explain the purpose of recount text correctly.
3. Students are able to explain the types of recount text based on the examples provided appropriately.



# A GUIDE FOR USING WORKSHEET

## 1. Let's Get Started

This section serves as an apperception stage aimed at engaging students and activating their prior knowledge before beginning the lesson. It usually includes stimulating or guiding questions, short prompts, or simple tasks that attract students' attention and encourage them to think about the topic.

## 2. Supporting Material

The Supporting Material section provides essential explanations and background knowledge related to the activities and questions in the worksheet. This material is typically presented through PowerPoint slides allowing teachers to deliver clear and structured explanations before students begin the tasks.

## 3. Word Bank

The Word Bank contains key vocabulary that is relevant to the topic and activities in the worksheet. It supports students in understanding important terms and using appropriate language when completing tasks.

## 4. Activities

The Activities section is designed based on the scientific approach, which includes observing, questioning, collecting information, associating, and communicating.

## 5. Self Reflection

The Reflection section allows students to evaluate their own understanding of the material covered in the worksheet. This helps both students and teachers assess learning outcomes and ensures that key concepts have been understood.

## 6. Barcode for Assessment Rubric and Answer Key

This section provides a barcode that links to the assessment rubric and answer key. It is primarily intended for teachers to facilitate efficient evaluation and provide clear grading criteria. However, if permitted by the teacher, students may also access it to review their answers and understand the expected standards.



# STEPS OF ACTIVITIES ✨ ✨

This worksheet is designed to help students understand recount text through explain the definition, purpose and the types of recount text. Its sections were made using scientific approach:

## A. Observing

### Let's Start Reading!

This section contains a few tasks to help students understand a recount text by reading it carefully. Students observe the content of the text and answer questions to check their basic understanding of the story.

## B. Questioning

### Wondering Why?

This section contains a few tasks that give students the opportunity to ask questions about the text. Students think about what they are curious about and write one question related to the recount text. They also try to answer their own question to develop critical thinking and deeper understanding.

## C. Collecting Information

### Find the Details!

This section contains a few tasks where students collect important information from the text. They read statements and decide which ones are correct based on the story.

## D. Associating

### Let's Think Deeper!

This section contains a few tasks that helps students explain the text more deeply. Students answer questions using their own words, such as explain when the events happened, the purpose of the text, and the type of text. They also explain their reasons based on the text.

## E. Communicating

### It's Your Turn!

In this section contains a few tasks where students share their understanding of recount text. They match statements with the correct categories, such as definition, purpose, and types of recount text. Then, they explain their answers in a short paragraph using their own words.



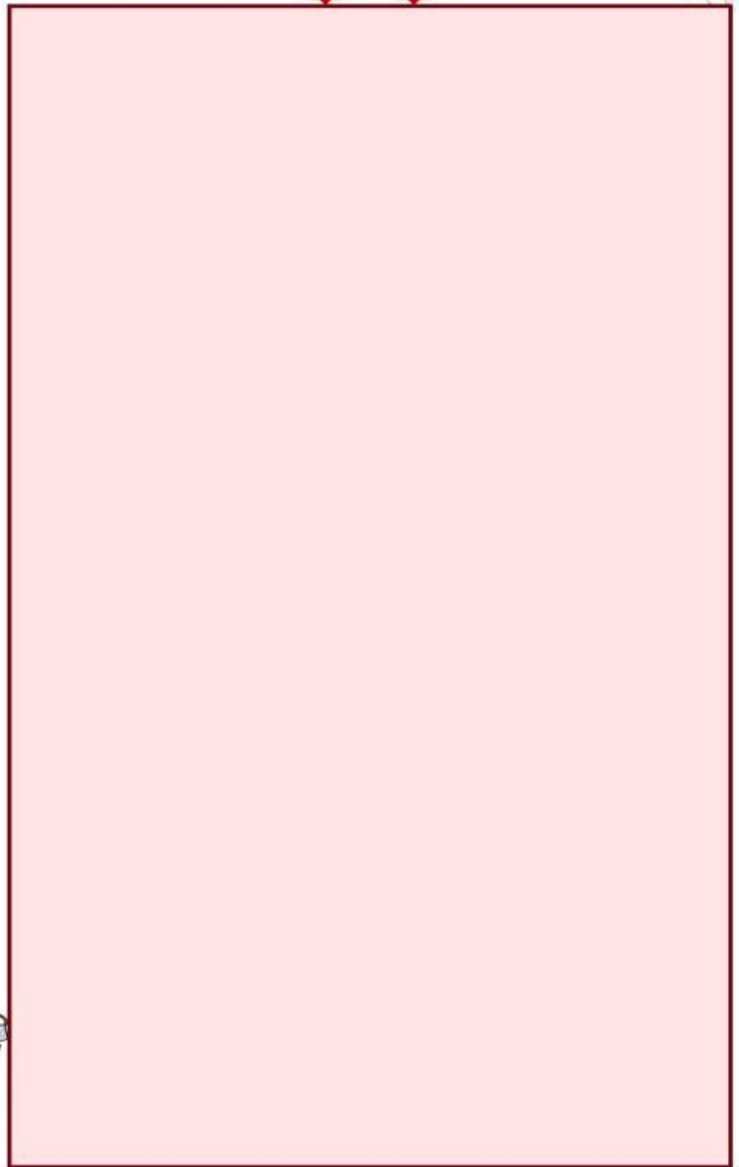
# LET'S START!



# WARM-UP



Watch the video on the right and answer the questions below !



## How to answer

1. What did you see in the video?

Click here



1. What did you see in the video?

Answer:



Answer box

2. Have you ever participated in an Independence Day celebration, what did you do?

Answer:

Answer box



## SUPPORTING MATERIAL



Read and understand the supporting material below about the definition, purpose, and types of recount text!



## WORD BOX

ABCDEF  
GHIJK

Word	Pronunciation	Translation
line up	/laɪn ʌp/	berbaris
march	/mɑ:tʃ/	berbaris / berjalan teratur
village	/'vɪlɪdʒ/	desa
villager	/'vɪlɪdʒə(r)/	penduduk desa
cheer	/tʃɪə(r)/	bersorak
rest post	/rest pəʊst/	pos istirahat
door prize	/dɔ: praɪz/	hadiah undian
announcement	/ə'naʊnsmənt/	pengumuman
headmaster	/'hed'mɑ:stə(r)/	kepala sekolah
memorable	/'memərəbl/	berkesan

# ACTIVITIES



## A. OBSERVING Let's Start Reading!

 Read the text carefully!

### My Experience in the Independence Day Parade

On August 17th, my school, SMP Merdeka, held a parade to celebrate Independence Day. I joined the event with my friends. We wore costumes like Indonesian freedom fighters. Some of us brought fake guns, bamboo sticks, and swords. We also wore red and white accessories.



First, all participants lined up and started to march. Then, we walked along the road near our school. We passed several villages. Many villagers stood on the street. They watched us and cheered happily.

After that, we arrived at a rest post. We took a short break there. We got drinks and took a coupon for a door prize. Then, we continued the parade and returned to school.

When we arrived at school, we took a rest while waiting for the announcement. Finally, the headmaster announced the winners of the door prizes. There were ten winners, and I was one of them.

I felt very happy and proud. It was a fun and memorable experience for me.



Adapted from English for Nusantara 2022, p. 56



 **Answer the questions below based on the text!**  
**Choose the best answer A, B, C or D by 'click' on the answer box!**

 **How to answer**

**1** What is the text mainly about?

*click here*



**1** What is the text mainly about?

**2** When did the event happen?

**3** What did the writer and their friends wear during the parade?

**4** How did the writer feel about the experience?






## B. QUESTIONING Wondering Why?



After reading the text, write one (1) question about something you are curious about related to the text or recount text!

### How to answer

Example

Question: Is every story about the past a Recount Text? 

*Click here*



Possible Answer: No, not every story about the past is a Recount it might be Narrative Text

Question:

Answer:





## C. COLLECTING INFORMATION

### Find the Details!



Select the correct statements by clicking the boxes.  
You may choose more than one answer!

#### How to answer



- The text tells about past events
- The text tells about future activities
- The story is based on the writer's real experience
- The story is completely imaginary
- The writer shares a personal experience
- The purpose of the text is to entertain with a fantasy story
- The purpose of the text is to retell an experience
- The text shows a factual or real-life event





## D. ASSOCIATING

Let's Think Deeper!



Answer following questions in your own words based on the reading passage above "My Experience in the Independence Day Parade"!

### How to answer

1 Based on the text, explain if the .....

click here



1 Based on the text, explain if the events in the story happened in the past or not!

Answer:

2 Explain the author's reasons for writing the text?

Answer:

3 What type of text is the story?

Answer:

4 Explain why the text belongs to that type?

Answer:

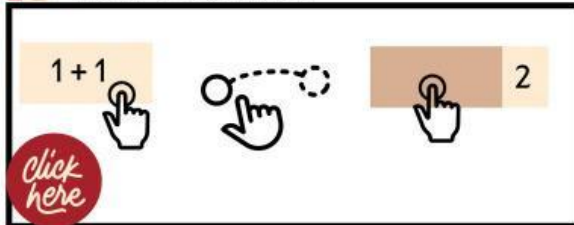


## E. COMMUNICATING

### It's Your Turn!

Drag the text boxes on the left and drop them into the correct categories on the right!

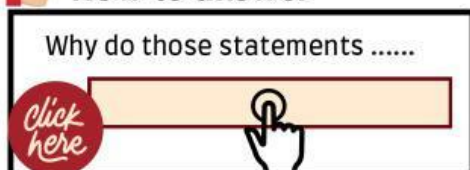
#### How to answer



- |   |                            |  |  |
|---|----------------------------|--|--|
| 1 | Definition of Recount Text |  | To retell past events to the readers.                  |
| 2 | Purpose of Recount Text    |  | Personal recount, factual recount, imaginative recount |
| 3 | Types of Recount Text      |  | A text that tells past experiences in order            |

Explain your answers briefly in one paragraph using your own words!

#### How to answer



Why do those statements belong to definition, purpose, and types of recount text?

Answer:

# SELF REFLECTION



After you complete this lesson, fill in the self-reflection below.  
Put a checklist (✓) in box of every column that best describes your understanding!

## How to answer

No	Statement	Very Well	Well	Poorly	Choose one of the criteria that suits you
1	I can explain the definition of a recount text				

No	Statement	Very Well	Well	Poorly
1	I can explain the definition of a recount text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I can explain the purpose of a recount text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I can explain the types of recount text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I can explain the difference between personal, factual, and imaginative recount texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# KEY ANSWER & ASSESSMENT RUBRIC



Scan the QR or Copy and Paste the Google Drive linkcode to access the Answer Key and Assessment Rubric!  
This section can only be accessed with the teacher's permission.



**Answer Key**

**Google Drive Link:**

[https://docs.google.com/document/d/1b-StY-InGmEGK-m0qzCHeXelBIUIJVzc/edit?usp=drive\\_link&oid=116633545229729988572&rtpof=true&sd=true](https://docs.google.com/document/d/1b-StY-InGmEGK-m0qzCHeXelBIUIJVzc/edit?usp=drive_link&oid=116633545229729988572&rtpof=true&sd=true)



**Assessment Rubric**

**Google Drive Link:**

[https://docs.google.com/document/d/1BmhuV7HuvjUTGrzmLIEjsnXw1ooLCihj/edit?usp=drive\\_link&oid=116633545229729988572&rtpof=true&sd=true](https://docs.google.com/document/d/1BmhuV7HuvjUTGrzmLIEjsnXw1ooLCihj/edit?usp=drive_link&oid=116633545229729988572&rtpof=true&sd=true)

