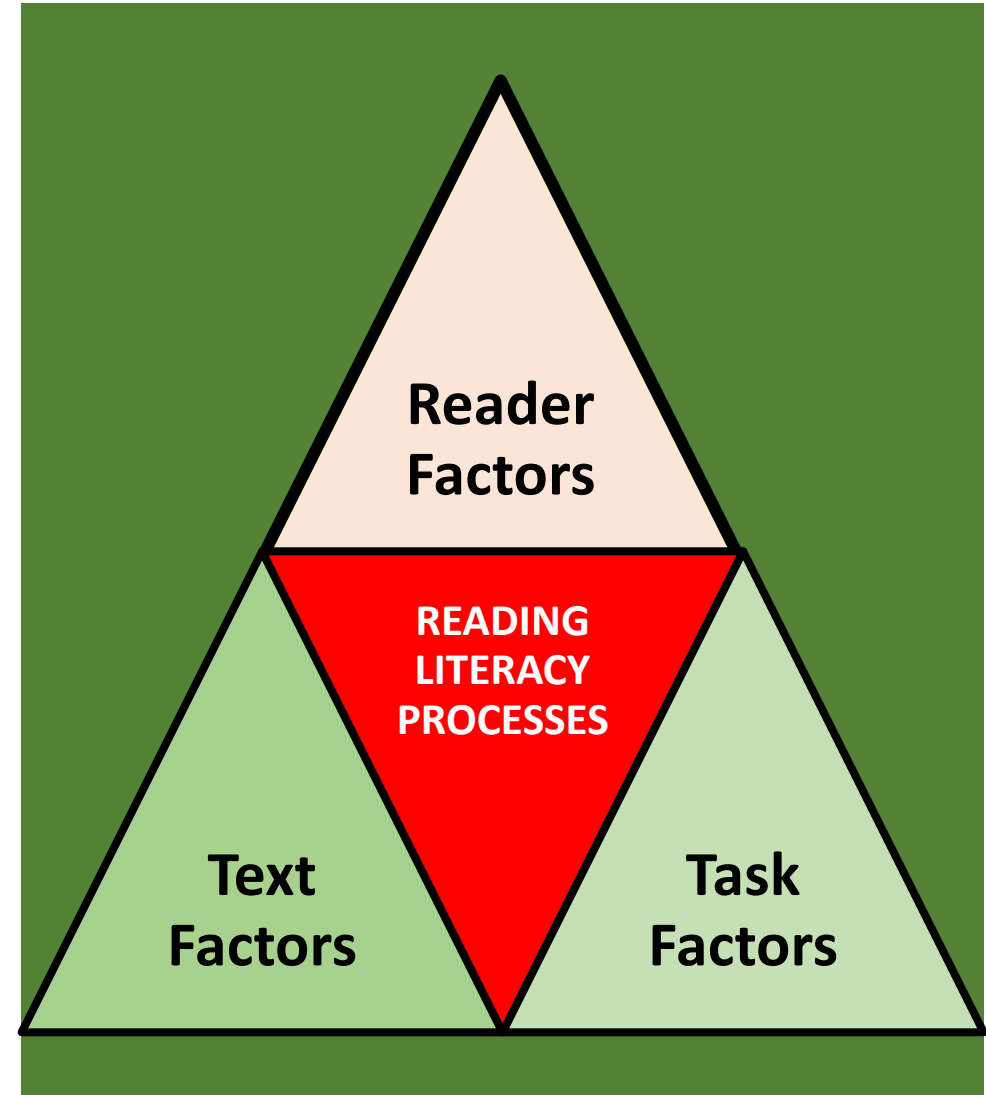


READING LITERACY

ORGANIZING THE DOMAIN

Reading Literacy -- Sources of Influence



Reading Literacy --Sources of Influence

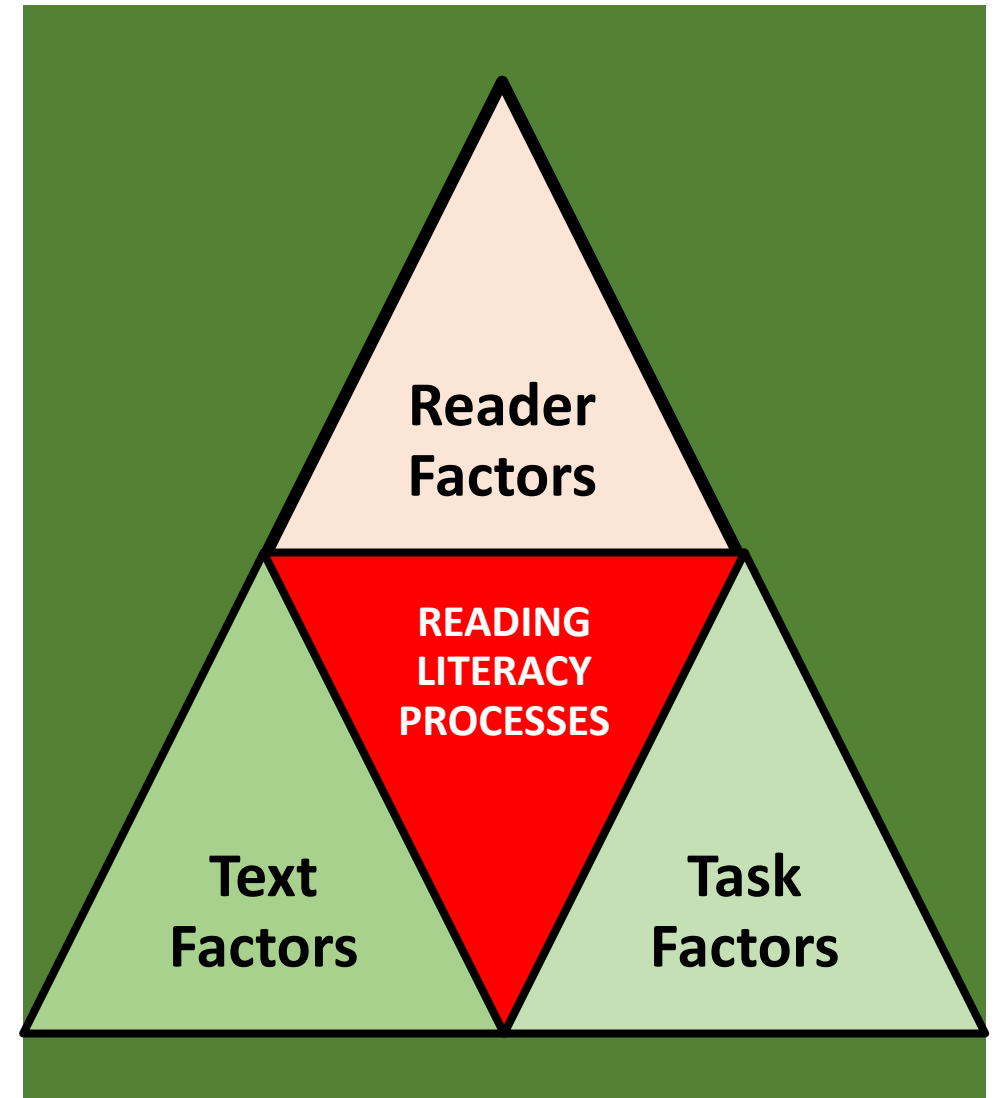
The reading activity is a function of text factors , task factors and Reader Factors

Text Factors: the format of the text, the complexity of the language used, the number of texts a reader encounters etc.

Task factors :the potential time and other practical constraints, the goals of the task (e.g. read for pleasure, read for deep understanding or skim) and the complexity or number of tasks to be completed.

Reader factors ---motivation, prior knowledge, and other cognitive abilities

Based on these three factors, readers apply a set of reading literacy processes in order to locate, extract information and **construct meaning** from texts to achieve the tasks.



Organizing The Domain –Reading Literacy

- Reading --is a pervasive and highly diverse activity
- Why is the domain organized according to a set of dimensions??
 - to design an assessment that adequately represents the many facets of reading literacy
- The dimensions --determine the test design and, ultimately, the evidence about student proficiencies --can be collected and reported.

PISA Reading Literacy assessment

Two most important considerations are:

- **to ensure broad coverage of what students read -- for what purposes they read, both in and outside of school**
- **second, to represent a natural range of difficulty in texts and tasks**

PISA Reading Literacy assessment

Built on Three Major Dimensions

- **Text** – the range of material read, format etc. of material that is read
- **Processes** –the cognitive approach (mental strategies, approaches) that determines how readers engage with a text
- **Scenarios** – the range of broad contexts or purposes for which reading takes place with one or more thematically related texts
- **Within scenarios are tasks – the assigned goals that readers must achieve in order to succeed**
- **Difficulty of tasks can be varied by manipulating text features and task goals, which then require deployment of different cognitive processes**

Texts --classified along four different dimensions in the PISA framework

- 1. Source**
- 2. Organization & Navigation**
- 3. Format**
- 4. Type.**

1. Source --is a unit of text.

- **Single** –has an author or a group of authors, a time of writing or publication date and a reference title or number
- **Multiple** –where each has a different author, different publication times or have different titles or reference numbers.

Texts –Organization and Navigation

Static

- **texts with simple organization and a low density of navigation tools**
- **typically texts with one or several pages organized in a linear way.**

Dynamic

- **texts with a more complex, non-linear organization and a higher density of navigation tools.**

Texts –FORMAT--four main classifications

- **Continuous**--- formed by sentences that are in turn organized into paragraphs (e.g., newspaper reports, short stories, reviews and letters novels)
- **Non-continuous**-- also known as documents, are composed of a number of lists (e.g., tables, indexes, advertisements, graphs, schedules, forms, diagrams, catalogues)
- **Mixed**-- contain elements of both continuous and non-continuous formats and are commonly used in magazines and authored web pages
- **Multiple**-- comprise discrete parts that are juxtaposed for a particular occasion or purpose

Example: Continuous text



from Arnold Jago

Did you know that in 1996 we spent almost the same amount on chocolate as our Government spent on overseas aid to help the poor?

Could there be something wrong with our priorities?

What are you going to do about it?

Yes, you.


*Arnold Jago,
Mildura*

Source: The Age newspaper, Melbourne, Australia ,1st April, 1997.



Example: Non-continuous text

The Moreland Library System gives new library members a bookmark showing its Hours of Opening. Refer to the bookmark to answer the questions which follow.



Moreland Library System

HOURS OF OPENING					
	Brunswick Library	Campbell Turnbull Library	Coburg Library	Fawkner Library	Glenroy Library
Sunday	1pm-5pm	Closed	2pm-5pm	Closed	2pm-5pm
Monday	11am-8pm	11am-5.30pm	1pm-8pm	11am-5.30pm	10am-5.30pm
Tuesday	11am-8pm	11am-8pm	11am-8pm	11am-8pm	10am-8pm
Wednesday	11am-8pm	11am-5pm	10am-8pm	11am-5pm	10am-8pm
Thursday	11am-8pm	11am-5.30pm	10am-8pm	11am-5.30pm	10am-8pm
Friday	11am-5pm	11am-5pm	10am-8pm	11am-5pm	10am-5.30pm
Saturday	10am-1pm	10am-1pm	9am-1pm	10am-1pm	9am-1pm

Effective from February 1 1998



Example: Mixed text

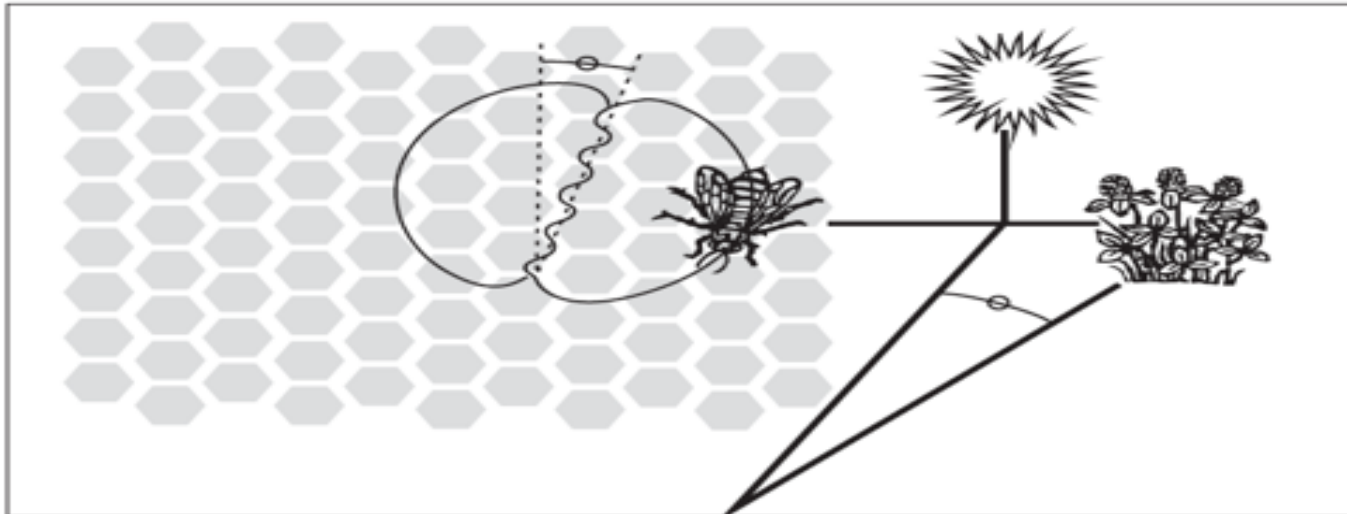
Bees Text

The information on this page and the next page is from a booklet about bees. Refer to the information to answer the questions which follow it.

Collecting Nectar

Bees make honey to survive. It is their only essential food. If there are 60,000 bees in a hive about one third of them will be involved in gathering nectar which is then made into honey by the house bees. A small number of bees work as foragers or searchers. They find a source of nectar, then return to the hive to tell the other bees where it is.

Foragers let the other bees know where the source of the nectar is by performing a dance which gives information about the direction and the distance the bees will need to fly. During this dance the bee shakes her abdomen from side to side while running in circles in the shape of a figure 8. The dance follows the pattern shown on the following diagram.



The diagram shows a bee dancing inside the hive on the vertical face of the honeycomb. If the middle part of the figure 8 points straight up it means that bees can find the food if they fly straight towards the sun. If the middle part of the figure 8 points to the right, the food is to the right of the sun.

The distance of the food from the hive is indicated by the length of time that the bee shakes her abdomen. If the food is quite near the bee shakes her abdomen for a short time. If it is a long way away she shakes her abdomen for a long time.



Example: Multiple texts

I'm simmering with anger as the school wall is cleaned and repainted for the fourth time to get rid of graffiti. Creativity is admirable but people should find ways to express themselves that do not inflict extra costs upon society.

Why do you spoil the reputation of young people by painting graffiti where it's forbidden? Professional artists do not hang their paintings in the streets, do they? Instead they seek funding and gain fame through legal exhibitions.

In my opinion buildings, fences and park benches are works of art in themselves. It's really pathetic to spoil this architecture with graffiti and what's more, the method destroys the ozone layer. Really, I can't understand why these criminal artists bother as their "artistic works" are just removed from sight over and over again.

Helga

There is no accounting for taste. Society is full of communication and advertising. Company logos, shop names. Large intrusive posters on the streets. Are they acceptable? Yes, mostly. Is graffiti acceptable? Some people say yes, some no.

Who pays the price for graffiti? Who is ultimately paying the price for advertisements? Correct. The consumer.

Have the people who put up billboards asked your permission? No. Should graffiti painters do so then? Isn't it all just a question of communication – your own name, the names of gangs and large works of art in the street?

Think about the striped and chequered clothes that appeared in the stores a few years ago. And ski wear. The patterns and colours were stolen directly from the flowery concrete walls. It's quite amusing that these patterns and colours are accepted and admired but that graffiti in the same style is considered dreadful.

Times are hard for art.

Sophia

Source: Mari Hankala.

The two letters above come from the Internet and are about graffiti. Graffiti is illegal painting and writing on walls and elsewhere. Refer to the letters to answer the questions below.



Task 2 – Multi-text reading

In this section there are four short texts for you to read and some questions for you to answer.

Questions 16-20

Read questions 16-20 first and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. **Choose one letter – A, B, C or D – and write it on the lines below.** You can use any letter more than once.

Which text

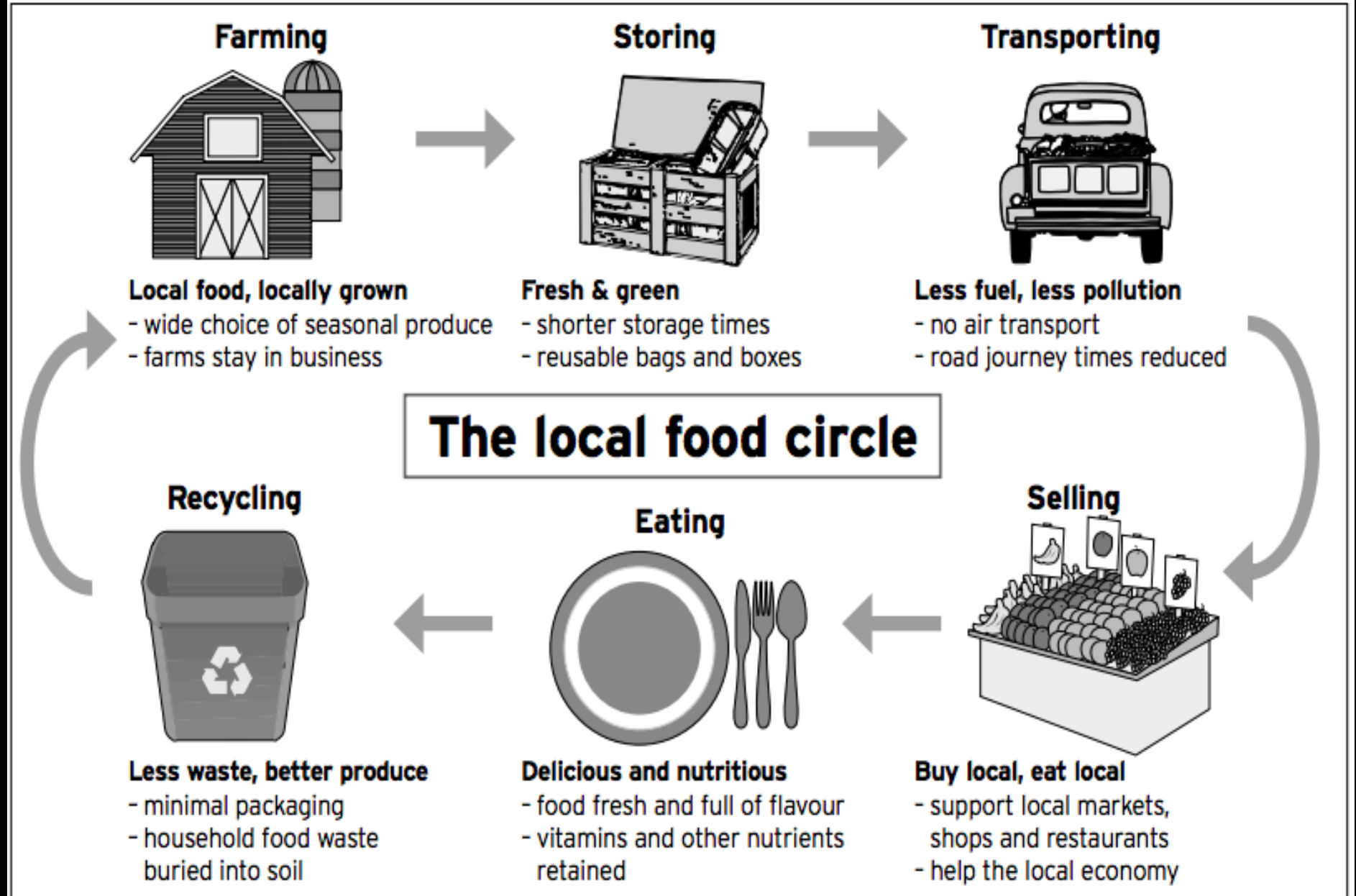
16. suggests people buy local food because it tastes better?
17. criticises the idea that people could return to producing food on small farms?
18. suggests that local food production can reduce illness and increase well-being?
19. explains that the different stages in the production of local food are connected?
20. compares farming in the last century with the popularity of farming nowadays?

TEXT A

MULTIPLE –TEXTS--continued

Some countries are significant producers of local food, others less so. The local food movement is a campaign started in countries which import more food than in the past. In America, for example, in the 1900s over 40 per cent of the population lived on farms, whereas in 2000 the figure was 1 per cent. Nowadays, in such areas, the local food movement wants a shift back towards small-scale farming and locally-supplied food. This is an alternative to imported food, where producers are separated from consumers by 'food miles', resulting in long journey times. Although some big supermarkets stock local food, this is not the main trend as customers still want a wide choice of foods all year round. With local growing, the buyer can purchase food from the farmer in person or online, or from local shops. The farmer retains more money, which has a positive impact on local economies as money is kept within a region.

Text B



Text C

I interviewed Jane Gold, a supporter of local food, for Green Magazine:

Why do you support the local food movement, Jane?

'Well, some countries rely too much on imported food. The effect of transporting food long distances obviously damages the environment, so eating local food is something we should all do to tackle the

problem of greenhouse gases. Locally grown food is also better for us.

That's another reason why people should buy it. Vitamin levels in food fall quite soon after picking, and large farms often use more chemicals than smaller ones. The change has been incredible. I always used to get colds and now I never do since I've been eating such good food – I feel fantastic!

MULTIPLE –
TEXTS--continued

Text D



Robert: Going back to small-scale farming is incredibly unrealistic.



Joseph: I disagree! I'm a farmer in Kenya, in Africa, and my family has always grown its own food.



Robert: And do you export food, too?



Joseph: Yes, I grow beans, corn and bananas for export. The money helps my family and the local and national economies.



Robert: I'm sure. We'd have a very limited choice in Northern Scotland if we didn't import food. Local farmers couldn't produce enough for everyone in the area, so we couldn't do without food from abroad.



Joseph: Aren't people worried about the effect transporting food has on the environment?



Robert: Yes, but the environmental effect of transportation is actually not that high. In fact, the amount of greenhouse gases emitted in producing food locally is more than in the transportation of food. Apparently, cattle on open land produce more greenhouse gas than cows kept inside on large-scale farms.



Joseph: Well, sending our produce abroad is great for us.



Robert: And for us!

Questions 21-25

Choose the five statements from A-H below that are **TRUE** according to the information given in the texts above. Write the letters of the **TRUE** statements on the lines below (in any order).

21.

22.

23.

24.

25.

- A US local food supporters want a return to farming levels of the 1900s.
- B Supermarkets generally support the local food movement.
- C Local farmers may use technology to help sell their food directly.
- D Storage times and the amount of packaging decrease with local farming
- E Small farms sometimes use chemicals when producing their food.
- F Jane believes there's been a slight improvement in her health and mood.
- G The transportation of food damages the environment less than food production.
- H Both Robert and Joseph agree that exporting food to other countries is a good idea.

MULTIPLE –TEXTS--continued

The notes on the right contain information based on these texts. Find an exact number, word or phrase (maximum three words) from texts A–D to complete the missing information in gaps 26–30. Write the exact number, word or phrase in the blanks

Notes

Aims of local food movement:

- to raise levels of production and sales of local food
- a return to (26.) and delivery of local food

Imported vs local food:

- Imported food: increased food miles between farmers and customers leads to (27.)
- Local food: bought direct from farmers
- Less time in storage after picking means higher (28.)

Local food:

- Fresher and tastier
- Fewer food miles by (29.) and road

But:

- Greenhouse gases emitted in food production
- Insufficient locally farmed food: people in remote areas are unable to (30.) imported food

Text types --- Six categories

- **Description**

- texts with information that refers to properties of objects in space
- provide an answer to “what” questions
- Examples include a depiction of a place in a travelogue, a catalogue or a process in a technical manual.

- **Narration**

- texts with information that refers to objects in time
- provide answers to “when” or “in what sequence”
- Examples include a report, a news story, a novel, a short story or a play

- **Exposition**

- texts with explanations of how different elements interrelate in a meaningful way
- provide answers to “how” questions
- Examples include a scholarly essay, a diagram showing a model of memory, a graph of population trends, or a concept map for an entry in an online encyclopedia.

Text type --- Continued

- **Argument**

- texts that present the relationship among concepts or propositions
- provide answers to “why” questions.
- sub classification --persuasive and opinionative texts, referring to opinions and points of view
- Examples -- letter to the editor, a poster advertisement, posts in an online forum or a review of a book or film.

- **Instruction**

- text that provides instructions on what to do
- Examples include a recipe, a series of diagrams showing how to give first aid or guidelines for operating software.

- **Transaction**

- a text that aims to achieve a purpose such as requesting that something is done, organizing a meeting or making a social engagement with a friend
- Examples include a letter, an email or a text message.

Scenarios

- Reading --- purpose-driven activity
- Occurs when a reader wishes to accomplish a particular goal
 - locating information to fill out a form
 - understanding a topic well enough to participate in a discussion with peers
- Traditional reading assessments--“goal” is simply to answer a few discrete questions about a text on a general topic and then move on to the next--
ARTIFICIAL

The Reading Literacy units developed for 2018 ---scenario-based

- Each unit begins with a fictional scenario that describes the over-arching goal for reading the text or collection of texts in the unit.
- reader is given both a **context** and a **purpose** that helps to shape the way he or she searches for, comprehends, and integrates information
- Scenarios were developed to address a range of situations.



Scenarios

- **Personal** – situations that contain text that satisfies an individual's personal interests in both practical and intellectual ways
 - Examples personal letters, fiction, biography and informational texts that are read to satisfy curiosity or for leisure as well as personal emails, instant messages and blogs.
- **Public** – situations that contain text that relates to activities and concerns of the society at large
 - Examples include official documents, information about public events, message boards, news websites and public notices.

- **Educational** – situations that contain text designed for the purpose of instruction and that is often chosen by an instructor rather than the reader
 - Examples include printed or electronic textbooks and interactive learning software.
- **Occupational** – situations that contain text that supports the accomplishment of an immediate task
 - Examples --texts used to search for a job such as printed classified ads or online job websites, and texts that provide workplace directions.

Personal Scenario

PISA



Chicken Forum
Question 1 / 7

Refer to the Chicken Health Forum on the right. Click on a choice to answer the question.


What does Ivana_88 want to know?

- ☐ If she can give aspirin to an injured hen.
- ☐ How often she can give aspirin to an injured hen.
- ☐ How to contact a veterinarian about an injured hen.
- ☐ If she can determine the pain level of an injured hen.

← → ↺ www.chickenhealth.com/forum/aspirin-chickens


Chicken Health

Your online resource for healthy chickens




About Forum Pictures


Giving Aspirin to Chickens

 **Ivana_88** THREAD STARTER Posted 28 October 18:12


Hello everyone!
Is it okay to give aspirin to my hen? She is 2 years old and I think she hurt her leg. I can't get to the veterinarian until Monday, and the vet isn't answering the phone. My hen seems to be in a lot of pain. I'd like to give her something to make her feel better until I can go to the vet. Thank you for your help.

 **NellieB79** Posted 28 October 18:36


I don't know if aspirin is safe for hens or not. I always check with my vet before giving my birds medicine. I know that some drugs that are safe for humans can be very dangerous for birds.

 **Monie** Posted 28 October 18:52

I gave an aspirin to one of my hens when she was hurt. There was no problem. The next day I went to the vet but she was already better. I think it might be dangerous if you give too much, so don't exceed the dose limits! I hope she feels better!

 **Avian_Deals** Posted 28 October 19:07

Hi! Don't forget to check out my super low deals on all bird supplies. I'm having a great sale right now!

 **Bob** Posted 28 October 19:15

Can someone please tell me how to know if a chicken is sick? Thanks.

Public Scenario

WORLD OCTOPUS DAY

ALL SPECIES ARE VENOMOUS, BUT THE BLUE-RINGED OCTOPUS IS THE ONLY ONE DANGEROUS TO HUMANS, RESPONSIBLE FOR AT LEAST TWO DEATHS.

one hundred thousand IS THE MAXIMUM NUMBER OF EGGS THAT A FEMALE OCTOPUS CAN LAY, BUT THE AVERAGE LITTER SIZE IS ONLY 80.

OCTOPUSES VS. OCTOPI

THE PLURAL IN ENGLISH IS "OCTOPUSES," BUT THE GREEK PLURAL FORM "OCTOPODES" IS SOMETIMES USED. "OCTOPI," WHILE COMMONLY USED, IS CONSIDERED INCORRECT.

AN OCTOPUS HAS 3 HEARTS

THE GIANT PACIFIC OCTOPUS CAN WEIGH MORE THAN 600 POUNDS

OCTOPUSES ARE ABOUT 90% MUSCLE

THE GIANT PACIFIC OCTOPUS CAN INHABIT DEPTHS OF UP TO 5,000 FEET

A mature female octopus can have up to 280 suckers on each arm! Each sucker contains thousands of chemical receptors, with sensitivities to both touch and taste.

OCTOPUSES CAN QUICKLY CHANGE THE COLOR AND TEXTURE OF THEIR SKIN

OCTOPUSES INJECT THEIR PREY WITH VENOM USING A BEAK SIMILAR TO A BIRD'S MADE FROM THE SAME TOUGH MATERIAL AS A LOBSTER SHELL.

BECAUSE THEY DON'T HAVE BONES, EVEN LARGE OCTOPUSES CAN FIT THROUGH AN OPENING THE SIZE OF A QUARTER

300

RECOGNIZED SPECIES OF OCTOPUS

NATIONAL AQUARIUM | aqua.org

Occupational Scenario

DESIGNERS WANTED!

- 1 GOT SO MUCH **SKILL** IT'S FALLING OUT YOUR POCKETS?
- 2 SICK OF WORKING FOR AN UNINSPIRING AGENCY?
- 3 WOULD RATHER BE PART OF A SMALLER, HIGHLY CREATIVE TEAM?

Robot Food is taking over and we're looking for the best middleweight to senior designers. If you check out our portfolio and believe you can bang...

SEND A BRIEF PORTFOLIO AND CV TO: TWOULDRAATHERBE@ROBOT-FOOD.COM

Educational Scenario

PISA 2015



Bird Migration

Question 3 / 5

Refer to "Golden Plovers" on the right. Click on one or more boxes to answer the question.

Which statements about the golden plover's migration do the maps support?

✓ Remember to select **one or more** boxes.

- ☐ The maps show a decrease in the number of golden plovers migrating southward in the past ten years.
- ☐ The maps show that northward migratory routes of some golden plovers are different from southward migratory routes.
- ☐ The maps show that migratory golden plovers spend their winter in areas that are south and southwest of their breeding or nesting grounds.
- ☐ The maps show that the migratory routes of the golden plover have shifted away from coastal areas in the past ten years.

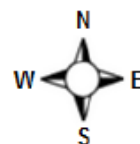
BIRD MIGRATION

Golden Plovers

Golden plovers are migratory birds that breed in northern Europe. In autumn, the birds travel to where it is warmer and where more food is available. In spring the birds travel back to their breeding grounds.

The maps below are based on more than ten years of research on the migration of the golden plover. Map 1 shows the southward migratory routes of the golden plover during autumn, and map 2 shows the northward migratory routes during spring. Areas coloured grey are land, and areas coloured white are water. The thickness of the arrows indicates the size of the migrating groups of birds.

Migratory Routes of the Golden Plover



Map 1: Southward Migratory Routes During Autumn



Map 2: Northward Migratory Routes During Spring

Cognitive Processes

- **Successful reading, whether reading a single text or reading and integrating information across multiple texts, requires an individual to perform a range of processes.**
- **The 2018 Reading Literacy framework --defines several cognitive processes that span a range of difficulty.**

Cognitive Processes

Locate information

- **Scan, Access and retrieve target information** within a text eg. a few words, phrases or numerical values.
- **Search for and select relevant text** – to get the desired information from among several texts given the demands of the item/task.

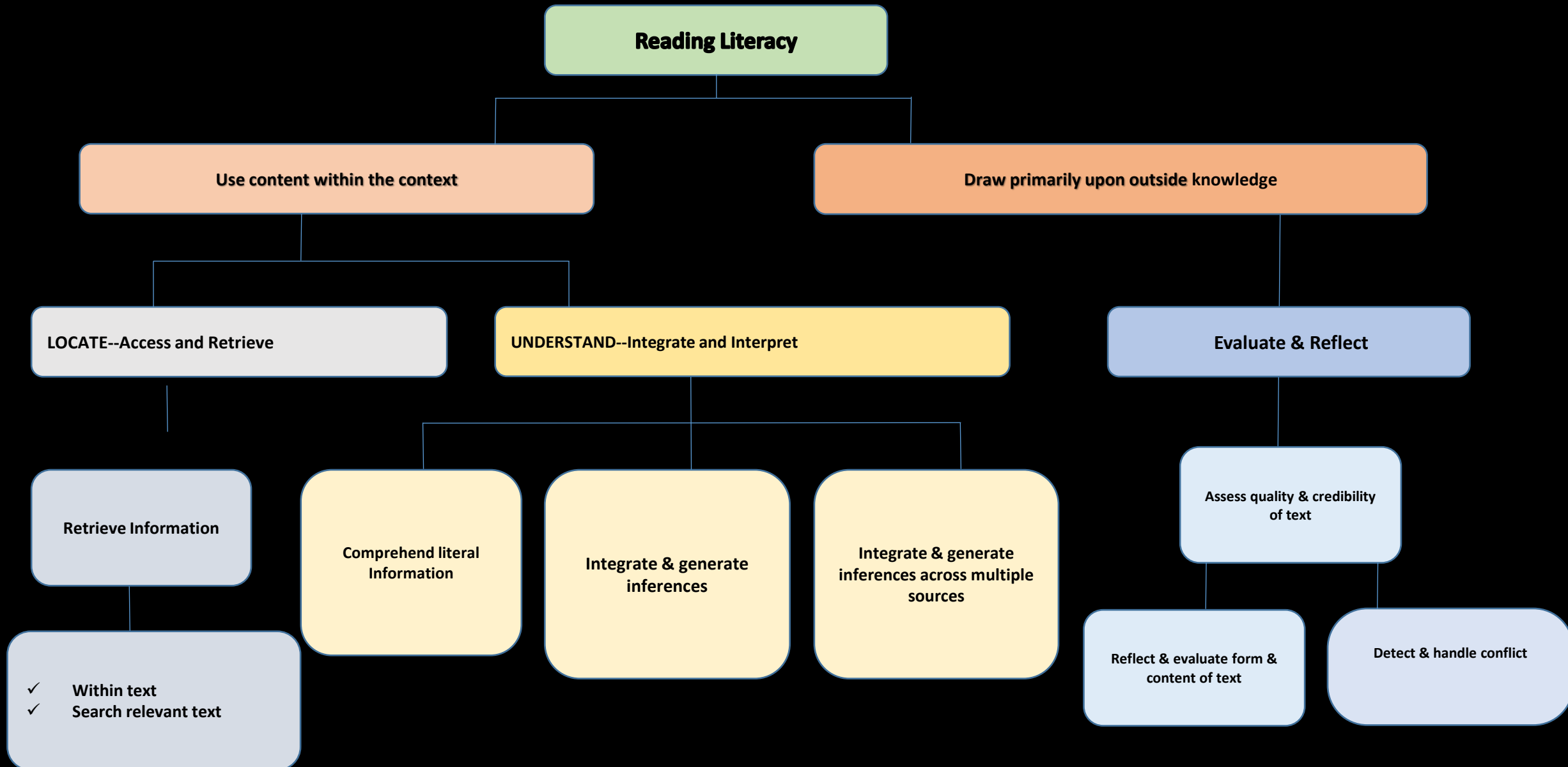
Understand

- ❖ **Represent literal information** – comprehending the literal meaning of sentences or short passages, typically matching a direct or close paraphrasing of information in the question with information in a passage.
- ❖ **Integrate and generate inferences** – going beyond the literal meaning of information in a text by integrating information across sentences or even an entire passage.
 - ❖ Tasks that require the student to create a main idea or to produce a summary or a title for a passage are classified as “integrate and generate inference” items.
- ❖ **Integrate and generate inferences across multiple sources** – integrating pieces of information that are located within two or more texts.

Evaluate and Reflect

- **Assess quality and credibility** – evaluating whether the information in a text is valid, current, accurate, unbiased, reliable, etc.
- **Readers --must identify and consider**
 - the **source** of the information
 - **content** of the text
 - **form** of the text- how the author is presenting the information
- **Detect and handle conflict** – determining whether multiple texts corroborate or contradict each other and when they conflict, deciding how to handle that conflict.

Processes targeted in reading literacy test development for PISA



RESPONSE FORMATS

- **Simple Multiple Choice**
- **Complex Multiple Choice**
- **Short response items**-- students provide a brief answer with a wider range of possible answers
- **Closed Constructed Response**-- students provide their own responses with a limited range of acceptable answers. Questions are similar to traditional questions and have only one right answer. They usually require only simple recall or, at best, an inference.

Response Formats –continued

Open Constructed-response questions

- **ask students to apply knowledge, skills, and critical thinking abilities to real-world, standards-driven performance tasks.**
- **there is often more than one way to correctly answer the question**
- **they require students to “construct” or develop their own answers without the benefit of any suggestions or choices.**
- **can be very simple, requiring students to answer with only a sentence or two or quite complex, requiring students to read a prompt or a specified text article, reflect on the key points, and then develop a meaningful essay or analysis of the information.**

At The End of the Question

Framework

- Scenario
- Medium
- Text format
- type
- Process
- Item
format

Characteristics

Personal

Print

Continuous Text

Narration

Integrate and interpret: Develop
an interpretation

Open constructed response