

**Reading** maketh a full Man; Conference a ready man; and writing an exact man.  
Francis Bacon

<https://youtu.be/7daCNqtLxio>

**21<sup>st</sup> Century skills  
required by students  
for being part of the  
future society**

**Creative & Critical Thinking**

**Decision Making**

**Problem Solving**

**Effective Communication**

**Coping With Stress**

**Empathy**

**Managing Emotions**

**Self Management & Social Awareness**

**Interpersonal Relationships**

# **Samuel Taylor Coleridge**

## **Four kinds of readers**

- ❖ **The first is like the hour-glass; and their reading being as the sand, it runs in and runs out, and leaves not a vestige behind.**
- ❖ **A second is like the sponge, which imbibes everything, and returns it in nearly the same state, only a little dirtier.**
- ❖ **A third is like a jelly-bag, allowing all that is pure to pass away, and retaining only the refuse and dregs.**
- ❖ **And the fourth is like the slaves in the diamond mines of Golconda, who, casting aside all that is worthless, retain only pure gems.**

	KWL CHART	
WHAT I KNOW	WHAT I WANT TO KNOW/LEARN	WHAT I LEARNED

# What is Reading?



# **What Is Reading?**

- ✓ **Reading -- a complex "cognitive process" of decoding symbols in order to construct or derive meaning .**
- ✓ **a means of language acquisition, communication, and of sharing information and ideas.**
- ✓ **Reading comprehension is understanding a written text.**

**What are the Levels at  
Which We Read?**



# Levels at Which We Read

- ✓ **We read at three levels:**
  - **Reading the lines**
  - **Reading between the lines- The subtleties of language**
  - **Reading beyond the lines-- Higher level of comprehension**

**Why do  
students read?**

**What do students  
read in real life and  
as part of their  
curriculum?**

**Why do students read?**

- ✓ **Information**
- ✓ **Enjoyment**
- ✓ **Knowledge**
- ✓ **Hobby**

**What do students read in real life and as part of their curriculum?**

- **Novels, newspapers, magazines**
- **Short stories, comics**
- **Any information displayed**
- **Text books, help books**
- **Corrections that the teacher makes**
- **Messages, posts/screens**

# How do we read/Types of Reading

- INTENSIVE                      SCANNING
- EXTENSIVE                      SKIMMING
- for extracting specific information ----read intensively.
- for pleasure and aim at global understanding --- read extensively
- to get a general idea of the content ---- skim
- specific information --- scan

# **WHAT HAMPERS THE PROCESS OF READING ?**

- **Reader is Word bound**
- **Habit of pointing finger on text**
- **Moving the head rather than the eye**
- **Vocalization-mouthing the words**
- **Sub-vocalization—pronouncing the word mentally but not audibly**
- **One word fixation**
- **Whispering**

## **Objectives of Reading—CBSE—Language and Literature--IX**

- **Conceptual understanding**
- **decoding**
- **analyzing**
- **inferring**
- **interpreting**
- **vocabulary**

# **CBSE Specifications**

## **Language And Literature—IX**

**SECTION A: READING    20 Marks    50 Periods**

- This section will have two reading passages.

**Q.1: A Factual passage 300-350 words with eight Very Short Answer type Questions. 8 marks**

**Q. 2: A Discursive passage of 350-400 words with four Short Answer type Questions to test **inference, evaluation and analysis** with four Very Short Answer Questions to test vocabulary. 12 marks**

# CBSE VS PISA—SOME QUESTIONS

- Are the CBSE objectives of reading well defined?
- Is the range, scope and potential of all the objectives adequately exploited during teaching and assessment ?
- Do we teach Reading as it should be taught?
- If Yes---Do we use 50 periods to teach Reading?
- What kind of Reading questions do we ask in tests and exams?
- How much challenge do we pose to the students?
- Are our students competent Readers?



## **Let Us Discuss**

**On the basis of the test that you have taken list some of the problems that students are likely to face when attempting a PISA Type test item.**

# Challenges, Problems and Issues--PISA

- ❖ Too much text/reading/varied texts/non continuous texts
- ❖ Too much information—Time Taking
- ❖ Learners don't know how to answer—may give up
- ❖ The questions are long and presented in unfamiliar layouts
- ❖ Learners don't understand the questions
- ❖ Learners are not trained for it
- ❖ Fear of failure

## The PISA 2000 definition of reading literacy:

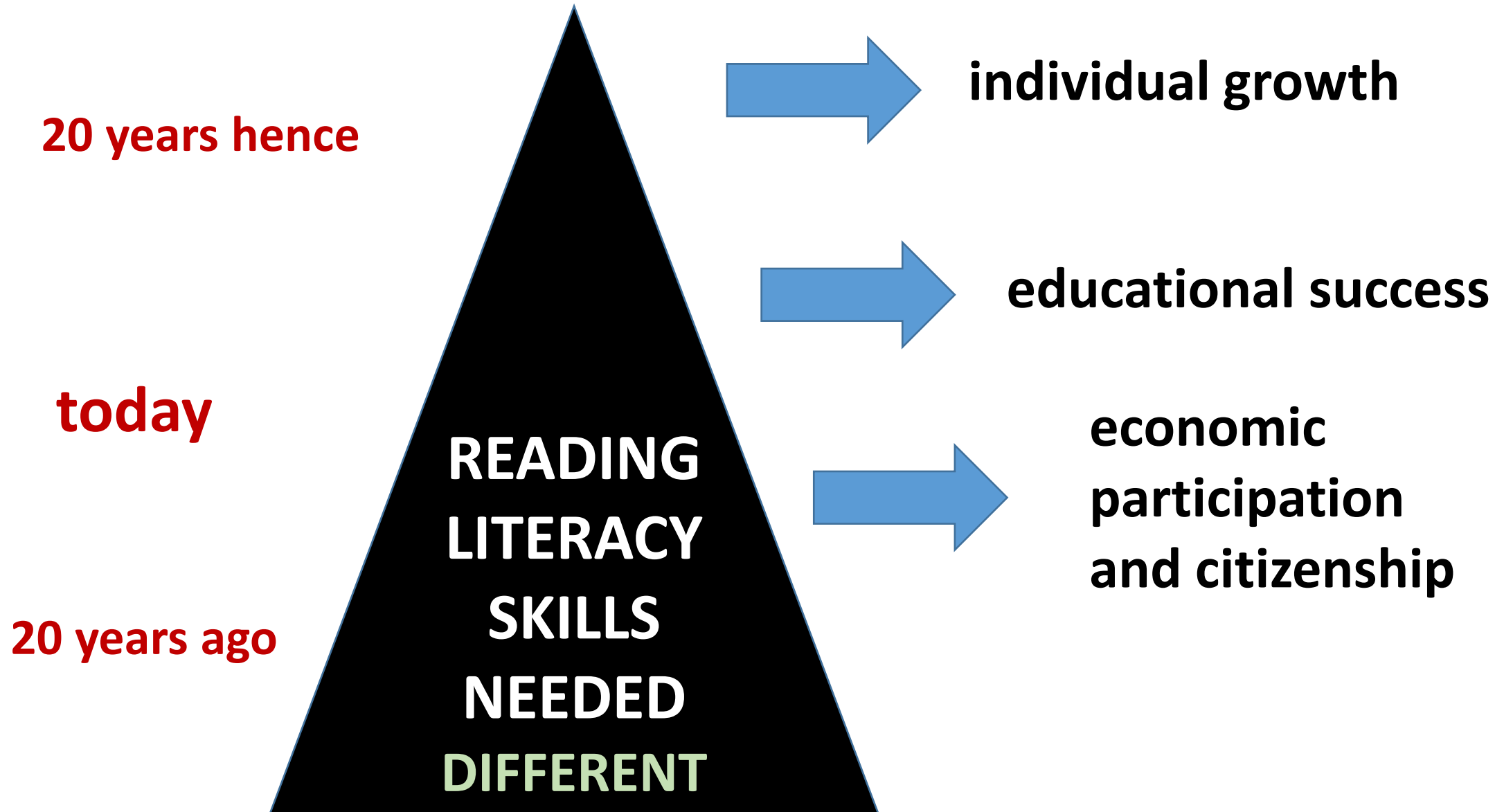
*Reading literacy is understanding, using and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.*

**The PISA 2009 definition of reading, continued for 2012 and 2015,**  
added engagement in reading as part of reading literacy:

*Reading literacy is understanding, using, reflecting on and **engaging** with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.*

# Reading --- major domain--- PISA 2018 -- third time

- ❖ **Definition of Reading Literacy and the Contexts in which reading is used in citizens' lives-----Changing**
- ❖ **Rapidly changing world -- both the **quantity** and **variety** of written materials are increasing**



# Changes in the nature of reading literacy

- **Reading Literacy Proficiency (in the past)----** the ability to understand, interpret and reflect upon single texts
- **Definition of reading literacy—**needed to be updated and extended
  - **evolving technology—**changed the way in which people read and exchange information
  - **integration of information technologies into citizens' social and work lives**
  - **broad range of newer skills associated with literacy tasks required in the 21st century**

## Reading Literacy—expanded definition

- Encompasses
  - basic reading processes
  - higher-level digital reading skills
  - recognizes motivational and behavioural characteristics of reading alongside cognitive characteristics
- The **medium** through which we access textual information is **moving** from print to computer screens to smart phones

So--the **structure** and **formats** of texts have changed.

# Revised Framework of Reading In Pisa

- fully integrates reading in a **traditional sense** with the **new forms** of reading that have emerged over the past decades
- incorporates constructs involved in basic reading processes such as:
  - fluent reading
  - literal interpretation
  - inter-sentence integration
  - extracting the central themes
  - inferencing
- critical skills for processing complex or multiple texts for specific purposes.



# Result

- requires readers to **develop new cognitive strategies** and **clearer goals in purposeful reading**

## Success In Reading Literacy

- no longer be defined by just being able to read and comprehend a single text
- requires deploying **complex information-processing strategies**
- **analyzing, synthesizing, integrating and interpreting relevant information from multiple text (or information) sources.**
- **using information from across domains, such as science and mathematics**
- employ technologies to effectively search, organize and filter a wealth of information

# **Reading Literacy**

**Decoding the definition**

# **The 2018 Definition of Reading Literacy**

**Reading literacy is understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential and to participate in society.**

# Why Reading Literacy and NOT Reading

- The term “reading literacy” --- because it is likely to convey to a non-expert audience more precisely what the survey is measuring.
- “Reading” –commonly understood as
  - simply decoding OR
  - reading aloud
- PISA survey--**measures much broader and more encompassing constructs.**

**Match the words on the left with their corresponding implications in the right column**

- **Understanding**
- **evaluating**
- **participate**
- **engaging**
- **reflecting**
- **using**
- **texts**
- **literacy**

- **Making assessments**
- **motivation, interest, control over reading**
- **to learn, use and communicate information**
- **conveys that it is an interactive process**
- **visual displays/written material**
- **meet one's needs/contribute to society**
- **application and function**
- **gain meaning—of words/theme**

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# Reading literacy

- **includes** a wide range of cognitive and linguistic competencies
  - basic decoding
  - knowledge of words, grammar and larger linguistic and textual structures for comprehension
- **integration of meaning with one's knowledge about the world**
- **metacognitive competencies**
  - the awareness of and ability to use a variety of appropriate strategies when processing texts
  - Metacognitive competencies are activated when readers think about, monitor and adjust their reading activity for a particular goal

**Why do you think is Reading Literacy  
essential**



Whether a student aspirant pursues **academic , professional, vocational or labour-force** aspirations after the completion of secondary schooling, **reading literacy will be important to their active participation in their community and economic and personal life.**

# **“literacy”**

- typically refers to an individual's knowledge of a subject or field. eg Computer literacy
- Traditionally—Reading and Writing
- Revised definition -- an individual's ability to learn, use and communicate written and printed information
  - This definition -- close to the idea of “Reading Literacy” in PISA framework:
- The active, purposeful and functional application of reading in a range of situations and for various purposes

is **understanding**, using, evaluating, reflecting on

- “understanding” --- connected with the widely accepted concept of “reading comprehension” - involves
  - comprehending literal meaning--draw on **symbolic knowledge** to decode a text and require a **knowledge of vocabulary** to make meaning
  - **beyond literal--integrating information from the text with the reader's knowledge structures (e.g. writing a summary or giving a title)**
- Process of integration can also be much broader eg--**developing mental models of how texts relate to the world—i.e. integrating and generating inferences across multiple texts**

# using, evaluating

- “using” --- refers to application and function – doing something with what we read

The term “evaluating” --- added for PISA 2018

- to incorporate the idea that reading is often goal-directed
- the reader must weigh such factors as:
  - the **veracity** of the arguments in the text
  - the **point of view** of the author and
  - the **relevance** of a text to the reader’s goals.

**“Reflecting on”** -- added to “understanding”, “using” and “evaluating”

### Readers' Reflections on Texts

- may **alter their sense of the world**
- might also require them to
  - ❖ **consider the content of the text**
  - ❖ **apply their previous knowledge or understanding or**
  - ❖ **think about the structure or form of the text**(how is the author expressing his purpose)

- emphasizes that reading is **interactive**:
- readers draw on their own thoughts and experiences when engaging with a text
- involves **reflection, reviewing and relating of information within the text with information from outside the text.**
- detect and handle conflict—e.g. whether multiple texts corroborate/contradict each other

**. . . and engaging with . . .**

- **Goal of education---**

- to cultivate not only proficiency (skills and knowledge) but also engagement in reading
- A reading literate person -- also values and uses reading for a variety of purposes.

- **Engagement --implies**

- the motivation to read
- comprises a cluster of affective and behavioural characteristics :
  - an interest in and enjoyment of reading
  - a sense of control over what one reads
  - involvement in the social dimension of reading
  - diverse and frequent reading practices.

# PISA---Reading Literacy

- defined as a **complex competency** with **multiple facets**
- The exercises therefore include different situations and text formats
- Solving reading exercises also calls for various cognitive processes of reading.
- **A new feature of the 2018 PISA study is interactive exercises with several texts to be read in a simulated web environment.**
- **Aspects of reading literacy in the digital age are thus examined, including the ability to find, relate and assess information via navigation on websites.**

# Texts

- **includes all language as used in its graphic form:**
  - **handwritten**
  - **printed**
  - **screen-based.**
  - **visual displays**
    - **diagrams, pictures, maps, tables, graphs and comic strips, which include some written language (for example, captions)**
    - **These visual texts can exist either independently or they can be embedded in larger texts.**



# Texts

- To a much greater extent than with what is printed, readers **need to construct their own pathways to complete any reading activity associated with dynamic texts.**
- The term “**texts**” was chosen instead of the term “information” because
  - of its association with written language
  - and because it more readily connotes literary as well as information-focused reading.

. . . in order to achieve one's goals, to develop one's knowledge and potential and to participate in society.

- **Reading Literacy:**

- **plays a role in a range of situations**
  - from private to public
  - from school to work
  - from formal education to lifelong learning and active citizenship.
- **enables the fulfilment of individual aspirations**
  - defined ones --- graduating or getting a job,
  - less defined and less immediate---- that enrich and extend personal life and lifelong education (Gray & Rogers, 1956).

## **Conclusion--The PISA concept of reading literacy**

- embraces the new challenges of reading in the 21st century
- conceives of reading literacy as the foundation for full participation in the economic, political, communal and cultural life of contemporary society.

**“participate” implies both: allows people**

**to contribute to society**

**to meet their own needs:**

# Research Results–

- literate people have **greater access to employment and more positive attitudes toward institutions** (OECD, 2013).
- Higher levels of reading literacy have been found to be related to **better health and reduced crime** (Morrisroe, 2014).
- Participation may also include **a critical stance, a step toward personal liberation, emancipation and empowerment** (Lundberg, 1991).

# **Handout on Reading Literacy to be given to the CPs**