Reading Literacy

- **Theoretical framework**

  - » Interactive models of reading

  - » Social models of reading

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."

(OECD, 1999)

Reading Literacy

- Three main dimensions in assessment:
  - » *Context of application* - purpose of text
    reading tasks for different intended use

  - » *Content* - type of text
    reading tasks on different text types

  - » *Process* - reading task
    reading tasks requiring different levels of
    understanding from text

Reading Literacy

- Context of application - purpose of text

  » Personal   28%

  » Educational   28%

  » Occupational   16%

  » Public   28%

Reading Literacy

- Content - type of text :

  Continuous texts - 66%
  - » Narrative
  - » Expository
  - » Descriptive
  - » Argumentative/ Persuasive
  - » Injunctive

Reading Literacy

Non-continuous texts - 33%

- » Charts / Graphs
- » Tables
- » Diagrams
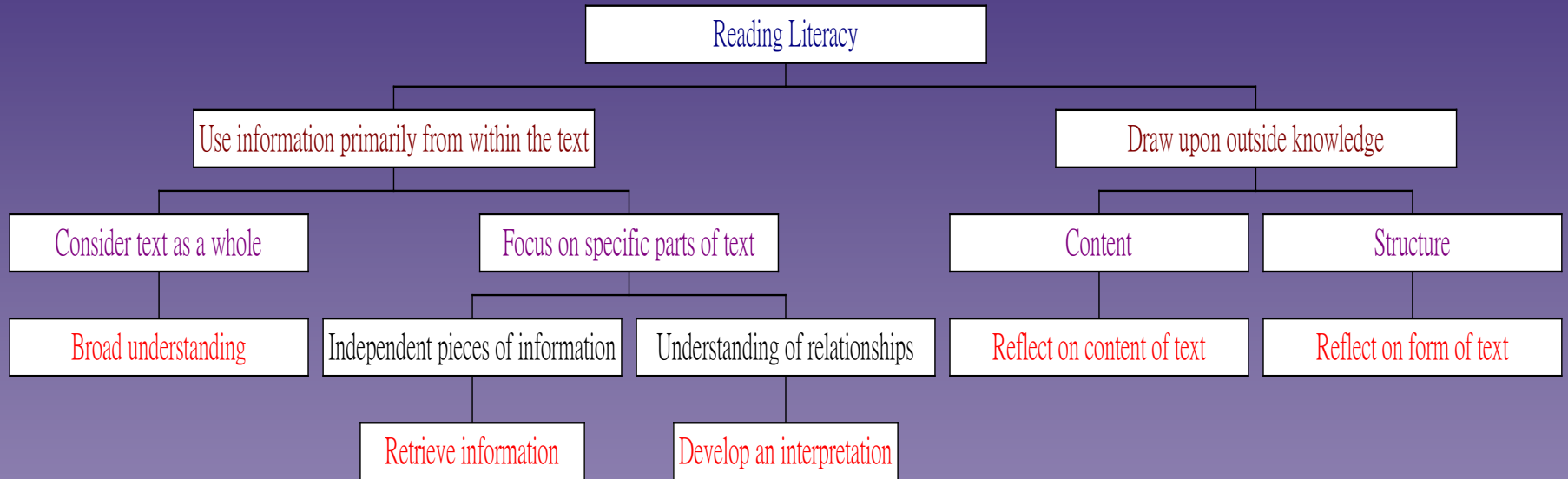- » Maps
- » Forms
- » Advertisements

Reading Literacy

- Process - reading tasks

Five Aspects of Reading:
  - » Retrieving information   20%
  - » Broad understanding   20%
  - » Developing an interpretation   30%
  - » Reflecting on content   15%
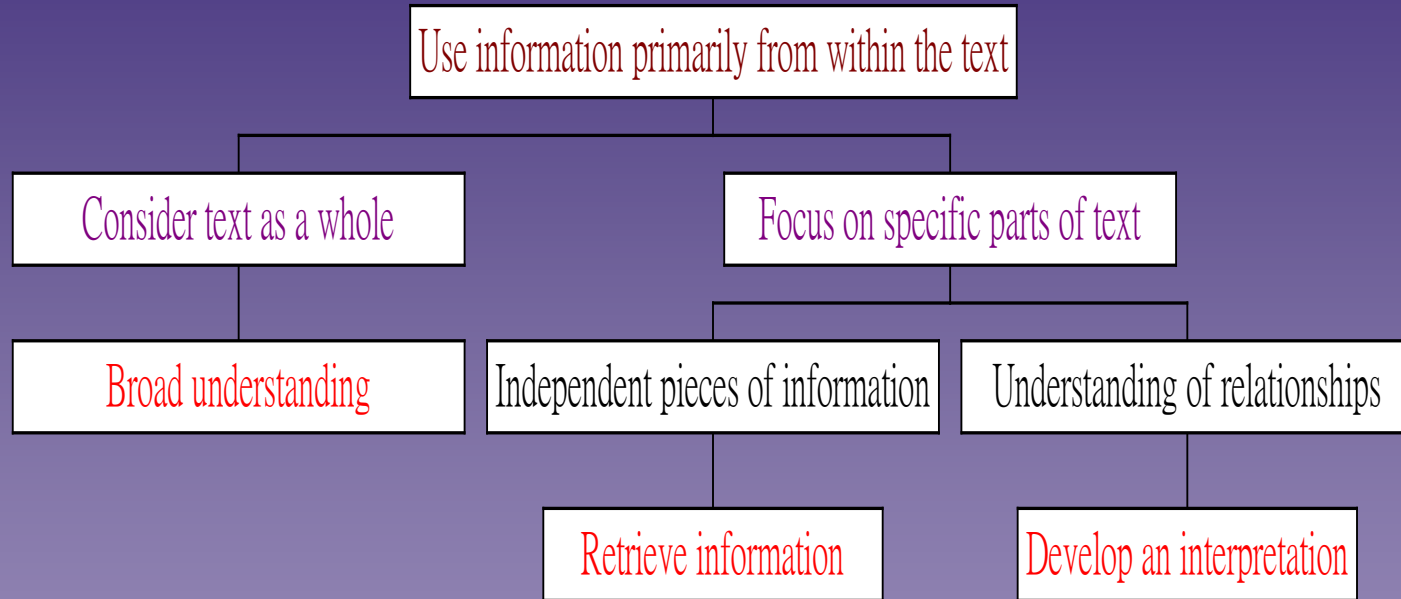 - » Reflecting on form   15%
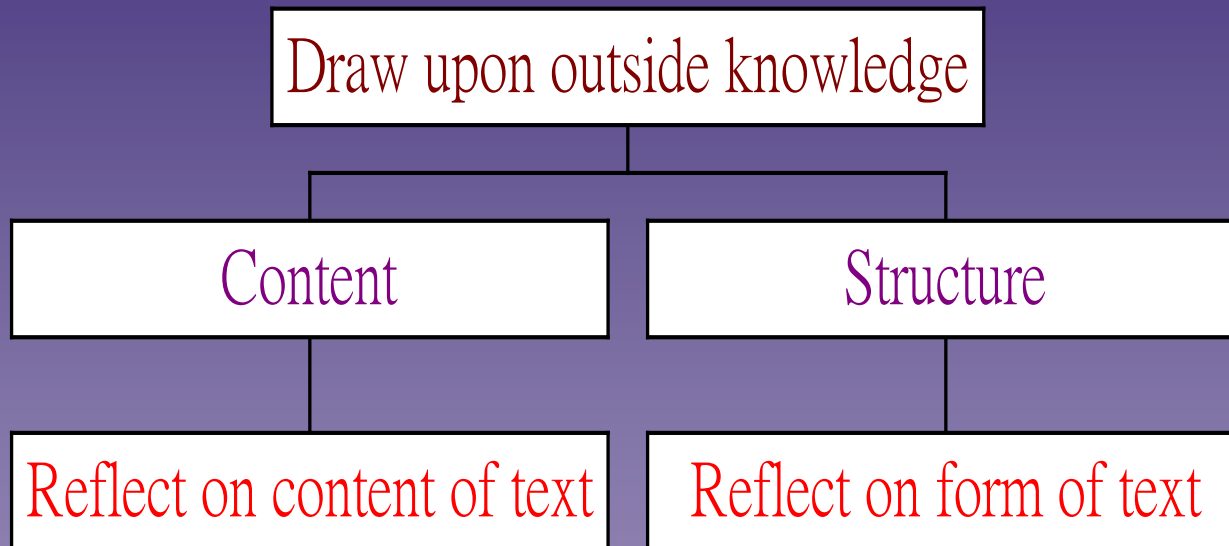
Reading Literacy

Five aspects of reading

Reading Literacy

Use information primarily from within the text

- Consider text as a whole
  - Broad understanding
- Focus on specific parts of text
  - Independent pieces of information
    - Retrieve information
  - Understanding of relationships
    - Develop an interpretation

Five aspects of reading

Reading Literacy

Draw upon outside knowledge

Content

Structure

Reflect on content of text

Reflect on form of text

Five aspects of reading

Reading Literacy

Aspects of reading	CMI	EMI	
		Chi	Eng
Retrieve information			
Broad understanding			
Develop interpretation			
Reflect on content			
Reflect on form			