Professional Development Module for Language Teachers

On

READING LITERACY

Facilitator’s Manual

This Module is prepared in view of the Programme for International Student Assessment (PISA) 2021

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An Autonomous Body under MHRD, Government of India.
# TEACHER TRAINING PROGRAMME ON READING LITERACY

## SCHEDULE

### DAY - 1

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<tr>
<th>TIME</th>
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<th>TOPIC</th>
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<tr>
<td>09.30 am - 10.30 am</td>
<td>I</td>
<td>Introduction &amp; Ice Breaking</td>
</tr>
<tr>
<td>10.30 am – 11.30 am</td>
<td>II</td>
<td>21st Century Skills &amp; PISA</td>
</tr>
<tr>
<td>11.30 am – 11.45 am</td>
<td></td>
<td>BREAK</td>
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<td>11.45 am – 12.45 pm</td>
<td>III</td>
<td>An overview of PISA</td>
</tr>
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<td>02.15 pm – 03.30 pm</td>
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<td>Various Levels and Ways of Reading</td>
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<td>03.30 pm – 03.45 pm</td>
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<td></td>
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# TEACHER TRAINING PROGRAMME ON READING LITERACY

## SCHEDULE

### DAY - 2

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<thead>
<tr>
<th>TIME</th>
<th>SESSION</th>
<th>TOPIC</th>
</tr>
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<tbody>
<tr>
<td>09.30 am -- 10.00 am</td>
<td>I</td>
<td>Warm up Session using Feedback on Home Assignment</td>
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<tr>
<td>10.00 am – 11.15 am</td>
<td>II</td>
<td>Strategies to Help Succeed on Standard Reading Literacy Test and Classroom Management.</td>
</tr>
<tr>
<td>11.15 am – 11.30 am</td>
<td></td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>11.30 am – 12.45 pm</td>
<td>III</td>
<td>Guidelines for Good Reading Literacy Test Creation.</td>
</tr>
<tr>
<td>12.45 pm – 01.30 pm</td>
<td>IV</td>
<td>• Guidelines for Creating Critical Reasoning Questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Creating Model Reading Literacy Test Paper by Participants in Group.</td>
</tr>
<tr>
<td>01.30 pm – 02.15 pm</td>
<td></td>
<td><strong>LUNCH</strong></td>
</tr>
<tr>
<td>02.15 pm – 03.30 pm</td>
<td>V</td>
<td>• Presentation &amp; Discussion on Questions Developed During the Previous Session.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sharing Sample Reading Literacy Test Papers (Strategy wise)</td>
</tr>
<tr>
<td>03.30 pm – 03.45 pm</td>
<td></td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>03.45 pm – 05.15 pm</td>
<td>VI</td>
<td>Creating Model Reading Literacy Test Paper by Participants in Group. (Individual / Pair Activity)</td>
</tr>
<tr>
<td>05.15 pm – 05.45 pm</td>
<td></td>
<td>Feedback &amp; Valedictory</td>
</tr>
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### OUTLINE OF THE PROFESSIONAL DEVELOPMENT MODULE

<table>
<thead>
<tr>
<th>Sl No</th>
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<tr>
<td>1</td>
<td>MODULE TITLE</td>
<td>Reading Literacy</td>
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</tbody>
</table>
| 2     | MODULE LEARNING OBJECTIVES | By the end of this professional development workshop participants will be able to:  
  - Define Reading Literacy.  
  - Understand PISA and its support to education.  
  - Refresh knowledge about various levels and ways of reading  
  - Recognize key features and strategies of reading comprehension.  
  - Learn about the essential elements that constitute an ideal Reading Literacy Test  
  - Design a good instructional tool to promote basic and universal level proficiency in reading literacy among students. |
| 3     | BRIEF DESCRIPTION OF THE MODULE | One of the most important aspects of the teaching-learning processes, as researchers have shown, is the approach teachers use to teach their students. We felt that as the world reinvents itself constantly, there is also a need to reinvent constantly our teaching practices. Incidentally, our association with PISA opened up the opportunity to develop this module on Reading Literacy.  
It’s an accepted fact world over that reading forms a vital component of a person’s overall personality. It is no surprise then that the member countries of the OECD (Organization for Economic Co-operation and Development) while developing PISA (Programme for International Students Assessment), included Reading Literacy as one of the three parameters, the other two being Mathematical and Scientific literacy.  
PISA, the world’s biggest international education survey, aims to assess how well a 15 year-old-child can apply his / her knowledge and skill in mathematical, reading and scientific literacy. The purpose of this module is to serve as a tool for the teacher to help students with reading literacy and to promote basic and universal level proficiency in reading literacy among students. |
The language teachers across the country teaching from Middle school to Secondary Schools, irrespective of what language they teach, are the target audience of this PDM. Those teachers who desire to promote reading literacy and 21\textsuperscript{st} century skills among their students could very well be trained using this Module.

### MODULE FORMAT

This PDM contains 12 sessions. The training using this Module may require 14 hours in hand, excluding the breaks.

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<tr>
<th>Session</th>
<th>Description</th>
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<tr>
<td><strong>DAY - 1</strong></td>
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<tr>
<td>Session 1</td>
<td>Introduction and Icebreaking</td>
</tr>
<tr>
<td>Session 2</td>
<td>21st Century Skills and PISA</td>
</tr>
<tr>
<td>Session 3</td>
<td>An Overview of PISA</td>
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<tr>
<td>Session 4</td>
<td>Reading Literacy in PISA</td>
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<td>Session 5</td>
<td>Levels and Ways of Reading</td>
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<tr>
<td>Session 6</td>
<td>Steps Involved in Comprehension and Features of Comprehension</td>
</tr>
<tr>
<td><strong>DAY - 2</strong></td>
<td></td>
</tr>
<tr>
<td>Session 7</td>
<td>Warm up activity - comparing Traditional &amp; PISA Model Comprehension questions.</td>
</tr>
<tr>
<td>Session 8</td>
<td>Strategies to Help Succeed on Standard Reading Literacy Test and Classroom Transaction.</td>
</tr>
<tr>
<td>Session 9</td>
<td>Guidelines for Good Reading Literacy Test.</td>
</tr>
<tr>
<td>Session 10</td>
<td>Sharing Model Reading Literacy Test Paper (Strategy wise).</td>
</tr>
<tr>
<td>Session 11</td>
<td>Hands-on practice - Creating Model Reading Literacy Test Paper by participants. (In Group)</td>
</tr>
<tr>
<td>Session 12</td>
<td>Hands-on practice - Creating Model Reading Literacy Test Paper by participants. Individual work</td>
</tr>
</tbody>
</table>
Some Do’s

• Arrive early for the first session, arrange the seating to your liking, and make sure you are there to welcome participants in a warm and encouraging way.

• Encourage active participation.

• Listen, actively and openly, to participants’ views.

• Ensure that course participants (CPs) listen to each other in discussion.

• Acknowledge and affirm participants’ contributions.

• Clarify their doubts.

• Know your plan for each session.

• Agree on a signal (a raised hand) to stop discussions without stress and strain.

• Ensure that each individual has an equal chance to contribute.

• Repeat instructions before starting a session or an activity.

• Maintain eye contact with participants during plenary sessions.

• Prepare posters and/or b/w board with important messages to save time (e.g. aims of a particular session).

• Remember to write page numbers on the b/w board, in addition to orally telling teachers to find a particular page in the manual.

• Start in time each morning, and stick to the agreed breaks. You can easily lose 10-15% of precious time if you don’t keep an eye on your watch.

• Make sure that you have prepared and checked the handouts, videos and audios.
**Advice on dealing with difficult questions**

- With your fellow facilitator, note down any objections or questions which you think might be raised and discuss strategies for dealing with them.

- Play for time when confronted with a difficult question (e.g. by asking for the question to be rephrased, or by inviting participants’ view).

- Don’t get involved in disputes with individual participants.

- Don’t allow participants to shout at each other.

- If there is a disruptive participant, make sure you find a busy role for him/her, especially in group work (e.g. where he/she could function as a secretary); then give positive feedback whenever you have an opportunity.

- Remember you are running the workshop; you should resist, quietly but firmly, any attempt to usurp your role.

- Have a quiet word with any awkward participant who doesn’t calm down within a day. Find out what is bothering them and discuss it.

- Remember that this is only a first step in the long process of change for the participants. You should expect awkward questions and resistance. You can help as a facilitator by allowing participants to clear their doubts, by being patient and supportive, and by making provision for maximum opportunities to experience alternative methodologies and to consider their implications. Responsibility for
Some Don’ts

- Don’t try to force your views; it is better to admit that you don’t know everything.
- Don’t put down any participant or their contribution.
- Don’t be sarcastic.
- Don’t treat participants like students.
- Don’t allow yourself to become defensive about the material.
- Don’t criticize the materials, education system, policy and infrastructure publicly.
- Don’t talk too much.
- Don’t allow any participant to hijack a discussion.
- Don’t take any criticism personally.
- Don’t be too “driven” by the materials and remain open to positive changes.
- Don’t allow local administrative demands and procedures to consume the time you need for the workshop.
- Don’t interrupt pair/small group work once you have set it up—except to announce “two more minutes”.
If you are working in a team of two facilitators

- Before the start of the programme, divide work equally for the next day, and write down what you agreed upon.
- Set aside a short time for review and planning each day; make it clear to participants that you need that time and that it is sacrosanct.
- Play to your individual strengths as (e.g., one may be better at board writing, one may be better at talking to the whole group).
- Never disagree in public.
- Don’t compete with each other or interrupt each other: if you are seen to listen carefully to each other and to respect each other, this will have a positive effect on the course participants.
- Give each other constructive feedback after sessions (this is a development opportunity for you); positive comments are as valuable as negative ones. Give feedback to each other on matters such as timing, voice, eye-contact, blackboard work etc. Remember to appreciate the good work of your co-facilitator from time to time.
- When teachers are working in pairs or small groups, decide amicably who is to monitor which half of the group.
- Develop the habit of working briskly, and adhering to the time allocations for each activity.
- Remember that you can run parallel sessions for some activities (2x30 may be appropriate and easier to handle than 1x60).
# Module Sessions 1 to 4 : Day 1.

## Session Objectives

By the end of this session participants will be able to:

- To appraise the scope and value of reading literacy and how PISA creates a platform to acquire them.
- Define Reading Literacy

## Session Content

- Introduction and Ice Breaking
- 21st Century Skills and PISA
- An Overview of PISA
- Reading Literacy in PISA

## Session Activities & duration

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<tr>
<th></th>
<th>Description</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction &amp; Introductory Activity – Watching a Video clip followed by its appraisal</td>
<td>26 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Interactive content sharing using PPT slides 02 to 07</td>
<td>84 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Guided Group Discussion and Response sharing (Handout 1)</td>
<td>17 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Presentation of standard definition of PISA and Reading Literacy</td>
<td>03 minutes</td>
</tr>
<tr>
<td>5</td>
<td>Interactive content sharing using PPT slides 08 to 31</td>
<td>95 minutes</td>
</tr>
<tr>
<td>6</td>
<td>Assessment &amp; Transition Activities</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

## Materials Required

- Computer and allied peripherals for showing a video clip & power point presentation.
- Soft copy of the offline video clip and PPT.
- Copies of Handout 1 at least one per 2 participants.
- One Chart Paper for each group
- Different color sketch pens for each groups
- A provision where groups can display their chart work while presenting to the entire group.
- Copies of Standard definitions of PISA and Reading Literacy for each participants.

## Introductory Activity:

...
Note for the Facilitator:

1. The Facilitator shows the 3 minutes video on 21st Century skills to the participants.
2. The video is linked to slide No.2.
3. **IMPORTANT**: A copy of the video clip must be saved in the same folder of PPT. Then only the link will work.
4. A brief discussion could be carried out after the video using the given hints about the video.

The video is provided on slide 2 in offline form.

Or use the given link: [https://youtu.be/7daCNqtLxio](https://youtu.be/7daCNqtLxio)

**Hints to carry out discussion on Video.**

➢ How can schools be made more interesting and effective?
➢ By focusing students on work that matters.
➢ In any field of practical life including any job front, we need to actively solve problems.
➢ Example of Claire: how she comes out successful in a task set before her by her employer.
➢ She uses critical thinking, collaboration and communication and problem solving skills
➢ World needs more Claire(s). How do we form them, particularly while dealing with reading literacy?
➢ Using reading literacy test tools which not only have literal comprehension scope but also inferential and evaluative comprehension scope is the best way.
➢ Such reading Literacy questions can put students on a path that deepens their critical thinking Interpretation and evaluative skills.
Note for the Facilitator:

1. After the above activity, the Facilitator guides the participants to refresh their knowledge on 21st century skills required for students through inter-active method using PPT slide 4.
2. Then connect these skills with PISA using slides 5,6 and 7.
3. Facilitator may leave the participants to think / decide on the following which would help smooth transition to next session.

Who all can be beneficiaries of an international survey like PISA? (Probable answers: Government, Learner, Educators)

4. After the tea break, the facilitator begins on Objectives of PISA with a group activity using handout 1. (Please refer to handout 1 for facilitator for procedure of activity)
5. Following the Activity, the facilitator resumes content sharing via interactive method using slides 8 -33
6. Facilitator may go through the following content on this area of the module session or Chapters 1,2 and 3 of the "Teacher's Handbook on Reading Literacy in advance to defend any queries from the participants.

Content for the Facilitator

- It’s an accepted fact world over that Reading forms a vital component of a person’s overall personality. It is no surprise then that the member countries of the OECD (Organisation for Economic Co-operation and Development) while developing PISA (Programme for International Students Assessment), included Reading Literacy as one of the three parameters, the other two being Mathematical and Scientific literacy.

- PISA is the world’s biggest international education survey, involving schools and students in over 65 countries. It aims to assess how well a 15 year-old-child can apply his / her knowledge and skill in mathematical literacy, reading and scientific literacy. The purpose of this reading handbook is to serve as a tool for the teacher to help students with reading and preparing them for PISA style questions and eventually help improve the learning, in the case of students; and teaching, in the case of teachers.

- In recent years, screens may have overtaken the printed page in terms of popularity, but one thing is for certain, reading is still a cherished activity and plays a huge part in our lives and will always continue to do so. We enjoy reading as much for the content of what we read as for the contemplative silence it affords us.

- Our current education leaves our children far behind in many aspects and in that light PISA is a welcome change. We need to look at PISA as an intervention that will not only make our education more relevant for current times but also make it Future Proof. Activities and concepts in the classrooms need to engage the mind, inspire and become contextual. Evaluation needs to be re-modelled to incorporate similar thinking. In that light PISA is a very welcome intervention for both the educators and the educated.
Assessment Activity

Facilitator may invite group responses on:

Which among the 21st century skills discussed do you think can be promoted through reading literacy test?

**Suggestive answers:** Critical thinking, decision making, problem solving, social awareness.

Transition Activity

Facilitator may leave the participants to think / decide on the following which would help smooth transition to next session.

**Can you think of an example each for Skimming, Scanning Extensive and Intensive Reading?**
## Module Sessions 5 & 6 : Day .1

### Session Objectives

By the end of this session participants will be able to:

- Differentiate between different levels and ways of reading.
- Understand 12 steps involved in comprehension.
- Describe key features of comprehension.

### Session Content

- Five Levels and Four Ways of Reading and Examples.
- Twelve steps involved in comprehension.
- Steps involved in Comprehension and Key Features of Comprehension.

### Session Activities & Duration

<table>
<thead>
<tr>
<th></th>
<th>Activity Description</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Interactive session using slides 36 to 46 of the PowerPoint Presentation on &quot;LEVELS AND WAYS OF READING&quot;</td>
<td>60 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Warm up activity using slide 39 and Handout 3. &quot;Identifying Reading Materials&quot;</td>
<td>05 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Interactive session on &quot;STEPS INVOLVED IN COMPREHENSION AND KEY FEATURES OF COMPREHENSION&quot; using Slides 47 to 56.</td>
<td>60 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Case Study Activity on Basic Concepts of Critical Reading using Slide 52 and handout 4.</td>
<td>7 minutes</td>
</tr>
<tr>
<td>5</td>
<td>Content sharing using hand out 5 on &quot;Identifying Various Tones of Passage&quot; and slide 53.</td>
<td>6 minutes</td>
</tr>
<tr>
<td>6</td>
<td>Assessment Activity using handout 6.</td>
<td>12 minutes</td>
</tr>
<tr>
<td>7</td>
<td>Transition Activity - Finding differences or similarities between PISA model Reading Literacy Test Paper (Module) and traditional reading comprehension test.</td>
<td>Homework</td>
</tr>
</tbody>
</table>

### Materials Required

- Computer and allied peripherals for power point presentation.
- Soft copy of the power point file.
- Copy of Handout 3 for Facilitator only.
- Copies of Hand out 4 for participants.
- Copies of handout 5, for each group 3 to 4.
- Copies of handout 5A for every participants.
- Copies of handout 6A one each for every group.
- Copies of handout 6B one for a pair.
- Copies of one PISA model reading literacy test paper 01 each for every participants.
Points to support content sharing:

A) Levels of reading:
- Reading is an art. Reading books is a way of learning; with the author being the instructor. It is a combination of several small acts. It cannot be instructed. It has to be practised until one masters it. Reading has been classified into four levels, which are closely related to each other.

B) Speed Reading / Phrase Reading:
- When the focus of the attention is slightly ahead of each phrase, reading will begin to flow more smoothly, as the next phrase is anticipated. Slowing down may ironically result in faster reading, over all due to the stronger conceptual connection. Reading distance and speeding at the end also determines the speed of reading.
- Visualization and Conceptualization are vital to speed reading. The latter is generating ideas through words while the former is generating ideas with images and pictures.

C) Critical Thinking:
- Critical thinking, logical reasoning and analysis are focal pyramids of Reading comprehension. The readers are expected to understand the piece of writing and interpret it, use critical and logical reasoning and apply the given information for reaching at certain decisions or conclusions. Hence, it is significant for the teachers to orient the students read critically.

D) Tone of the Passage:
- The tone of the passage also is very critical to reach to any conclusion or fully comprehend the opinion/idea/argument or the case the author wants to build. The tone that the author uses when making the statement can best be described as adjectives like caustic or critical. The tone refers to the general attitude the author displays towards the topic.

Note to the Facilitator:
- The power point slide order may thoroughly be observed and noted to know the sequence of transactions.
- For each activity use the facilitator's handout for assistance.
- Please note that the interactive session on "STEPS INVOLVED IN COMPREHENSION AND KEY FEATURES OF COMPREHENSION" using Slides 47 to 56, has activities to be incorporated in between.
- Case study activity using handout 4 and slide 52 is to be taken up after discussing "Basic Concepts of Critical Thinking" (Slide no. 51)
- Activity using Handout 5 on "Identifying Tones of Passage" can be done on the basis of participants experience and previous knowledge. Hence, it could be carried out after a very brief discussion using slide 53. (Title : Tone of Passage)
- In case of time constrain, activity using Handout 6 could be given as a Home work. However doing it during the workshop is highly preferred.

***************
DAY 2.

Module Sessions VII to XII

**Session Objectives**

By the end of this session participants will be able to:

- Understand comprehension strategies and skills and methodologies to develop them among students.
- Understand qualities and types of standard reading literacy test tool.
- Create standard reading literacy test tool by themselves.

**Session Content**

- Strategies to Help Succeed on Standard Reading Literacy Test and Classroom Transaction.
- Reading Literacy Cognitive Process & Levels of Comprehension Skill.
- Guidelines for Good Reading Literacy Test.
- Sharing Model Reading Literacy Test Paper (Strategy wise).
- Creating Model Reading Literacy Test Paper by participants.

**Session Activities & Duration**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>1 Warm up session using Feedback from participants on Home Assignment.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>2 Activity using Handout 8 and slide 59.</td>
<td>6 minutes</td>
</tr>
<tr>
<td>3 Interactive session using slides 60 to 70 of the PowerPoint Presentation on &quot;STRATEGIES TO HELP SUCCEED ON STANDARD READING LITERACY TEST AND CLASSROOM TRANSACTION&quot;.</td>
<td>69 minutes</td>
</tr>
<tr>
<td>BREAK</td>
<td>15 minutes</td>
</tr>
<tr>
<td>4 Content sharing session on &quot;GUIDELINES FOR GOOD READING LITERACY TEST&quot; using slides 71 to 73 and handout 9.</td>
<td>75 minutes</td>
</tr>
<tr>
<td>5 Interactive Session on Creating Critical Reasoning Questions using slides 74 to 76 and handout 10. Creating Model Reading Literacy Test Paper by participants in group using NCERT English Textbooks VI - X.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>LUNCH BREAK</td>
<td>40 minutes</td>
</tr>
<tr>
<td>6 Presentation and Discussion on questions created by Participants During Previous Session. Sharing Model Reading Literacy Test Papers (Strategy wise) Given as Handout 11 &amp; Discussion.</td>
<td>35 minutes</td>
</tr>
<tr>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>7 Creating Model Reading Literacy Test Paper by participants individually using NCERT English Textbooks VI - X Presentations and Discussions randomly</td>
<td>35 minutes.</td>
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<th>Materials Required</th>
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<tr>
<td>● Computer and allied peripherals for power point presentation.</td>
</tr>
<tr>
<td>● Soft copy of the power point file.</td>
</tr>
<tr>
<td>● Copies of Handout 7 for each participants.</td>
</tr>
<tr>
<td>● Copies of Handout 8 for each participants.</td>
</tr>
<tr>
<td>● Copies of Handout 9 for each participants.</td>
</tr>
<tr>
<td>● Copies of Handout 10 as per convenience and discretion.</td>
</tr>
<tr>
<td>● NCERT English Textbooks of Classes VI to X.</td>
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</tbody>
</table>

Note to the Facilitator.

1. **Warm-up session**

   This may be treated as an open platform for sharing and welcoming everyone's opinion and ideas. However, Facilitator should be careful to emphasize the points like:
   
   - Usually we use mere fact-finding questions for testing reading comprehension skills.
   - They test only one level of comprehension skills i.e, Literal level.
   - Traditional test model very often misses scope to test inferential and evaluative levels of comprehension skills.
   - The model paper which we shared yesterday has questions to test literal, inferential and evaluative comprehension skills of readers/students.
   - Such testing tools should be our goal hereafter, to promote critical reasoning, evaluative, decision making and problem solving skills of our students.

2. **Activity using Handout 8**

   - Activity: "Reading Comprehension Strategies and Corresponding Actions".
   - Handout Number: 8A & 8B
   - **8A for Facilitator** to know objectives, procedures and answers of the activity.
   - 8B for distribution to Participants.
   - Activity is a preface to the topic being dealt in this session.
   - This hand out works both as an activity sheet and a future source of reference for participants.
   - This will be noticed only when we discuss correct answers!!.
   - **Necessary directions are provided on Facilitator's Handout.**

3. **Interactive Session Using Slides 60 To 70 Of The PowerPoint Presentation.**

   - Topic: Strategies To Help Succeed On Standard Reading Literacy Test And Classroom Transaction.
   - Even though, the classroom transaction principles and strategies mentioned are not only related to imparting reading literacy skills. They are applicable to all subjects.
   - Facilitator is expected to use own creativity and experience to link them specifically to reading literacy as far as possible.
   - The slides have sufficient content to share. However, you may use following tips.
Principles of Classroom Management:

- The guiding principle has always been to prepare the child for the future in a way that the knowledge gained in the classroom could be applied or used in real-life situations to meet the challenges. This perspective was never challenged—whatever is learned should be understood, applied in various situations and help the learner create new ways, means and solutions to the multiple challenges of life. PISA seeks nothing other than this. **Our Reading Comprehension Questions and Literature based questions should have scope of incorporating these practical values.**

Maxims of Classroom Management:

- From times immemorial the transaction of classroom direction and culmination have been guided and shaped by the universal maxims of teachings, the gradual shift being from:
  - Known to unknown
  - Simple to complex
  - Analysis to synthesis
  - Particular to general
  - Empirical to rational
  - Induction to deduction
  - Psychological to logical
  - Actual to representative
  - Near to afar
  - Whole to part
  - Definite to indefinite

- The maxims set the ball rolling and the teacher further decides the levels—knowledge, understanding, application, analysis, evaluation, creativity—and while in his class he glides through these levels, knowing well that knowledge acquired but not understood can never be applied in a different situation in life hence is of no use.

- **Our reading comprehension skill teaching plans should be thoughtfully designed to develop the above qualities in students. It is wrong to think only Science or Mathematics take such roles.**

- The slides discussing "Before Reading Strategies, During Reading Strategies and After Reading Strategies" are self explanatory.

4. **Content sharing session on 'Guidelines For Good Reading Literacy Test'.**
5. **Interactive Session on Creating Critical Reasoning Questions.**
6. **Creating Model Reading Literacy Test Paper by participants in group using NCERT English Textbooks VI - X.**

- The above activities should go hand in hand.
- Contents of slides 71, 72, 73 provide practical guidelines which could be followed for creating questions provoking critical reasoning.
- Provide a copy of handout 9 to each participants and follow a brief discussion on the content to share ideas on framing standard multiple choice and matching questions.
- Handout 10 a hardcopy of slides 75 and 76 is a great tool to help participants standard comprehension questions.
- They can work as model frame or templates in future when teachers set question papers.
- Please note that maximum time during this sessions should be given for participants to frame questions which have the qualities discussed.
- They may be allowed to choose texts from NCERT English Textbooks. Each groups can be asked to create 06 questions. (2 literal, 2 inferential, 2 evaluative).
7. Presentation and Discussion on questions created by Participants During Previous Session.

- Since it was a group activity, each groups can present their questions on a board for others benefit.
- Let the level of comprehension expected (literal, inferential, evaluative, conclusion, ..etc) written in brackets after each question.
- Participants could be encouraged to copy the questions they prefer from other groups for their use back home.

8. Sharing Model Reading Literacy Test Papers (Strategy wise) Given as Handout 11 & Discussion.

- At this session, participants’ attention to be invited to BEFORE, DURING and AFTER READING strategies discussed in previous session.
- More than 10 specimen reading comprehension passages, with a label of specific strategy tested using that particular passage, are given as Handout 11.
- Handout 12 has model comprehension passages with varied text formats and the level of comprehension marked in a bracket after every questions.
- It is ideal if every participants could be provided a set of copies of these handouts 10 and 11.
- A few from each category can be utilized by the Facilitator for handling this session.


- Here participants are expected to follow the guidelines for creating good reading literacy test materials, and work themselves.
- The focus must be to reduce creating questions testing literal (fact finding) comprehension.
- Encourage them to work upon both objective and descriptive type questions.
- As per time availability, random discussions may be carried out.
- Participants can be encouraged to share their questions via emails.

THE FACILITATOR CONCLUDES
BY SHARING THE SLIDE (77)
"MY TO DO LIST"

*******************
Objective:

1. Leading the participants to appraise the scope and value of reading literacy and how PISA creates a platform to acquire them.

Procedure:

1. The participants are divided into groups.
2. Handout is distributed.
3. Questions are allotted (one or two questions to each group) and the question on definition of Reading Literacy to all groups.
4. The groups are motivated to brainstorm / discuss and come up with answers to the question(s) allotted to them.
5. The leader / one member from each group make a presentation of responses on a board / on separate chart paper.
6. The R.P concludes the activity with the remark “the reporting of the findings from PISA focuses on all these issues we have just discussed”.
7. He / she shares the content of the slide with standard definition of reading literacy.
8. Then distribute the handout 2 which contains these standard definitions. One each for two participants. Ask the pairs to divide it and take a personal copy.

Time: 17 Minutes.

(03 for Facilitator to introduce activity and distribute handout. 07 minutes for group discussion and 07 for presentation)

GROUP ACTIVITY QUESTIONS:

1. How well are young adults prepared to meet the challenges of the future?
2. Can they analyze, reason and communicate their ideas effectively?
3. What skills do they possess that will facilitate their capacity to adapt to rapid societal change?
4. Are some ways of organizing schools or school learning more effective than others?
5. How does the quality of school resources influence student outcomes?
6. What educational structures and practices maximize the opportunities of students from disadvantaged backgrounds?
7. How equitable is the provision of education within a country or across countries?
8. How would you define Reading Literacy? (Common for all groups)

Answer for question 8

Reading literacy is defined in PISA as the ability to understand, use and reflect on written texts in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate effectively in society.

Source:
Based on the video clip you watched and using your experience with education so far, discuss and decide on the following issues.

**Group 1.**
1. How well are young adults prepared to meet the challenges of the future?
2. Can they analyze, reason and communicate their ideas effectively?

**Group 2.**
1. What skills do they possess that will facilitate their capacity to adapt to rapid societal change?

**Group 3.**
1. Are some ways of organizing schools or school learning more effective than others?
2. How does the quality of school resources influence student outcomes?

**Group 4.**
1. What educational structures and practices maximize the opportunities of students from disadvantaged backgrounds?
2. How equitable is the provision of education within a country or across countries?

**Common question for all groups**

How would you Define Reading Literacy?
Standard Definition of PISA

Programme for International Student Assessment (PISA), a project of member countries of the OECD (Organization for Economic Co-operation and Development), is a triennial international assessment which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students who are nearing the end of their compulsory education. PISA is designed to assess how well they can apply what they learn in school to real-life situations.

Standard Definition of Reading Literacy

Reading literacy is defined in PISA as the ability to understand, use and reflect on written texts in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate effectively in society. (Source: Education at a Glance, OECD, Paris, 2002, Glossary)
Objectives:

1. To lead the participants to the topic "LEVELS OF READING"
2. To rouse participants' previous knowledge / experience.

Time: 3 - 5 minutes.

Procedure:

1. Introduce the 05 levels of reading using slide number 38 "LEVELS OF READING".
2. Display the activity slide "Identify and put the Reading Materials in the Correct Box" (Slide 39) on the screen.
3. Ask each group to choose one box and tell their option loud.
4. Give each group 03 minutes to decide which among the 05 reading materials they would like put in their box, *SILENTLY & CONFIDENTIALLY*
5. After three minutes invite responses one by one from groups and ask rest of the groups to either Agree or Disagree with their counterparts' responses.
6. Display Slide No. 40 which shows the right answers.
7. Resume the session.

ANSWERS ?
CASE STUDY ON BASIC CONCEPTS OF CRITICAL READING

Objectives:

1. To provide participants real expertise and understanding, as well as judgment to excel in basic concepts of Critical Reading.
2. To allow participants to experiment between texts and various concepts of critical reading and to come up with their choices.

Procedure:

1. Basic concepts of critical reading and how to identify them in a text are discussed extensively using PPT.
2. Distribute the handout 4 to each group or if possible to each members of the group.
3. Motivate the participants to do the three given case studies and find suitable responses for the 5 questions.


Reasoning 1.

- **Case study 1 is an argument** and as we can clearly see the author finally wants us to believe that student X should be given special coaching and he supports this by providing relevant reasons.
- Hence, **conclusion** of the argument is: **Student X should be given special coaching**.
- The premises are:
  a. Student X has performed poorly in the written exams.
  b. His scores/grades have been poor.
  c. He has failed to perform consistently.

Reasoning 2.

- **In case study 2 the conclusion** of the argument is mentioned in the first sentence of the paragraph. And, the premises follow.
- To be able to deal with any critical reasoning correctly, one should identify the conclusion and the premises correctly, which is not as easy as it may seem.
- For, example, a student may now assume that the first sentence or the first few sentences of the paragraph is/are the premise/s, and/or the last sentence of the paragraph is the conclusion, as given in case study 1. Well, it need not be so. Remember, the paragraph is just the physical representation of the argument WHICH IS A THOUGHT PROCESS. The argument in case study 1, can also be presented as given in case study 2.

Reasoning 3.

- In the argument **in case study 3, the conclusion** follows the first premise. The other premises follow the conclusions. Hence, one should be careful in identifying the conclusions and premises.
HANDOUT. 4 (For Participants)

CASE STUDY ON BASIC CONCEPTS OF CRITICAL READING

Discuss in your group and choose right option for the followings:

1. Case study 1 is a passage expressing  --------- (Argument / Conclusion/ Premise)

2. The sentence “His scores / grades have been poor” in case study 1 is an example of  --------- (Premise / conclusion / argument)

3. Which sentence in case study 2, expresses conclusion? ( first / second)

4. The other sentence in case study 2 is an example of  --------- (premise / argument)

5. The opening clause of the argument in case study 2 is  --------- (conclusion / premise)

******************************
HANDOUT. 5 (For Facilitator)
IDENTIFYING VARIOUS TONE OF THE PASSAGE - A KEY FEATURE OF COMPREHENSION

Objective:

1. To provide a compact way to learn / test a great deal of information in a short amount of time.
2. To refresh the participants’ previous knowledge about adjectives and their tones.
3. To appraise participants how this knowledge can help to promote reading literacy

Procedure:

1. Using slide numbers 53 enlighten the participants on the topic.
2. Distribute handout 5 for each group (2 or 3 each)
3. Ask the group to discuss and pair up by deciding which item in column ‘A’ corresponds to an item in column ‘B’ by indicating the serial number against column B
4. After they complete show the answer slide number 55 "ADJECTIVES DESCRIBING TONES OF PASSAGE".
5. Then distribute a copy of the right answers (Handout 5 A) to each participants for their immediate verification and future reference.

Answers: 1 – 2      2 -- 1      3 -- 4      4-- 3
IDENTIFYING VARIOUS TONE OF THE PASSAGE
A KEY FEATURE OF COMPREHENSION

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>COLUMN ‘A’ List of Adjectives that Describes various types of tones</th>
<th>COLUMN ‘B’ Various tones</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acerbic, scathing, cutting, biting, vituperative, vitriolic, searing, trenchant, harsh, vicious or caustic</td>
<td>Belligerent, bellicose or aggressive</td>
<td>Moderately Negative Tones</td>
</tr>
<tr>
<td></td>
<td>Derisive, contemptuous, ridiculing, scornful, mocking or disparaging</td>
<td>incendiary or inciting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provocative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Angry or indignant</td>
<td>Apathetic or indifferent</td>
<td>Very Negative tones</td>
</tr>
<tr>
<td></td>
<td>Biased, coloured, partisan, prejudiced, bigoted or chauvinistic</td>
<td>Condescending, patronizing, supercilious or disdainful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cynical</td>
<td>Skeptical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dogmatic, opinionated or peremptory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Obsequious</td>
<td>Critical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hypocritical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sarcastic or sardonic</td>
<td>Hypocritical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Satirical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pessimistic, negative or gloomy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Optimistic, positive, sanguine, cheerful or buoyant</td>
<td></td>
<td>Neither positive nor negative tones</td>
</tr>
<tr>
<td></td>
<td>Humourous</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introspective or contemplative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laudatory, acclamatory, complimentary or adulatory</td>
<td>Motivating, inspiring or encouraging</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Motivating, inspiring or encouraging</td>
<td>Commiserating or sympathetic</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Neutral</td>
<td></td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Apologetic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emotional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IDENTIFYING VARIOUS TONE OF THE PASSAGE

<table>
<thead>
<tr>
<th>Adjectives for very negative tones</th>
<th>Adjectives for moderately negative tones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The tone of passage can be described as being…….</strong></td>
<td><strong>The tone of a passage can be described as being…….</strong></td>
</tr>
<tr>
<td>Acerbic, scathing, cutting, biting, vituperative, vitriolic, searing, trenchant, harsh, vicious or caustic</td>
<td>Angry or indignant</td>
</tr>
<tr>
<td>Belligerent, bellicose or aggressive</td>
<td>Apathetic or indifferent</td>
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<tr>
<td>Derisive, contemptuous, ridiculing, scornful, mocking or disparaging incendiary or inciting</td>
<td>Biased, coloured, partisan, prejudiced, bigoted or chauvinistic</td>
</tr>
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<td>Provocative</td>
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<td></td>
<td>Dogmatic, opinionated or peremptory</td>
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<td></td>
<td>Obsequious</td>
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<td>Critical</td>
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<td></td>
<td>Hypocritical</td>
</tr>
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<td></td>
<td>Sarcastic or sardonic</td>
</tr>
<tr>
<td></td>
<td>Satirical</td>
</tr>
<tr>
<td></td>
<td>Pessimistic, negative or gloomy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives for positive tones.</th>
<th>Adjectives for tones that are neither positive nor negative.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The tone of a passage can be described as being…..</strong></td>
<td><strong>The tone of a passage can be described as being…..</strong></td>
</tr>
<tr>
<td>Optimistic, positive, sanguine, cheerful or buoyant</td>
<td>Neutral</td>
</tr>
<tr>
<td>Humourous</td>
<td>Apologetic</td>
</tr>
<tr>
<td>Introspective or contemplative</td>
<td>Emotional</td>
</tr>
<tr>
<td>Laudatory, acclamatory, complimentary or adulatory</td>
<td></td>
</tr>
<tr>
<td>Motivating, inspiring or encouraging</td>
<td></td>
</tr>
<tr>
<td>Commiserating or sympathetic</td>
<td></td>
</tr>
</tbody>
</table>

**Other adjectives that can be used to describe the nature or type of a passage**

*A passage can be said to be …. In nature*

- Speculative
- Romantic
- Humanistic
- Technical

- Didactic
- Narrative
- Descriptive
- Evocative
HANDOUT. 6 (For Facilitator)

ACTIVITY ON COMPREHENSION STRATEGIES

Objectives:

1. To facilitate active participation and engagement of participants.
2. To provide an experience of ‘phrase reading’ exercise.
3. To make participants aware of 12 comprehension strategies.

Procedure:

1. Distribute a copy of list of 12 steps involved in comprehension and worksheet to each group. (Handout 2)
2. Distribute a copy of “An Exercise in Phrase Reading” (Handout 2 A) to each member of the group.
3. Ask the groups to divide the story among their members for reading. (In pairs may be)
4. Each reader / pair to prepare one question from the area they read.
5. The group leader to write down the questions orderly in the sheet provided.
6. All members together to decide the step / type of comprehension strategy associated with each question.
7. The group Leader to write down the strategy in the respective column against each question.
8. One member from each group to read aloud the questions and associated comprehension strategies.
9. The listener groups to either agree or disagree with the finding of presenting group.

Note : Procedure 7 and 8 can be replaced with exchanging the response sheet of the groups among other groups and marking it.
## Comprehension Strategies (Steps involved)

**1. Monitoring**

**2. Reflecting**

**3. Developing Vocabulary**

**4. Questioning and Answering**

**5. Identifying main ideas and details**

**6. Analysing Characters**

**7. Analysing relationships**

**8. inferring**

**9. Summarizing**

**10. Evaluation**

**11. Using Text Features**

**12. Understanding Text Structure**

### Work area for groups

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Questions framed by your group</th>
<th>Associated step or Strategy</th>
<th>Assessment by peer group (use Agree / Disagree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>5</td>
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</table>
Handout. 6B (For Participants)

Following is an exercise in Phrase Reading which promote speed reading. Divide the story among your members for reading. (In pairs may be). Each reader / pair to prepare one question from the area they read. The group leader to write down the questions orderly in the sheet provided. All members together to decide the step / type of comprehension strategy associated with each question.

The Velveteen Rabbit

(Source : "The Complete Blue Print to Speed Reading" by Robert Allen.)

There was once Velveteen Rabbit and in the beginning, he was really splendid. He was fat and bunchy, as a rabbit should be; his coat was spotted brown and white, he had real thread whiskers, and his ears were lined with pink sateen. On Christmas morning, when he sat wedged in the top of the Boys’ stocking, with a sprig of holly between his paws, the effect was charming.

There were other things in the stocking, nuts and oranges and a toy engine, and chocolate almonds and a clockwork mouse, but the rabbit was quite the best of all. For at least two hours the Boy loved him, and then Aunts and Uncles came to dinner, and there was a great rustling of tissue paper and unwrapping of parcels, and in the excitement of looking at all the new presents, the Velveteen Rabbit was forgotten.

For a long time, he lived in the toy cupboard or on the nursery floor, and no one thought very much about him. He was naturally shy, and being only made of Velveteen, some of the more expensive toys quite snubbed him. The mechanical toys were very superior and looked down upon everyone else; they were full of modern ideas, and pretended they were real. The model boat, who had lived through two seasons and lost most of his paint, caught the tone from them and never missed an opportunity of referring to his rigging in technical terms.

The Rabbit could not claim to be a model of anything, for he didn’t know that real rabbits existed; he thought they were all stuffed with sawdust like himself and he understood that sawdust was quite out of date and should never have been mentioned in modern circles. Even Timothy, the jointed wooden lion, who was made by the disabled soldiers, and should have had broader views, put on airs and pretended he was connected with Government. Between them all the poor little Rabbit was made to feel very insignificant and commonplace, and the only person who was kind to him at all was the Skin Horse.

The Skin Horse had lived longer in the nursery than any of the others. He was so old that his brown coat was bald in patches and showed the seams underneath, and most of the hairs in his tail had been pulled out to string bead necklaces. He was wise, for he had seen a long succession of mechanical toys arrive to boast and swagger, and by and by break their mainsprings and pass away, and he knew that they were only toys, and would never turn into anything else. For nursery magic is very strange and wonderful, and only those playthings that are old and wise and experienced like the Skin Horse understand all about it.

“What is REAL?” asked the Rabbit one day, when they were lying side by side near the nursery fender, before Nana came to tidy the room. “Does it mean having things that buzz inside you and a stick-out handle?”
“Real is not how you are made”, Said the Skin Horse. “It is a thing that happens to you. When a child loves you for a long, long time, not just to play with, but Really loves you, then you become Real”,

“Does it hurt?” asked the Rabbit.

“Sometimes,” said the Skin Horse, for he was always truthful. “When you are real you don’t mind being hurt.”

“Does it happen all at once, like being wound up,” he asked, “Or bit by bit?”

“It doesn’t happen all at once,” said the Skin Horse. “You become. It takes a long time. That’s why it doesn’t happen often to people who break easily, or have sharp edges, or who have to be carefully kept. Generally, by the time you are Real, most of your hair has been loved off, and your eyes dropout and you get loose in the joints and very shabby. But these things don’t matter at all; because once you are real you cannot be ugly, except to people who don’t understand.”

“I suppose you are real?” said the Rabbit. And then he wished he had not said it, for he thought the Skin Horse might be sensitive. But the Skin Horse only smiled.

“The boy’s Uncle made me Real,” He said. “That was a great many years ago; but you are Real you cannot become unreal again. It lasts for always.”

The Rabbit sighed. He thought it would be a long time before this magic called Real happened to him. He longed to become Real, to know what it felt like; and yet the idea of growing shabby and losing his eyes and whiskers was rather sad. He wished that he could become it without these uncomfortable things happening to him.

There was a person called Nana who ruled the Nursery. Sometimes she took no notice of the playthings lying about, and sometimes, for no reason whatever, she went swooping about like a great wind and hustled them away in cupboards. She called this “tidying up”, and the playthings all hated it, especially the tin ones. The Rabbit didn’t mind it so much, for wherever he was thrown he came down soft.

One evening, when the Boy was going to bed, he couldn’t find the china dog that always slept with him. Nana was in a hurry, and it was too much trouble to hunt for China dogs at bedtime, so she simply looked about her, and seeing that the toy cupboard door stood open, she made a swoop.

“Here,” She said, “take your old Bunny! He’ll do to sleep with you!” And she dragged the Rabbit out by one ear, and put him into the Boy’s arms.

That night, and for many nights after, the Velveteen Rabbit slept in the Boy’s bed. At first, he found it rather uncomfortable, for the boy hugged him very tight, and sometimes he rolled over on him, and sometimes he pushed him so far under the pillow that the Rabbit could scarcely breathe. And he missed, too, those long moonlight hours in the nursery, when all the house was silent.

*******************************************************************************
Artificial Intelligence

Is AI a danger to humanity?

We may forget that we humans create technology. AI, by itself, is not looking to destroy humanity.

It’s well known that we humans are not nearly as good as we think we are when it comes to thinking about the future. From paper to the telegraph, from steam engines to computers, human beings have always feared new technology. We have always treated it as the ‘other’. Yet, we know from history that we have always embraced technology eventually, to make our life better easier. There’s no reason to believe that our future with AI will be any different. What we fail to acknowledge in all the raging rhetoric about AI gods and war machines in the media today is that we are beguiled by the idea of evolution. If we sought to create tools of propaganda and change and ended up using paper widely back in the day, today we seek a life beyond the material, we seek answers to ‘what next’ for humankind.

Giant leaps

AI is a natural step in the evolution of humankind. With every passing day, we are witnessing the rise of AI in health and medicine. It was recently reported that we can predict heart diseases with machine learning, and the self-healing electronic skin lets amputees sense temperature on prosthetic limbs. Health care and medicine become affordable and accessible with AI taking centre in telemedicine and quick diagnosis. Water and energy networks become accessible and widely usable when AI can mediate the use of different sources. We don’t need humans to physically go to, and service, remote locations.
Like any other technology, AI is a nascent stage and is being shaped by innovators across the world. AI will not be one thing; there will be many kinds of AI and many kinds of species augmented by AI. We’ll be witness to both the beauty and the dangers of what a few are creating. That is why it is more important now than ever before to get more people to participate in the building and shaping of AI. Inclusive AI will mean that more of society will be able to enjoy its benefits and participate in shaping the future. Technology inherently does not have agency. Its interaction with us and the life we give it gives it agency.

This will be different as AI grows. We are giving birth to a new world of intelligence, and the process we’re giving birth to a new world of intelligence, and the process will be like raising children of a whole new species (or many new species). This species will not be bound by the constraints of the human body and will exist in many forms across space and time. We could twiddle our thumbs and write about the singularity and its fears. But it is more important for us to seed the world around us with the types of AI we want to see in the future. Today, we have control and can shape AI in its early stages. We need to wrap our heads around what this means to us and the responsibility with which it comes. How do we make it fail-safe? Do we hard code backups/kill switches for situations that have gone bad? Maybe Issac Asimov’s three are the sci-fi equivalent that we can drop inspiration from?

It’s all in our hands

We forget that we are the creators of technology. AI, by itself, is not looking to destroy humanity. We can’t wash our hands of it and question whether AI can destroy humanity, as though we have nothing to do with it. Whether we use AI to augment ourselves, create a new species, or use it to destroy lives and what we have built is entirely in our hands—at least for now.

Questions

1. The advent of AI has
   A. caused fear psychosis
   B. made modern life more complex
   C. addressed many problems and found solutions
   D. enslaved humanity made them dependent on AI

2. What are the solutions to make AI more human-friendly?
   A. Create new species.
   B. Include more people in its development.
   C. Just wait and watch.
   D. To have control over its creations.
      i. A and B are true.
      ii. A and D are true.
      iii. C and D are true.
      iv. B and D are true.
3. The emergence of artificial intelligence means:
   A. Birth of dangerous creatures.
   B. Going beyond space and time.
   C. Solutions to complex problems.
   D. A new responsibility to harness it.
      i. Only one statement is true.
      ii. Two statements are true.
      iii. Three statements are true.
      iv. All are true.

4. What is the contextual meaning of nascent stage?
   A. Difficult
   B. Crucial
   C. Beginning.
   D. Developed.

5. The tone of the passage could be labeled as:
   A. Critical
   B. Appreciative
   C. Apprehensive
   D. Ironical
      i. A and B are correct
      ii. B and C are correct.
      iii. C and D are correct.
      iv. A and C are correct.
HANDOUTS FOR DAY - 2
HANDOUT 8 (For Facilitator)

READING COMPREHENSION STRATEGIES AND CORRESPONDING ACTIONS

Objectives:
1. To lead to the session using and introductory activity
2. To refresh previous knowledge of participants.
3. To equip participants with a list of comprehension strategies along with their explanation

Procedure:
1. Distribute handouts one each to every participants.
2. Allow 5 minutes for the participants to mark their responses.
3. Use 1 minute to inform them the answers.

Mark BRS, ARS or DRS against following activities usually used in-order to succeed in a Reading Literacy Test

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Activities used in-order to succeed in a Reading Literacy Test</th>
<th>Strategy Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning about the passage using text support features like title, direction, sub-headings, captions, illustrations, questions</td>
<td>BRS</td>
</tr>
<tr>
<td>2</td>
<td>Tracking text structure by identifying associated signal words</td>
<td>DRS</td>
</tr>
<tr>
<td>3</td>
<td>Summarising sections of passage / Chunking and Summarising</td>
<td>DRS</td>
</tr>
<tr>
<td>4</td>
<td>Tackling Tricky Text by skipping it or re-reading it or stopping and thinking</td>
<td>DRS</td>
</tr>
<tr>
<td>5</td>
<td>Finding the main ideas</td>
<td>ARS</td>
</tr>
<tr>
<td>6</td>
<td>Digging for Details</td>
<td>ARS</td>
</tr>
<tr>
<td>7</td>
<td>Making Inferences</td>
<td>ARS</td>
</tr>
<tr>
<td>8</td>
<td>Combing for context clues</td>
<td>ARS</td>
</tr>
<tr>
<td>9</td>
<td>Questioning the Author</td>
<td>ARS</td>
</tr>
<tr>
<td>10</td>
<td>Predicting and Eliminating</td>
<td>ARS</td>
</tr>
</tbody>
</table>
### Reading Comprehension Strategies and Corresponding Actions

Mark BRS, ARS or DRS against following activities usually used in order to succeed in a Reading Literacy Test:

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</tr>
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</table>
**Guidelines for Good Comprehension Questions**  
(Source: CBSE Workshop on 10.08.2019)

| Guidelines for Good Two Choice Items | • Item call for behaviour stated in outcome.  
• Item difficulty reflects difficult / complexity of outcomes.  
• Higher level comprehension-evaluation items present novel material.  
• Statements are worded positively.  
• Tricky negatives are avoided.  
• True items and false items are approximately equal in length.  
• True false items are completely true or completely false.  
• Specific determiners are avoided or are used to discourage test wiseness.  
• Item assesses an important proposition.  
• Item is based on a single idea.  
• Directions include basis for answer choice. |
| Guidelines for Good Multiple Choice Items | • Items called for behaviour stated in outcome.  
• Item difficulty reflects difficulty / complexity of outcomes.  
• Higher level comprehension – evaluation items present novel material.  
• Problem is stated clearly.  
• Problem is fully stated in stem.  
• Stem is stated as a question.  
• Incomplete stems are avoided.  
• Stem contains central idea of item.  
• Stem is worded positively.  
• Negative wording is avoided in stem.  
• Options appear in alpha – numerical or other logical order.  
• Options are listed vertically.  
• Options are consistent in length.  
• Only one option is correct per item.  
• ‘None of the above’ is avoided.  
• “All of the above” is avoided.  
• Distracters are plausible and attractive to uniformed students.  
• Three options (best) or four (maximum) are used.  
• Position of keyed correct answer is balanced.  
• Directions are present and stated clearly. |
| Guidelines for Good Matching Items | • Set calls for behaviour stated in related outcome.  
• Item difficulty reflects difficulty / complexity of outcomes.  
• Higher level sets (above knowledge) present novel material.  
• Homogeneous premises and responses are used for each set.  
• List of premise and responses are both titled.  
• Lists are short (four to seven items).  
• Verbal material appears in alphabetical order.  
• Numerical materials appear in numerical order.  
• Dates appear in chronological order.  
• Imperfect matches are used.  
• Perfect matches are avoided.  
• Premises appear on left and responses on right.  
• Entire set appears on one page, including directions.  
• Directions include basis for making matches.  
• Directions include how many times responses may be used.  
• Directions include how to mark answers. |
A few specimen question formats:

1) Which one of the following is a conclusion that can be drawn based on the above paragraph?
   a)  b)  c)  d)

2) Which one of the following is implied by the argument above?
   a)  b)  c)  d)

3) The author seems to suggest that………..
   a)  b)  c)  d)

4) If all the statements above are true, then which one of the following must also be true?
   a)  b)  c)  d)

5) The author of the above passage would most likely agree with which one of the following?
   a)  b)  c)  d)

6) What is the author’s main purpose in writing this passage?
   a)  b)  c)  d)

7) Read the sentence from the passage
   “Whatever proposal you come up with, I will back you 100 percent!” Which word means about the same as “proposal”?
   a)  b)  c)  d)

8) Which statement is supported by information in the article?
   a)  b)  c)  d)

9) Read this sentence from the article, "Before that, few people could have imagined that cars would be such a natural part of everyday life” What is the meaning of “natural” in this sentence?
   a) life like  b) Not artificial  c) Not trained  d) Ordinary

10) If you were a knight serving King Arthur, What kind of a good deed would you like to do?
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Test Paper Title</th>
<th>Strategy Tested</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Too Much Love</td>
<td>Tracking Text Structure</td>
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<tr>
<td>2</td>
<td>Anita's Flowers</td>
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<td>3</td>
<td>Those Amazing Trees</td>
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<td>4</td>
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<td>Tackling Tricky Text</td>
</tr>
<tr>
<td>5</td>
<td>The Mystery of Easter Island</td>
<td>Finding the Main Idea</td>
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<tr>
<td>6</td>
<td>Letter to the Editor on Saving Animals</td>
<td>Digging for Details</td>
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<tr>
<td>7</td>
<td>New Neighbours</td>
<td>Making Inferences</td>
</tr>
<tr>
<td>8</td>
<td>Maria Mitchell</td>
<td>Combing for Context Clues</td>
</tr>
<tr>
<td>9</td>
<td>The Friendly Crow</td>
<td>Questing the Author</td>
</tr>
<tr>
<td>10</td>
<td>Lei Day</td>
<td>Overviewing</td>
</tr>
</tbody>
</table>
TEST ONE

Strategy : Tracking Text Structure

Direction

Read this article about the lovable manatee, a large, gentle water creature. Then answer questions 1 through 6.

Too Much Love?

Have you ever heard of a manatee? It is a big, gentle animal that lives in the water. It is lucky in one way. Almost no other animal wants to eat it. It is hard for other animals to bile the manatee. There are three reasons for this. The manatee is very large. It has very thick skin. Also, it has no fins. “It’s like trying to take a bite out of a big, rolling tire,” said one scientist. Therefore, there should be many of them. However, this is not the case. People are harming them. As a result, the manatees are dying out and very few are still alive.

Many people go to the beach because they love to see manatees. Some people put on snorkeling masks and fins, and are thereby able to frolic and have fun in the water. As a result, they may hurt the manatees by mistake. People often wake sleeping manatees. Some folks give the animals bad foot. Others hurt the animal’s eyes. This happens when people use flashes on underwater cameras.

Here’s an even greater problem. Some people take boat rides right through manatees’ homes! As a result, the animals often get hurt. Manatees may not have many shark bites on them. Nonetheless, they do have scars and wounds. These are caused by motorboat blades and boat hulls, or bottoms. Many of the animals leave their homes to get away from people.

Yet here is another big problem; Most people use power where they live. Consequently, there are many power plants. Water near power plants is very warm. Thus, manatees that leave their homes often find new ones near power plants, because they need to live in warm water. But the water near power plants is not safe. It leads to the deaths of many animals.

Sometimes power plants shut down. This causes the nearby water to become too cold for the manatees that have been living there. Manatees cannot live in cold water. Therefore, many manatees die.

So, we must stop hurting the animals we love. Instead, we need to help them live!

1. The passage is mostly about the
   a. Activities people do at the beach
   b. Fear people cause in all animals
   c. Reasons that people like to visit manatees
   d. Ways that people mistakenly hurt manatees

2. According to the article, why do manatees have scars on their bodies?
   a. As a result of motorboats
   b. Due to swimming in shallow water
   c. From the dangers in water near power plants
   d. Because sharks attack them throughout the year

3. The naturals living space for manatees is
a. In warm waters
b. By power plants
c. Near human beings
d. In low temperatures

4. Read the sentence from the article. Some people put on snorkeling masks and fins, thereby being able to frolic and have fun in the water. What is the definition of “frolic” in this sentence?
   a. Fix boat hulls
   b. Play around
   c. Share food
   d. Take flash pictures

5. The author’s purpose in this passage is to
   a. Entertain animal lovers with a humorous story
   b. Create a story with a mysterious lead character
   c. Teach busy readers how to find time for charity
   d. Persuade readers to treat animals more responsibly

6. Read the sentence from the article. “It’s like trying to take a bite out of a big, rolling tire”. The author uses this sentence to indicate that the manatee’s body is
   a. Hard to hold on to
   b. Made from rubber
   c. Entirely black in colour
   d. Covered with wavy lines
TEST TWO
Strategy: Setting a Purpose

Directions
Read this story about Anita, who will spend the summer with her aunt instead of going to camp. Then answer questions 1 through 6

Antia’s Flowers

“You have to finish packing,” said Anita’s mother. “Aunt Rosita will be here soon.”

Anita frowned. She didn’t like thinking about riding in her aunt’s flower-shop van. If only she could be off to camp. Instead, Anita would be staying with her aunt all summer. Her mother just told her this news this morning.

Finally Aunt Rosita came. She and Anita sat down for lunch. As she ate, Anita thought about all the fun things her friends would be doing at Camp Splendor.

Soon lunch was over. “Let’s go,” Aunt Rosita said. Anita put her suitcase in the van. They drove to Aunt Rosita’s flower shop. The shop had lovely rosebushes outside.

“I am so glad that you’re helping me this summer,” said Aunt Rosita. “Salina Matos is having an operation today. Mr. Matos just ordered a bouquet of flowers. We will bring it to the hospital tonight.”

Aunt Rosita showed Anita how to cut the flowers. Anita started to make a bouquet. She worked carefully.

“Not bad,” said Aunt Rosita. “I’d like to add a few golden glows. Let’s also add this one. It is very special. It’s a ‘bicolor’ flower. See, it has two colours. People call it ‘snow-on-the-prairie.’”

It was a bumpy, boiled-hot ride to the hospital. Anita held the vivid violet vase of flowers tightly on her lap. They soon arrived at the Children’s Hospital.

Mr. Matos was with his daughter. “This is for You,” Anita said to Salina. Salina opened her eyes and sat up. She burst into a smile.

“Wow!” said Mr. Matos. “She hasn’t smiled like this in ages.” He pointed to Aunt Rosita’s snow–on–the–prairie. “This flower is very beautiful.”

Anita and Aunt Rosita left after a short time. They were quiet for most of the ride home. Then Aunt Rosita spoke. “Are you glad you came?”

“I wasn’t at first. But I think I will be,” said Anita. Maybe the summer wouldn’t be so bad, thought.
1. The author **probably** wrote this passage to
   a. Prove that not everyone likes camp
   b. Explain how to arrange flowers
   c. Show that helping others can be fun
   d. Describe how to eat a healthy lunch

2. At lunch, what activity does Anita **most likely** picture her friends doing?
   a. Swimming in a lake
   b. Eating with relatives
   c. Riding in a van with flowers
   d. Making a bouquet of flowers

3. Which word **best** describe Anita’s reaction at the beginning of the story to spending the
   summer with her aunt?
   a. Excited
   b. Grateful
   c. Worried
   d. Annoyed

4. Why does Aunt Rosita add the snow-on-the-prairie to Anita’s arrangements?
   a. Aunt Rosita disliked the golden glow flowers.
   b. Anita’s bouquet needed something special.
   c. Aunt Rosita wanted an even numbers of flowers.
   d. Anita’s bouquet was too costly for her aunt.

5. This story is mostly about
   a. What the flower shop owned by a girl’s aunt is like
   b. The kinds of flowers that make the best bouquets
   c. What makes snow-on-the-prairies pretty flowers
   d. A girl who enjoys assisting at her aunt’s flower shop

6. Read these sentences from the story. **It was a bumpy, boiling-hot-ride.** **Anita held the
   vivid violet vase of flowers tightly on her lap.** The author **most likely** uses the phrases
   “bumpy, boiling-hot” and “vivid violet” to
   a. Add mystery to the story
   b. Compare Anita and her aunt
   c. Show that Anita liked the trip
   d. Make the story seem more real
Those Amazing Trees!

Trees add to our lives in many ways. You might be surprised at all the things that come from trees. Writing paper, pencils, and wood come from trees. So does the glue on an envelope. Even toothpaste comes from trees! All parts of trees can be used. The limbs are trunk are used to make wood. Sap is used to make syrup. Roots are used for medicines and teas.

Trees have different types of leaves. Some have big, flat leaves. Others have thin, pointy leaves, called needles. Most trees with big, flat leaves are “deciduous” trees. These leaves die and fall off in the autumn. Trees that don’t lose their leaves in fall are called “evergreen” trees. Their needles may drop off, but they grow back right away.

Tree roots grow where there is plenty of space and ample air. There must also be the right amount of moisture, or water, and minerals in the ground. Roots grow most of the year. But their growth may slow in winter. That is when the soil becomes cold and hard. Roots grow out from the tree trunk. Deep, thick roots are stronger than thin, top roots, or feeders. Deep roots hold trees in the ground.

Some states have a state tree. The state tree of New York is the sugar maple. Texas honors the pecan tree. This is one way people show their love of trees.

Trees give us

<table>
<thead>
<tr>
<th>Wood</th>
<th>Syrup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencils</td>
<td>Medicines</td>
</tr>
<tr>
<td>Paper</td>
<td>Teas</td>
</tr>
<tr>
<td>Glue</td>
<td>Toothpaste</td>
</tr>
</tbody>
</table>

1. Read these sentences from the article. **Tree roots grow where there is plenty of space and ample air. There must also be the right amount of moisture, or water, and minerals in the ground.** What is the meaning of “ample” in this sentence?
   a. Light
   b. Enough
   c. Thick
   d. Little

2. According to the article, the purpose of deep roots is to
   a. Make sap for trees
   b. Keep trees in the ground
   c. Stop the growth of trees
   d. Feed the branches of trees
3. This article is **mainly** about
   a. Types of tree leaves
   b. The parts and uses of trees
   c. Products made from trees
   d. Tree roots and trunks
4. Why is the growth of tree roots sometimes limited in the winter?
   a. The air is too moist.
   b. The branches are too long.
   c. The soil is too bare.
   d. The ground is too frozen.
5. Which sentence is supported by information in the article?
   a. Trees have all the same parts as flowers.
   b. Trees can be very useful to people.
   c. Trees are honored by many countries.
   d. Trees are all affected by dirty air.
6. According to the article, what is the difference between a deciduous and an evergreen tree?
   a. A deciduous tree has leaves; an evergreen tree does not.
   b. A deciduous tree has flat leaves; an evergreen tree has thin needles.
   c. A deciduous tree has many leaves; an evergreen tree has few needles.
   d. A deciduous tree has leaves that fall; an evergreen tree’s leaves never fall.
Dots and Dashes

Before there were telephones, people send letters to spread news. So, what else did people use to communicate before telephones? They used the telegraph. Samuel Morse invented this machine and the language it uses.

An Artistic Education

Samuel Morse went to college when he was 14 years old. He studied art. But he also took classes in electricity. He also painted well-known people in New York.

The Telegraph

Morse still enjoyed science, though he worked as an artist. In 1832, he began making the telegraph. He finished it in 1837. A man in England named Charles Wheatstone made something similar. It used many of the same ideas. But Samuel Morse went one step further. He made up a language for his machine. These were the dots and dashes known as Morse code. This made the Morse machine superior.

The telegraph is like a phone. But it can’t transmit sound over a wire. It sends tapping beats instead. The beats have different lengths. The beats are written as dots and dashes. Combination of dots and dashes stands for different letters or numbers. With these dots and dashes, or Morse code, a person can send a message.

Instant Communication

The first message sent on Morse’s machine went between two nearby cities. Soon people everywhere were using the machine. It changed the world. People in different countries could send messages to each other instantly.

Samuel Morse tried to do a lot in his life. He had ideas for other inventions too. But those did not work as well as his telegraph. He will always be remembered for the telegraph and for his dots and dashes.

1. The first communication sent by the telegraph was
   a. Between new territories
   b. In the city of New York
   c. Between two close cities
   d. In the country of England

2. Based on information in the article, which trait most likely helped Morse as an inventor?
   a. His desire for fame
   b. His enjoyment of talking
   c. His interest in science
   d. His dreams of being an artist
3. Why did Morse’s telegraph become better known than Wheatstone’s similar invention?  
   a. Wheatstone’s machine was too large to use.  
   b. Morse’s machine could tap beats.  
   c. Morse invented a language for the machine.  
   d. Wheatstone stole Morse’s ideas.

4. Read the sentence from the article. **But it couldn’t transmit sound over a wire.** What is the meaning of “transmit” in the sentence?  
   a. Take apart  
   b. Mix  
   c. Send out  
   d. change

5. The author’s purpose in this passage is to  
   a. Inform the reader about the achievement of a person  
   b. Provide instructions for inventing a new machine  
   c. Elaborate on the beginnings of modern inventions  
   d. Prepare the reader for a communication change

6. This passage is mostly about the  
   a. Power of electricity  
   b. Telegraph and telephone  
   c. Life and work of Samuel Morse  
   d. Two inventors of the telegraph
The Mystery of Easter Island

There is a far off island in the Pacific Ocean. It was once called Te-Pito-te-Henua. The Dutch came around 1722 and renamed it Easter Island. The island used to be filled with trees. Now it is mostly covered in grass. The history of Easter Island is special. It teaches us the important of protecting nature.

The first settlers to the island were people from nearby islands. These people built giant statues of heads. No one knows why the people built the heads. But we know they named them moai. Each one was made from solid rock.

The giant statues stand near the beach. We now know how the people got them there. Trees played an important part. Artists would carve the heads at the stone quarry. That is where the stone was cut from the earth. Then they would lay the statues over logs. Next, they would roll the heads on the logs to the beach. It was a long way away.

Sadly, the loss of trees contributed to the drastic downfall of the island's people. Over a short time, the island lost many people. The population dropped from 15,000 to 2,000. Much of this was because of the loss of trees.

Trees were a big part of life on the island. People logged many trees to help move statues. Other trees were destroyed by rats. People used trees for building fishing boats. Trees were also homes for birds. And birds were an important food for the people.

Many moai can still be found on the island today. Some are still in the quarry, unfinished and sad, like unfulfilled wishes. They remind us of the people who built them but then lost their lives and way of life.

The island is popular vacation spot where curious tourists can go. Visitors wonder at the giant heads. They still ask, "How did they do that?" Some relatives of the first settlers still live there. They tell stories about the island as it was once. These stories help keep the history of Te-Pito-te-Henua alive.

1. The article is mostly about
   a. Logging practices in the Pacific
   b. The history of a remote island
   c. Dutch settlers on Easter Island
   d. The naming of ancient statues

2. Why were trees important to the first settlers of Easter Island?
   a. They contained poison to kill off rats.
   b. They were used to move large stones.
   c. They made the island a vacation spot.
   d. They gave the island its original name
3. According to the article, Easter Island’s history can teach people the importance of
   a. Taking care of the natural world
   b. Using trees as resources for goods
   c. Keeping populations from growing
   d. Transporting logs in a modern way

4. Read this sentence from the article. **Sadly, the loss of trees contributed to the drastic downfall of the island’s people.** What is the meaning of the word “drastic” in this sentence?
   a. Instant
   b. Typical
   c. Severe
   d. constant

5. The author’s purpose in this passage is to
   a. Express regret for tourism and overdevelopment
   b. Discuss ancient trees found on islands in the ocean
   c. Explain the fascinating history of ancient sculptures
   d. Examine different means of moving very heavy items

6. Why does the author describe the moai remaining in the quarry on Easter Island as “unfinished and sad, like unfulfilled wishes”? 
   a. To explain that the statues have sad looks on their faces
   b. To show that the coming of outsiders made the islanders unhappy
   c. To express that the statues left behind represent the end of a way life
   d. To describe that visitors throw coins at the quarry to make good luck wishes
Letter to the Editor on Saving Animals

To the Editor:

The World Wildlife Fund has an important goal: to save animals. Sadly, too many animals are at risk of dying out.

Have you ever seen a giant panda? These large, lovable creatures live in China. There are only 1,600 giant pandas left in the world. Have you ever heard the roar of a wild tiger? You may not get a chance. Experts say that only about 6,000 remain today. Our group's main goal is to protect animals like these from extinction.

The World Wildlife Fund has already achieved a lot with African rhinos. We have also had great success with marine, or sea, turtles. We support new ways of fishing that reduce the mistaken capture of these creatures. Our methods can lower accidents by 90%! Governments and fishing folk around the world have adopted our new, less harmful ways of fishing. It is helping to save many sea turtles.

We aim to protect nature, as well. We have a list of 200 natural places that we are fighting to conserve. We hope to build a balance between human needs and nature. You can help us put this hope into action. Learn about the things you buy. For example, don't buy clothing made from animals at risk.

You can also help by using fewer deadly chemicals. Buy food and cotton clothing produced organically, without chemical sprays. Use nature-friendly cleaning products in your home. Avoid air fresheners made of chemicals. Freshen your air by opening windows. Or, try using fresh flowers.

We need your help. You can help us continue to protect nature. You can help us save animals all around the globe.

Sincerely,

Maria Williams

1. What is the main idea of this passage?
   b. The need to protect and conserve nature.
   c. The way to give money to the World Wildlife Fund
   d. The importance of decreasing chemical use.

2. According to the passage, how has the World Wildlife Fund had success with helping marine turtles?
   a. Turtles have been moved to less dangerous waters.
   b. Fishing is taking place using safer fishing methods.
   c. Turtles can be caught more easily with newer nets.
d. The number of rhinos has been greatly reduced.

3. The author’s purpose in this passage is to
   a. Persuade a newspaper to print a story about wild tigers
   b. Inspire an editor to buy clothes made of different materials
   c. Report to the public about issues related to the environment
   d. Complain about common deadly chemicals used in offices

4. When shopping for clothing, what would the author most likely urge people to buy?
   a. Animal – print sweaters
   b. Natural panda – fur coats
   c. Ivory – colored sweat suits
   d. Organic cotton shirts

5. According to the passage, people can reduce their use of chemicals by
   a. Opening windows for fresh air
   b. Eating a lot of fruits and vegetables
   c. Avoiding many kinds of flowers
   d. Making all their own clothes

6. Read this sentence from the passage. Our group’s main goal is to protect animals like these from extinction. What is the meaning of “extinction” in this sentence?
   a. Serious hunger
   b. Overcrowding
   c. Extreme fatigue
   d. Total disappearance
TEST SEVEN
Strategy : Making Inferences

Directions
Read this story about a boy named Sunil. Then answer questions 1 through 6.

New Neighbours

Sunil kicked a rock across the driveway. He was thinking about his old home. A few weeks ago, his family had moved from the big city to the small town of Centersville. That was because his mom had gotten a great new job there. Sunil missed his old friends and thought this new place was too quiet.

"Sunil, where have you been?" his mom called from the front door.

"I'm sorry," he said, walking inside. Tonight they were having a special supper for the Indian New Year. Sunil had told his mom he would help get things ready.

"Mom said Debbie Sue can come tonight," Sunil’s sister, Savita, said happily.

"I’m glad you have a friend so fast,” Sunil said. But his heart felt like the stone he had been kicking.

“You’ll make friends, too, Sunil,” Mrs. Patel said. “Why don’t you invite someone over now? How about the Matthews riding his bike to school and sitting with a bunch of guys at lunch. Bobby’s brother, Tom, was usually with them.

Sunil felt a little nervous about calling. But he gave it a try. To his surprise, Bobby and Tom said they would love to come.

At 7:00, all the guests arrived. Sunil didn’t have to worry about what to say. His mom and sister talked a lot. His dad asked everybody questions.

“Mmmm, this is delicious,” Tom said, slurping his lentil soup.

“Please, have some more,” said Mrs. Patel. “You can dunk your bread in it. It’s good that way.” She showed Tom how to sop up the soup with the Indian bread.

“This bread is a little like pancakes,” Bobby said.

Time passed quickly. Soon the guests were ready to leave. “I hope Savita can come to my house next Friday night,” Debbie Sue said, as the two girls hugged good-bye.

The Matthews brothers stood up. “Thank you for the great dinner,” they said. “Hey, Sunil, we are cleaning out our barn tomorrow. Then our dad is going to cook a big lunch. Can you come?”

“Sure,” said Sunil.

Sunil helped his family clean up after the dinner. Suddenly, he felt very happy. He was glad to have new neighbours. Maybe they would all become good friends.

1. According to the story, why did Sunil’s family move to a different location?
a. His parents wanted to live somewhere quiet.
b. His mom was offered new employment.
c. His parents wanted their children to make friends.
d. His dad thought it was a good opportunity.

2. Read this sentence from the middle of the story. **But his heart felt like the stone he had been kicking.** The author uses this description to illustrate that Sunil felt.
   a. Exhausted
   b. Sympathetic
   c. Miserable
   d. ignorant

3. Which statement is supported by information in the story?
   a. Savita is a very good cook.
   b. Sunil likes to spend time on his own.
   c. Tom and Bobby have eaten Indian food before.
   d. Sunil feels hopeful that he will be friends with his neighbours.

4. According to the information in the story, Savita can best be described as
   a. Outgoing
   b. Selfish
   c. Cautious
   d. spoiled

5. What does Mrs. Patel demonstrate to Tom in the story?
   a. Where to put away the clean dishes
   b. How to make a spicy Indian dish
   c. How to dip the bread in the soup
   d. Where her parents came from in India

6. The author’s purpose in this passage is to
   a. Teach about the importance of celebrating holidays throughout the year.
   b. Tell a story about the challenge of making new friends in a new place.
   c. Give information about how to make different kinds of special dishes.
   d. Entertain with a story about friends working together to clean a barn.
TEST EIGHT
Strategy : Combing for Context Clues

Directions
Read this article about Maria Mitchell, a famous scientist. Then answer questions 1 through 6.

Maria Mitchell

Astronomer William Mitchell and his wife made one of the greatest contributions ever to the world of science. But this gift did not come from an observatory. It was not a new discovery. Their gift to the world was having a smart daughter and getting her interested in science. Their daughter was named Maria.

Maria Mitchell was born in 1818. Her father taught her all about science. Early on, both of Maria’s parents noticed that she was good at math and science. At that time, it was almost unheard of for a woman to become a scientist. Women were only supposed to take care of the home and family. But Maria’s parents supported her love of science.

Maria was a very good student. When she was 18, she got a job in a library. At her job, she was able to read a lot about math and science. Maria’s love of science continued to grow. She was profoundly interested in astronomy, the study of space. Maria spent much of her time in the evening looking at stars. One night, Maria Mitchell was on a rooftop with her telescope. She was trying to focus on a star she had not seen before. She kept watching it and checking her notes. She discovered that it wasn’t a star. It was a comet. Mitchell became the second woman ever to record a comet sighting.

Seeing the comet made Mitchell famous. The next year, she became the first female member of the American Academy of Arts and Sciences. She was also the first woman ever to be an astronomy professor.

During her career, Maria Mitchell studied the stars in outer space. She also fought for what she believed in here on earth. She helped create the Association for the Advancement of Women. She wanted women to have every chance to succeed. Maria Mitchell paved the way for many women to have important careers in science.

1. Read the sentence from the article. She was profoundly interested in astronomy, the study of space. What is the meaning of “profoundly” in this sentence?
   a. Greatly
   b. Foolishly
   c. Mistakenly
   d. supposedly

2. The fact that Maria Mitchell was invited to join the American Academy of Arts and Sciences indicated that she was
   a. An important and famous librarian
   b. Competing with her father as a scientist
   c. Fascinated by the stars and the universe
3. Why was Maria’s discovery of the comet remarkable?
   a. A comet had never been indentified before.
   b. She was the daughter of a famous astronomer.
   c. Previously only one other woman had seen a comet.
   d. She was the youngest woman to become a scientist.

4. The author **probably** wrote this passage to
   a. Teach about an astronomer from the past
   b. Show that children often follow their parents
   c. Explain how to use a powerful telescope.
   d. Show that the study of astronomy is popular

5. Read this sentence from the article. **She was trying to focus on a star she had not seen before.** What is the meaning of “focus” in this sentence?
   a. Take some notes
   b. Adjust her camera
   c. Center her attention
   d. Publish her findings

6. According to the article, why were there few women scientist in the 1800s?
   a. Science was not considered an important field of study.
   b. Not many people were able to understand math and science.
   c. Most women were not interested in learning about science.
   d. Many people thought science was not a proper field for women.
The Friendly Crow

Once upon a time, there was a very big, beautiful crow. Crow was friends with all the other creatures that could fly. In fact, he was very well liked. Even the mosquitoes and gnats liked Crow.

Crow loved his friends. He liked to help Blue Jay build his nest. He helped Hawk guard the sky. When Crow was really happy he found Eagle and spent the day flying in circles with him. Crow felt any day spent with friends was a good day.

But there were times when Crow felt unhappy. Perhaps it was wrong, but he believed that the land animals should like him as much as the sky animals. When he sat on a fence near Crow, Cow just hit Crow with his tail. And Giraffe ignored him completely.

This bothered Crow. He decided to leave the land animals alone. Crow continued to fly in the sky with his friends, which he loved very much. Yet his friends noticed that he was not his old self. Crow had become grumpy.

One day, Crow landed on a rock that had heated in the sun. It felt so good to his claws. Crow was about to take a nap when he heard a song, low moan. It came from a nearby yellow lump that sagged like a wet blanket. The lump looked a lot like Lion. Indeed it was Lion! Then Crow saw what was wrong. There was a big thorn stuck in Lion’s paw. Lion could not get the thorn out by himself. His paws were too big.

Crow didn’t know what to do. He felt sorry for Lion. But he had also decided to stay away from the land animals. Crow was about to fly away. Just then, Lion cried out to him. “Won’t you help a fellow creature? I know that you are a smart bird. I know that you could take out this thorn.”

Suddenly, Crow was his old genial self. He had always been a friendly bird. Crow wanted to help Lion. He flew over to Lion and took out the thorn.

“Thank you!” cried Lion. “Let me take you to meet my friends. They will thank you as well.”

Crow remembered that the best way to make friends is to be kind.

1. When feeling grumpy, what does Crow most likely do?
   a. Remain at home alone
   b. Talk over his problems
   c. Join in enjoyable activities
   d. Try to make new friends

2. What prevents Crow from napping in the sun?
   a. A thorn sticks out of the rock.
   b. Eagle desires to fly with him.
3. Read this sentence from the story. **Suddenly, Crow was his old genial self.** What is the meaning of “genial” in this sentence?
   a. Attractive
   b. Mischievous
   c. Gracious
   d. forlorn
4. This story is mostly about
   a. How to make new friends
   b. The joy of playing outside
   c. How animals can get injured
   d. The difficulty of some decisions
5. Read this sentence from the end of the story. **It came from a nearby yellow lump that sagged like a wet blanket.** The author uses this description to show that Lion is
   a. Sopping wet
   b. Made of wool
   c. Weak with pain
   d. Lacking courage
6. The author’s purpose in this passage is to
   a. Share information about different types of animals.
   b. Teach a lessons by telling an entertaining story
   c. Persuade the reader to learn more about crows
   d. Caution the reader by telling a tale that ends sadly.
Lei Day

People love Hawaii’s Lei Day. It happens once a year, on May 1st. Lei day is a fun celebration. It honors the flower leis of Hawaii’s islands.

A Lei is like a necklace. It is worn around the neck. Most leis are made of flowers, but they can be made out of anything. Some are made of shells. Some are made of feathers. You could even make a Lei out of popcorn!

The lei is a lasting symbol. It stands for the hospitable nature of the Hawaiian way of life. For example, visitors to Hawaii are given leis when they arrive. This warm welcome helps them feel good.

For Lei day, each island honors its own lei. The island of Oahu honors the yellow ilima lei. The ilima lei is sometimes called the “royal” lei. In the past, only high chiefs wore this lei.

The island of Maui honors the lokelani lei. Lokelani means “rose of heaven.” This pink flower is sweetly scented. It is a kind of rose.

Hawaii is the largest of the Hawaiian islands. It celebrates the lehua lei. This flower comes from the ohia lehua tree, which grows on the slopes of the island’s volcanoes.

1. Which statement is supported by information in the article?
   a. Lei Day is a festival about Hawaiian chiefs.
   b. Lei Day is a festival about the history of Hawaii.
   c. Lei Day is a festival about Hawaiian society.
   d. Lei Day is a festival about volcanoes in Hawaii.

2. Which of the following is a type of lei that is probably celebrated on Lei Day?
   a. A lei made of small sticks
   b. A lei made of oyster shells
   c. A lei made of white blossoms
   d. A lei made of yellow feathers

3. Read these sentences from the article. The lei is a lasting symbol. It stands for the hospitable nature of the Hawaiian way of life. What is the meaning of “hospitable” in this sentence?
   a. Friendly
   b. Joyful
   c. Bold
   d. loud

4. According to the article, which of the following characteristics is true of the lokelani lei?
   a. It comes from a tree.
b. It looks like a crown.
c. It has a nice smell.
d. It grows on volcanoes.

5. This passage is **mostly** about
   a. The plants of Hawaii
   b. A new way to make leis
   c. Past uses for leis
   d. An annual event in Hawaii

6. The article mentions that there can even be popcorn leis to show that
   a. Leis are mostly for young children
   b. Leis are often sold at movie theatres
   c. Leis are usually made from food
   d. Leis are made from various materials
# HANDOUT 12

## MODEL READING LITERACY TEST PAPERS OF DIFFERENT TEXT FORMATS

No of Test Papers : 08

<table>
<thead>
<tr>
<th>Test No.</th>
<th>Test Paper Title</th>
<th>Text Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>From the Cow to You</td>
<td>Flow Chart</td>
</tr>
<tr>
<td>2</td>
<td>A Request</td>
<td>Email</td>
</tr>
<tr>
<td>3</td>
<td>Late-night Party</td>
<td>Letter</td>
</tr>
<tr>
<td>4</td>
<td>How Chocolate Came About</td>
<td>Explanation</td>
</tr>
<tr>
<td>5</td>
<td>Teachers on Television</td>
<td>Newspaper Report</td>
</tr>
<tr>
<td>6</td>
<td>The Farmer, His Son and Their Donkey</td>
<td>Narrative</td>
</tr>
<tr>
<td>7</td>
<td>Braille</td>
<td>Exposition</td>
</tr>
<tr>
<td>8</td>
<td>A Long Way from Home</td>
<td>Diary Entry</td>
</tr>
</tbody>
</table>

Note:

1. Questions with one dark bullet test literal comprehension skill.
2. Questions with two dark bullets test inferential comprehension skill.
3. Questions with three dark bullets test evaluative comprehension skill.
From the Cow to You

A cow makes milk when it has a calf. It can make up to 38 litres of milk in a day.

A refrigeration truck comes daily to pick up the milk and take it to a special processing plant.

There it is tested and checked to make sure it is fresh and healthy. The milk is quickly heated to about 72°C for 15 seconds, to kill any bacteria (germs) in it. This process is called ‘pasteurisation’. The milk is then forced through a sieve (a container with tiny holes) to break up any ‘lumps’ of fat. This process is called ‘homogenisation’.

A cow needs to eat lots of food, such as grass, clover, grains and hay, to make good quality milk. It also needs to drink about 150 litres of water each day.

Milk is stored in the cow’s udder, which is like a large bag with four teats. A cow needs to be milked at least twice a day.

Before a cow is milked, the farmer washes its teats. A machine is put on the cow. The milk is pumped into a large tank and kept cool.

The milk is put into bottles or cartons and taken to the shops for us to buy. It can also be used to make other products such as butter, cream, ice cream, cheese and yoghurt.
Exercise A

Write the number for the correct answer in each box.

1. What is the young of a cow called?
   (1) foal   (2) calf   (3) kid   (4) cub

2. The farmer needs to _______ before he milks the cow.
   (1) feed the cow   (2) tether the cow   (3) collect clover and hay   (4) wash the cow’s teats

3. During pasteurisation, milk is heated to 72°C for _______.
   (1) a minute   (2) half a minute   (3) 25 seconds   (4) 15 seconds

4. The milk is _______ to break up any fatty lumps in it.
   (1) pasteurised   (2) homogenised   (3) stored and cooled   (4) sealed in bottles

5. Which of the following is NOT made using milk?
   (1) raspberry jam   (2) butter   (3) yoghurt   (4) cheese

Exercise B

Answer these questions.

1. What is the maximum amount of milk a cow can make in a day?
2. Why does milk need to be pasteurised?

3. How is the milk kept cool while being transported to the processing plant?

4. Complete the table below stating a possible reason behind the given steps in the production of milk.

<table>
<thead>
<tr>
<th>Step</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep the milk cool on the way to the processing plant.</td>
<td></td>
</tr>
<tr>
<td>Use a machine to milk the cows instead of doing it by hand.</td>
<td></td>
</tr>
</tbody>
</table>

5. Do you think the milk processed in this manner contains any fat? Explain your answer.
Read this email from a parent.

To: jnv@gmail.com
From: pratik@gmail.com
Subject: A request

Dear Sir / Madam,

I am Pravin’s father, and I am writing concerning the school’s disallowing my son from participating in the Scout and Guide adventure camp because he missed the briefing for it.

My son was sick with a high fever and stayed in bed all day because he could hardly keep awake. I kept him from school because he was too ill to go, and I did not want him spreading his flu to other students.

I understand that the briefing was compulsory, and that if they did not attend they would not be allowed to attend the adventure camp. I also understand that the briefing is extremely important for the smooth and safe running of the camp. However, I am very disappointed that there were no arrangements made for students who could not attend due to circumstances beyond their control.

While missing an adventure camp may be seen as a small matter by us adults, I urge you to consider how much it means for a ten-year-old. Besides the important life lessons he might learn from the activities, the three days and two nights spent with his friends would encourage them to get to know each other much better and forge stronger bonds.

I earnestly request that a make-up briefing be arranged for the students who have missed the session for valid reasons, and that they be allowed to go. I am sure there are other students, apart from Pravin who would appreciate the chance to attend the camp.

Thank you for your kind consideration. I look forward to hearing from you soon.

Yours sincerely,
Pratik Mishra
1. Why did Jason not attend the adventure camp briefing? (Literal)
   a. He was sick with a high fever.
   b. He was at home playing computer games.
   c. He was not interested in attending the briefing.
   d. He overslept at home.

2. How long was the Scout and Guide adventure camp? (Literal)
   a. Four days and four nights
   b. Three days and two nights
   c. Three days and three nights
   d. One week

3. Why did Mr. Mishra want Pravin to attend the adventure camp? (Literal)
   a. He believed there were many life lessons to be learnt as well as strong bonds to be forged.
   b. He wanted to get Pravin out of his house for a few days.
   c. He thought Pravin would recover from his illness faster if he attended the camp.
   d. He loved adventure camps and wanted Pravin to love them too.

4. What does the phrase ‘the briefing was compulsory’ mean? (Inferential)
   a. Students did not have a choice whether to attend it or not
   b. Students had a choice whether to attend it or not
   c. Students could benefit from the briefing
   d. Students were informed about the briefing

5. Why is Mr. Mishra writing this email to Principal? (Inferential)
   a. To complain that Principal did not take care of his sick son
   b. To request that his son be allowed to attend the adventure camp despite his having missed the briefing.
   c. To request that his son be allowed to go to school even when he is sick
   d. To complain that the school does not see the importance of the adventure camp.

Exercise - B

Answer the questions.

1. Give two reasons why Mr. Mishra kept Pravin at home instead of letting him attend the briefing for the adventure camp. (Literal)
2. Give two reasons why Mr. Mishra wanted Pravin to attend the adventure camp. (Literal)
3. Can you think of another suitable subject for the email sent by Mr. Mishra? (Inferential)
4. What might happen if students attended the camp without having attended the briefing? (Inferential)
5. If you were Principal, how would you reply to this email from Mr. Mishra? Explain your answer. (Evaluative)
Late-night Party

Read these letters

Ram Kadam
Rose Villa, Flat No 15
18, M.G. Road,
Pune - 440001

25 August, 2019

Mr. Vijay Singh
Senapati Bapat Road
Pune

Dear Mr. Singh,

COMPLAINT ABOUT NOISY PARTY AT NIGHT

I am writing to complain about an extremely noisy party last night held by some of my neighbours upstairs. Since there is only one floor above mine, the party must have been held in one of the flats on the tenth floor.

The noise began at about 7.00 p.m. with a lot of rowdy laughter and loud music. My daughter was trying to study for her school examination and found it nearly impossible to concentrate due to the noise. To make things worse, the noise did not stop till after midnight! As a result, she did not have a good rest last night though she had to sit for her Science paper today. Fortunately the paper was in the afternoon.

As friendly neighbours, we did not march upstairs to confront the revelers, but perhaps you can help us inform them of the inconvenience caused by their inconsiderate behavior and ensure it does not happen again.

Thank you.

Regards,

Ram Kadam
Rakesh Kumar  
Rose Villa, Flat No 26  
18, M.G. Road,  
Pune - 440001  

28 August, 2019  

Mr. Vijay Singh  
Senapati Bapat Road  
Pune  

Dear Mr. Singh,  
I am Ram Kadam, from 18, M. G. Road, Pune.  

I am aware that some of my neighbours have complained to you about the loud party I held at my rented flat a few days ago. I sincerely regret the disturbance it caused all of them.  

The reasons for the excessive noise is that my younger sister had just turned sixteen, and we were throwing a huge birthday celebration for her. I had invited more than thirty friends, and as they were all excited to celebrate with her, they chatted and laughed very loudly.  

My siblings had also hired a local music band to perform at the party. While I did try to lower the volume of the sound system after 10.00 p.m., I admit that it was still loud for that late hour.  

Though I fully acknowledge my fault in this case, may I suggest that a system be put in place to inform everyone that a late-night event will be held and that it may cause a slight noise disturbance to neighbours? I understand that some of my neighbours sleep quite early, but it is as much my neighbourhood as it is theirs, and I do not think it is unreasonable to hold an occasional late-night event.  

In any case, I have apologised, personally to the neighbours and they have understood the situation. I sincerely regret any inconvenience caused. Thank you for your time and your kind understanding.  

Your sincerely,  

Rakesh Kumar
1. What did Ram Kadam complain to Mr. Singh about?  
   a. Excessive traffic noise  
   b. A noisy party held in the upper floor  
   c. Unfriendly neighbours  
   d. Lack of a system for holding private parties  

2. When was Ram Kadam's daughter’s Science exam held?  
   a) 24 August 2019  
   b) August 2019  
   c) 26 August 2019  
   d) 27 August 2019  

3. Rakesh Kumar's flat is _______  
   a. Above Ram Kadam's flat  
   b. Next to Ram Kadam's flat  
   c. Below Ram Kadam's flat  
   d. In the next building  

4. How old was Rakesh Kumar's sister at the time he wrote the letter?  
   a. 15 years old  
   b. 16 years old  
   c. 20 years old  
   d. 30 years old  

5. Which classification do you think best describes the second letter?  
   a. Letter of complaint  
   b. Letter of apology  
   c. Letter of communication  
   d. Letter of request  

Exercise - B  

Answer these questions.  

1. Why did Rakesh Kumar write the letter to Mr. Singh?  

2. Based on the information on the letters, state whether each statements in the table is true or false. Then, give one reason why you think so.  

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>TRUE / FALSE</th>
<th>REASONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rakesh Kumar has only one sister and no brothers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ram Kadam's daughter had to sit for a Science Exam the morning after the party.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Why didn't Ram Kadam complain to Mr. Rakesh Kumar directly about the noisy party?  

4. If the 'system' suggested by Ram Kadam is put in place, what would have to do if he wanted to hold a party again?  

5. Do you think Ram Kadam is a good neighbour? Support your answer with information from the letters.  

(Evaluative)
How Chocolate Came About

Read this explanation.

The history of chocolate is filled with rumours and fairy tales. It goes back to ancient times when the Mayan Indians first spotted a tree bearing a fruit that could be used to make a delicious drink. They called this drink 'the food of the gods'.

Chocolate appears in its raw state as pods growing on trees that are 40 to 60 feet tall and that are found growing wild in some of the tropical regions of Central America, South America, Africa and Asia. The scientific name for these trees is Theobroma cacao, which means 'the food of the gods'.

As early as A.D. 600, the Maya of Mexico began using a form of chocolate. At that time, they worshipped the cocoa bean as a gift from the heavens. They believed that cocoa beans had fearsome magical powers and so carefully used them in religious ceremonies and healings by priests. They also used cocoa as a medicine in the treatment of fever, cough and pregnancy-related discomforts.

The Maya also invented the first cocoa drink, a hot bitter beverage made up of ground cocoa pods and spices. Later, the Aztec Indians improved the recipe with sweetening agents like vanilla and honey. They called their drink 'xocolatl', which means 'bitter water'.

According to Aztec myth, the god of agriculture brought the cocoa tree to Earth from Paradise so that humans could receive wisdom and power from it. The Aztecs held chocolate in such high regard that they used it as a form of currency along with gold dust.
The Aztec cocoa drink was regarded as 'the drink of the nobles'—a powerful concoction that had to be prepared with great care. The recipe for the drink was kept secret, and it was only enjoyed by the wealthiest in the Aztec community.

In the early 1600s, an Italian explorer named Antonio Carletti carried the beans from central America to other parts of Europe and, for the first time, chocolate became known to the common people.

**Exercise A**

Write the number for the correct answer in each box.

1. Who were the first people to make a chocolate drink?
   - (1) the Mayan Indians
   - (2) the Aztec Indians
   - (3) the Americans
   - (4) the Europeans

2. Why were cocoa beans used carefully in religious ceremonies?
   - (1) They were believed to be the food of the gods.
   - (2) They grew on tall trees that seemed to touch the heavens.
   - (3) They were believed to have fearsome magical powers.
   - (4) They had many health benefits.

3. To which country did the first person who carried cocoa to other parts of Europe belong?
   - (1) India
   - (2) Italy
   - (3) America
   - (4) Aztec
4. What do you think the term ‘the drink of the nobles’ means?
   (1) The recipe for the drink was kept secret.
   (2) The drink was very sweet.
   (3) The drink was only meant to be enjoyed by the rich and the powerful.
   (4) The drink was a gift from heaven.

5. Why do you think chocolate was used as currency along with gold dust by the Aztecs?
   (1) It was the same colour as gold.
   (2) It was considered as precious as gold.
   (3) It was the same weight as gold.
   (4) It tasted the same as gold.

Exercise B

Answer these questions.

1. Based on the information in the explanation, indicate whether each statement is a myth (M) or a fact (F) by writing the correct letter in the brackets.

   Chocolate comes from pods on cacao trees. ( )
   Chocolate is the food of the gods. ( )
   Chocolate gave man wisdom and power. ( )
   Cocoa was held in high regard by the Maya and the Aztecs. ( )

2. According to the Maya of Mexico, what physical ailments could chocolate treat?
Read this newspaper report.

**Teachers on Television**

If you are an experienced teacher looking for a career challenge, the producers of a new reality television show would love to hear from you.

They are organising a new programme, 'Teacher's Pets', that will challenge twelve teachers to teach 'tough' classes of children from all over the country. Each teacher will be judged by a panel of educational experts on his or her ability to handle a class.

"The teachers will be asked to teach the children a number of different lessons," says Wayne Jackson, a producer with Today Television. "They will be judged on their ability to teach and how they discipline the children. A score will then be awarded to each teacher."

The teacher with the lowest score from each week will be asked to leave the show. The teacher left at the end of the series will win a collection of prizes, including a new car and gold jewellery.

"The winner will definitely deserve the prizes by the end of the show," says Jackson. "We will be asking some of the children to misbehave as much as possible to give the teachers a hard time. But it should be fun and educational for people of all ages to watch."
However, the Minister for Education, Mrs Chantal Murray, disagrees with the idea of the show and has asked all teachers to “stay away”.

“This show will give children the incentive to misbehave in class,” she said. “It will also put people off taking up teaching as a career. I am disgusted with Today Television and hope they will change their minds about making this show.”

But according to Jackson, it is too late for that. He claims he has already been contacted by thousands of teachers who would like to take up the challenge.

**Exercise A**

Write the number for the correct answer in each box.

1. What is the name of the new show?
   (1) ‘Teacher’s Show’
   (2) ‘Teacher’s Pets’
   (3) ‘Today’s Teachers’
   (4) ‘Today Television’

2. What will the teachers NOT be judged on?
   (1) how well they teach
   (2) how well they control the class
   (3) how well they dress
   (4) how well they discipline the children
3. _______ is the Minister for Education.
   (1) Charlene Murray
   (2) Wayne Jackson
   (3) Chantal Murray
   (4) Chantal Jackson

4. In the show, some of the children will be asked to misbehave to _______.
   (1) make the show educational
   (2) make the viewers laugh
   (3) win fabulous prizes
   (4) give the teachers a hard time

5. Who will judge the contestants in this television show?
   (1) a panel of educational experts
   (2) students participating in the show
   (3) the Minister for Education
   (4) the viewers

Exercise B

Answer these questions.

1. What would happen to the teacher with the lowest score each week?

2. List two reasons the Minister for Education gave for not supporting the programme.

   ______________________
   ______________________
3. How do we know that many teachers supported the show?

4. According to Jackson, the show should be "fun and educational for people of all ages to watch." How do you think the show might be fun and educational?

5. Do you agree that people watching the show may be discouraged from taking up teaching as a career? Give a reason to support your answer.
The Farmer, His Son and Their Donkey

Read this fable.

A farmer stood shaking his head after inspecting his meagre wheat crop. He concluded that it would not support his family for the coming year, so he asked for his son to prepare the donkey to be sold at the market.

The farmer, his son and their donkey walked side by side to the market. On their journey, they passed a group of women who started to laugh when they saw the trio.

“Why are you both walking beside a donkey when you might ride it?” they asked curiously.

The farmer shrugged and ordered his son to climb upon the donkey. They continued along the path to the market until they passed an old man who pointed his finger at them in anger.

“You ungrateful boy! Why do you ride like a king when your poor father walks on his tired feet? Children have lost all respect for their elders!” the old man scolded.

The farmer looked at his son, who slid down the side of the donkey—his face red with shame. The father shrugged again and mounted the donkey.

Moments later, they walked past a group of young girls who seemed astonished at the sight before them.
“You are a cruel man,” the girl jeered. “Why do you ride while your son stumbles along beside you like a servant?”

The boy looked up at his father, whose face was as red as a beetroot. The farmer motioned for the donkey to stop so that his son could climb upon it.

Just outside the village, a group of gypsies were sitting around a small fire chatting noisily with each other. When they saw the two people on the donkey, they stopped chatting and called out in anger.

“Why do you two ride that poor donkey? Can you not see his back buckling under your weight? It would be smarter for you to carry him than him to carry you!”

The boy and his father quickly dismounted the donkey and looked for a long pole. They tied the donkey’s legs together and attached him, upside down, to the pole, and then positioned the pole on their shoulders.

As they entered the market, the donkey, seeing the stalls and villagers upside down, decided he was not happy with his predicament and began to kick and buck so hard that the ropes broke and he fell to the ground. In an instant, the donkey got up and galloped out of the market. The farmer and his son stood and watched in amazement as the donkey disappeared from their sight.
Exercise A

Write the number for the correct answer in each box.

1. The ______ hinted that either the father or the son should ride the donkey.
   (1) group of women
   (2) young girls
   (3) old man
   (4) gypsies

2. The old man was angry with ______.
   (1) the donkey
   (2) the farmer
   (3) the son
   (4) both the farmer and his son

3. The gypsies were chatting ______.
   (1) outside the village
   (2) inside the village
   (3) at the marketplace
   (4) near a stall

4. The farmer and his son tied ______.
   (1) their legs
   (2) the donkey’s legs
   (3) the pole
   (4) their shoulders

5. What do you think the moral of the story is?
   (1) Slow and steady wins the race.
   (2) He who tries to please everybody pleases nobody.
   (3) Beauty is in the eye of the beholder.
   (4) It is uncomfortable to be tied upside down.
Exercise B

Answer these questions.

1. Why did the farmer decide to sell the donkey?

2. Which sentence in the story shows that the son was not being disrespectful to his father by riding on the donkey?

3. Why did the father’s face turn as red as a beetroot?

4. Which word in the fable means ‘unpleasant situation’?

5. What would you have done if you had been the father in the story?
Braille is a type of code used by blind or visually impaired people to read and write. It uses raised dots that are felt with the fingers.

Braille was invented by a 15-year-old boy named Louis Braille. Louis was born in France in 1809. At the age of three, while he was playing in his father’s shoemaking workshop, he punctured one of his eyes with a sharp tool. The eye became infected. Soon, the infection spread to the other eye, leaving him completely blind.

Louis went to school with sighted children where he learnt by listening to his teachers. When he was 10 years old, Louis went to the Royal Institution for Blind Youth in Paris. Here, he learnt to read by feeling raised letters on a page. The letters had been made by pressing copper wire into the paper. Although Louis was thrilled to be able to read, he felt that the method could be improved upon—it was cumbersome and provided no way for blind people to write.

In 1821, the school was visited by a French army captain. He had invented a code for soldiers to use that could be read on battlefields at night without needing light. The code used raised dots to represent sounds. Louis experimented with this and eventually came up with a simplified version of the code that represented normal writing—the Braille system.
The basic unit of the Braille system is called a ‘cell’. A cell is made up of six dots and looks like this:

```
  .
  .
  .
  .
  .
  .
```

Each letter of the alphabet is made up of one or more of these dots. For example, p =  

```
  .
  .
  .
  .
  .
```

and r =  

```
  .
  .
  .
  .
  .
```

If you were to learn Braille, you would begin by learning the Braille letters and putting them together to form words. Once you were an expert at this, you would learn a kind of Braille shorthand, where dots represent words. This means that you would be able to read more quickly and that less paper would be used. You could also learn to read the Braille cells that represent numbers, punctuation marks and even musical notes.

The simplest way to write Braille is by using a slate and a stylus. A sheet of paper is placed in the slate and the stylus is used to push dots into the paper. Braille can also be written with a Braille writer (a type of typewriter) or an electronic machine called ‘Braillet’. A Braillet can be plugged into a computer where the Braille can be read by a voice synthesiser or printed out as normal typescript.

Today, Braille has been adapted to almost every language in the world and is accepted as the standard form of reading and writing for blind or visually impaired people. There are Braille books, musical scores, playing cards, watches, board games and many other materials.
Exercise A

Write the number for the correct answer in each box.

1. Louis became blind due to an ________.
   (1) incurable illness that affected his eyes
   (2) infection of the eyes caused by poor health
   (3) infection of the eyes caused by an injury
   (4) injury to the eyes caused by a fight

2. Braille is based on ________.
   (1) a code used by the French soldiers in the battlefield
   (2) a system used by the Royal Institution for Blind Youth
   (3) a code invented by the hearing impaired
   (4) a code used by the French police

3. A Brailier is ________.
   (1) a sheet of paper with raised dots
   (2) a person who is able to read Braille
   (3) an electronic machine that writes Braille
   (4) a computer for the visually impaired

4. The letter ‘r’ is made up of ________ dots.
   (1) two
   (2) three
   (3) four
   (4) six

5. Louis became blind in ________.
   (1) 1809
   (2) 1812
   (3) 1819
   (4) 1821

Exercise B

Answer these questions.

1. When Louis went to school with sighted children, how did he keep up with his lessons?
2. Complete the table to compare the system used at the Royal Institution for Blind Youth and the Braille system.

<table>
<thead>
<tr>
<th>System Used at the Institution</th>
<th>Braille System</th>
</tr>
</thead>
<tbody>
<tr>
<td>raised letters made by pressing wire into paper</td>
<td>could be used for writing</td>
</tr>
</tbody>
</table>

3. What is the difference between Braille and Braille shorthand?


4. In which year was Braille invented?


5. Why would someone who is not blind be interested in learning Braille?


A LONG WAY FROM HOME

Read these diary entries.

This diary belongs to Luke. Keep out!

Saturday 17

Five hours getting dragged through the shops by Mum is not my idea of fun! I thought that once the school uniform and sports gear were bought we would leave, but Mum decided I needed lots of new ‘city clothes’ as well! Ugh!

Tomorrow we are heading for the dormitories to see where I am going to live for the next five years! I just wish someone else from home was going to Gilson Grammar School too.

Monday 19

I’m sharing a room with a boy called Yong from Vietnam. His family are paying for him to study here but, eventually, he will go home and be a doctor! (I think we have something in common, as we both know what we are going to be when we go home.)

Today was all about timetables, bells and being shoved around
by hundreds of kids. Pretty strange considering I’ve come from
a school with only sixty-three kids in it! I don’t see how the
teachers are ever going to remember my name!

**Tuesday 20**

Three days and I haven’t seen anything edible in the dining hall
yet. Have called Mum and asked her to send me some home-
made cakes and biscuits so I don’t fade away. What I would
give for some scrambled eggs for breakfast—made with really
fresh yellow eggs, straight from the chicken!

Today was our first athletics training. At home, I’m the
fastest runner in the school. Here, I’m just one of the new kids
from the country. I’m going to have to work hard to show them
I’m fast!

**Wednesday 21**

Not a good day! One of the older kids locked me in the
toilet and called me ‘farm boy’. Everyone was
laughing. I wasn’t!

**Thursday 22**

Mum’s cakes and biscuits arrived today. I made a lot
of new friends. We shared them in the common room.

**Friday 23**

My first week is over! Tomorrow morning, after practice, we
are allowed to go down to the beach for a swim. Then Yong
and I are going to the video arcade to play games. (Certainly
beats helping Dad feed the sheep!)
Exercise A

Write the number for the correct answer in each box.

1. Luke spent ________ shopping with his mother.
   (1) two hours  (2) three hours  (3) four hours  (4) five hours

2. Luke asked his mother to send him some ________.
   (1) home-made food  (2) money  (3) storybooks  (4) clothes

3. What is the name of Luke’s new school?
   (1) Gilson Primary School  (2) Gilson Grammar School  (3) Gibson Grammar School  (4) Gibson Secondary School

4. When was Luke bullied in school?
   (1) Tuesday 20  (2) Wednesday 21  (3) Thursday 22  (4) Friday 23

5. We know that Luke comes from a farm because ________.
   (1) he likes scrambled eggs  (2) he was locked up in the toilet  (3) he helps his father feed the sheep  (4) he went shopping with his mother

Exercise B

Answer these questions.

1. Why does Luke need to work hard at athletics?
2. Why do you think the teachers may find it hard to remember Luke’s name?


3. Why did Luke ask his mother to send him some home-made food?


4. On the basis of the information in the diary entries, state whether each statement in the table is true or false. Then, give one reason why you think so.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True / False</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luke does not like shopping.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luke and Yong come from the same place.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Do you think Luke is happy in his new school? Support your answer with information from the diary entries.


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Mentor : Ms. Rina Ray, IAS
         Secretary SE&L, MHRD, GOI
Advisory Board: Ms. Anita Karwal, IAS, Chairperson, CBSE
                Mr. Bishwajit Kumar Singh, IFS, Commissioner, NVS
                Mr. AN Ramachandra, Joint Commissioner (Acad.), NVS
                Dr. Joseph Emmanuel, Director (Academics), CBSE
Contributors: Mr. Vikram Joshi, Deputy Commissioner (Pers.), NVS
              Mr. Pravind Krishnan, Vice-Principal, JNV Mahisagar, Gujarat
              Mr. M. A. Francis, TGT English, JNV North Goa, Goa
              Mr. PJPS Sidhu, TGT English, JNV Ferozepur, Punjab
Review Team: Dr. Indrani Bhaduri, Professor, NCERT
             Dr. Sweta Singh, Jt. Secretary (Acad.), CBSE
             Dr. Pragya M. Singh, Jt. Secretary (Acad.), CBSE
             Mr. T. Gopala Krishna, Deputy Commissioner(Acad.), NVS
             Mr. Gyanendra Kumar, Deputy commissioner (Trg.), NVS
             Mr. T. Sobhan Babu, Assistant Commissioner (Acad.), NVS
             Ms. Sona Seth, Assistant Commissioner (Acad.), KVS
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Teacher’s Training Module on
READING LITERACY

NAVODAYA VIDYALAYA SAMITI
Skills for the 21\textsuperscript{st} Century

What are the skills required for the students to adapt to the changing society in the 21\textsuperscript{st} century?

https://youtu.be/7daCNqtLxio
• How can schools be made more interesting and effective?

• How Claire comes out successful in a task set before her by her employer?

• World needs more Claires. How do we form them, particularly while dealing with reading literacy?
What is PISA?
PISA is …

Programme for International Student Assessment, a project of member countries of the OECD.*

*OECD - Organization for Economic Co-operation and Development

Triennial international assessment which aims to evaluate Education World wide.

Skills and Knowledge of 15 Year old students are tested.

Designed to assess how well learners can apply what they learn in school to real life situations.
BREAK
What could be the Objectives of PISA according to you?
WORK USING HANDOUT 1

1. How well are young adults prepared to meet the challenges of the future?
2. Can they analyse, reason and communicate their ideas effectively?
3. What skills do they possess that will facilitate their capacity to adapt to rapid societal change?
4. Are some ways of organizing schools or school learning more effective than others?
5. How does the quality of school resources influence student outcomes?
6. What educational structures and practices maximize the opportunities of students from disadvantaged backgrounds?
7. How equitable is the provision of education within a country or across countries?
8. How would you define reading literacy?
The reporting of the findings from PISA focuses on all these issues we have just discussed.
Reading literacy is defined in PISA as the ability to understand, use and reflect on written texts in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate effectively in society.

Helps the government to monitor the outcomes of their education system

Prepare the Learner for the times to come.

Critical Thinking, Problem Solving and Conceptual thinking

Make education future proof
India shall be participating.

This will be the second time we are participating.

36 OECD member countries and over 50 non-members are expected to participate.

Each student will be selected on the basis of random sampling, will be tested in any Two of the three domains viz. Reading Literacy, Mathematical Literacy and Scientific Literacy.
Are We PISA ready?
ASSESSMENT GOALS

To evaluate outcomes of learning.

To assess how well students can apply what they learn in the school to real life situations.

To show what a 15 year old has learnt inside and outside the school.

To measure literacy in terms of knowledge, skills and competencies.
PRINCIPLES OF TESTING IN READING LITERACY
TARGET GROUP


2. Students of 15 Years 3 months to 16 Years 2 months

3. Students from any school – private, public, international and aided.

OPEN SCHOOL STUDENTS ARE NOT ELIGIBLE
What are the challenges ahead?
CHALLENGES

• Reveal India’s learning outcomes globally.
• Expose the health of our education system.
• To collaborate, train and brace the students for PISA 2021.

OUTCOMES

• Lead to improvement in the learning levels of the children.
• Enhance the quality of education in the country.
How Reading Literacy is measured in PISA?
Definition of Reading Literacy

Reading literacy is defined in PISA as the ability to understand, use and reflect on written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate effectively in society.

Readers are Expected to:

- Understand the piece of writing
- Interpret it
- Apply and arrive conclusions
- Use critical and logical reasoning

Measuring Reading Literacy In PISA
TEXT CLASSIFICATION IN READING LITERACY

TEXT FORMATS

Continuous Text

Mixed Text

Multiple Text

Non Continuous Text
TEXT CLASSIFICATION IN READING LITERACY

- **CONTINUOUS** – Formed by sentences and paragraphs (Newspapers, Reports, Novels.)

- **NON-CONTINUOUS DOCUMENTS** – (Tables, Lists Schedules, Forms)

- **MIXED TEXT** – Contains elements of Both the above. (Magazines, Webpages)

- **MULTIPLE TEXT** – discreet parts juxtaposed for a particular purpose.
TEXT TYPE

DESCRIPTION

Text used in:

NARRATION

Text used in:
Novels, Comic Strips, Newspaper Reports.

EXPOSITION

The text used in:
Essay, Encyclopedia Entry

Continued....
Text used in:

ARGUMENTATION
- Letter to the Editor, Posts in an online forum.

INSTRUCTION
- Recipe, Software operating instructions.

TRANSACTION
- Personal letter to share news, Messages to arrange meeting.
TEXT MEDIUM IN PISA

PRINT
- Single Sheet
- Brochures
- Magazines
- Books

DIGITAL
- Hypertext
<table>
<thead>
<tr>
<th>Authored Environment</th>
<th>• A web page where content cannot be modified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message based Environment</td>
<td>• Email, Blog ..etc where reader has the opportunity to change the content</td>
</tr>
</tbody>
</table>
Relationship Between the Reading Framework and the Aspect Subscales

Reading Literacy

Use content primarily from within the text
- Access & retrieve
  - Retrieve information

Integrate & interpret
- From a broad understanding
- Develop an interpretation

Draw primarily upon outside knowledge
- Reflect and evaluate
  - Reflect on and evaluate content to text
  - Reflect on and evaluate form of text
TEXT SITUATIONS IN READING LITERACY

SITUATIONS / DOMAINS

PERSONAL – Letter, Fiction, Diary-Style Blog

PUBLIC – Public notions, News, Websites

Occupational - Job Advertisement in newspapers or online

EDUCATIONAL – Textbooks, Interactive learning softwares
LUNCH BREAK
WAYS OF READING A TEXT

SKIMMING
Getting the gist

SCANNING
Searching specific information

EXTENSIVE READING
Reading novels for fun

INTENSIVE READING
Concentrating on the text
LEVELS OF READING

- ELEMENTARY READING
- SPEED READING
- SYNTOPICAL READING
- ANALYTICAL READING
- INSPECTIONAL READING
Identify and put the following reading materials in the right vase.

1) Newspaper
2) Circular
3) Novel
4) Cheque
5) Insurance Policy
6) Short Story

Elementary Reading
Inspectional Reading
Analytical Reading
Syntopical Reading
Speed Reading
Identify and put the reading materials in the right vase.

Answers:

Elementary Reading
Inspectional Reading
Analytical Reading
Syntopical Reading
Speed Reading
ELEMENTARY READING

BASIC READING SYMBOLS

Reader may not comprehend the deeper and varied levels of meaning

Any example ..........?
Superficial reading for a general idea. To check if worth reading.
Demanding and complex type of reading. This level is for understanding the purpose of the text.

Come on .. Share an example..
The most complex and systematic.

A comparative reading.

Reader reads different texts on the same subject and compares.

Then reaches a holistic understanding of the subject.
SPEED READING WITH RIGHT BRAIN

SPEED READING
- Reading whole idea at each glance
- Not reading word by word.
- Helps to transfer more information per glance

RIGHT BRAIN
- Excels at imagination, intuition, facial recognition & artistry.
- Hence, plays major role in speed reading
Run finger down the right hand side of the page or column.

Avoid mind wandering/regression

Skip the line ends.

Maintain concentration

Get into the rhythm of the reading material.

Vary speed depending on reading material.
Overcome habit of loud reading internally.

Practice word chunking (taking more words in every eye fixation).

Enhance capability to skim and scan.

Activate both sides of the brain.

Overcome habit of loud reading internally.

Avoid movement of tongue or lips.

TECHNIQUES TO OVERCOME SPEED READING BARRIERS
STEPS INVOLVED IN COMPREHENSION
Steps involved in comprehension:

1. Comprehension Monitoring
2. Reflecting
3. Developing Vocabulary
4. Questioning & Answering
5. Identifying main ideas and details
6. Analyzing Characters
7. Analyzing Relationships
8. Inferring
9. Summarizing
10. Evaluation
11. Using features
12. Understanding text Structure
KEY FEATURES OF COMPREHENSION

- Vocabulary
- Tone
- Critical Thinking
KEY FEATURES OF COMPREHENSION - 1

ARGUMENT

BASIC CONCEPTS

CONCLUSION

PREMISE

Therefore, Hence, Thus, Clearly, Finally, In conclusion

Because, As, Since, Due to, On the basis of, Based on the fact that
CASE STUDY ON BASIC CONCEPTS OF CRITICAL READING

Case Study 1
- A student X has not performed well in the first written examination and since then, in almost all the written exams, his scores/grades have been very poor. This shows that he has consistently failed to perform. Therefore, he should be given special coaching.

Case Study 2
- I think student X should be given special coaching because he has consistently failed to perform. Take for instance his first written test results which were very bad or the exams later, in which he scored poor grades.

Case Study 3
- Well, student X has consistently failed to perform and so I think he should be given special coaching. Take for instance his first written test results which were very bad or the exams later, in which he scored poor grades.

Discuss in your group and choose right option for the questions given on Handout No.: 3
KEY FEATURES OF COMPREHENSION – 2

TONE OF PASSAGE

- Ironic
- Sarcastic
- Negative
- Strong
- Positive
- Mild

Observing nature of adjectives / nouns / verbs

How to identify?
ACTIVITY ON TONE OF PASSAGE USING HANDOUT 5A
### ADJECTIVES DESCRIBING TONES OF PASSAGE

<table>
<thead>
<tr>
<th>Tone</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSITIVE</strong></td>
<td>Optimistic, Cheerful, Buoyant, Humourous, Introspective, Inspiring, Complimentary, Motivating</td>
</tr>
<tr>
<td><strong>VERY NEGATIVE</strong></td>
<td>Scathing, Vitriolic, Harsh, Vicious, Aggressive, Ridiculing, Scornful, Derisive, Contemptuous, Biting</td>
</tr>
<tr>
<td><strong>MODERATELY NEGATIVE</strong></td>
<td>Angry, Indifferent, Biased, Prejudiced, Cynical, Skeptical, Critical, Sarcastic, Pessimistic, Gloomy, Satirical</td>
</tr>
<tr>
<td><strong>NEITHER POSITIVE NOR NEGATIVE</strong></td>
<td>Neutral, Apologetic, Emotional,</td>
</tr>
</tbody>
</table>
Key Features of Comprehension – 3

**VOCABULARY**

**HIGH LEVEL COMPREHENSION**

- **WORD KNOWLEDGE / VOCABULARY**
  - **VISUALISATION AND ASSOCIATION STRATEGIES**

- **CROSS CURRICULAR VOCABULARY**
ASSESSMENT ACTIVITY USING PHRASE READING ON STEPS INVOLVED IN COMPREHENSION
Finding differences or similarities between PISA model Reading Literacy Test Paper and traditional reading comprehension test.

(Home Work using Handout 7).
ACTIVITY

READING COMPREHENSION STRATEGIES

AND

CORRESPONDING ACTIONS

Using Handout 8A
1. GUIDING PRINCIPLE

- Prepare the learner for future
- Enable the learner to create new ways and solutions to multiple challenges of life.

2. MAXIM

- Knowledge acquired but not understood is of no use.
- Teacher glides through the levels – Knowledge, Creativity, Understanding, Application, Analysis, Evaluation

Continued…
3. CORE OUTCOMES

- Encourage students to think, speak, write, listen, read, introspect, touch, build, participate and actively learn.

4. METHODOLOGY

- Question box, Role play, Group Discussion, Debate, Situational Analysis, Case Study, Brain Storming.
READING LITERACY - COGNITIVE PROCESS

- Retrieving information
- Forming a broad understanding
- Developing an interpretation
- Reflection on and Evaluating the content of a text
- Reflection on and Evaluating the form of a text
LEVELS OF COMPREHENSION SKILL

LEVEL 1: LITERAL
Finding information mentioned explicitly in the text.

LEVEL 2: INFERENTIAL
Interpreting or inferring answers.

LEVEL 3: EVALUATIVE
Analyzing, synthesizing and applying in different context the information from the text.
STRATEGIES TO SUCCEED ON STANDARD READING LITERACY TEST -1

BEFORE READING STRATEGIES

STRATEGIES

AFTER READING STRATEGIES

DURING READING STRATEGIES
STRATEGIES TO SUCCEED ON STANDARD READING LITERACY TEST - 2

I. BEFORE READING STRATEGIES

Over viewing

Using text support features like - title, directions, sub-headings, captions, illustrations and questions..

Setting a Purpose

Learning about the passage from the features and enabling reading with a purpose
STRATEGIES TO SUCCEED ON STANDARD READING LITERACY TEST - 3

2. DURING READING STRATEGIES

- Tracking Text Structure
  - Identifying signal words associated with the common text structures.

- Chunking and Summarising
  - Summarising sections of a passage using bulleted list.

- Tackling Tricky Text
  - Identifying the relevance of challenging portions of text.
  - Applying a suitable technique choosing from the below given.
TACKLING TRICKY TEXT

- **Skip it**: If a question does not ask about it, move on.
- **Re-read**: Slow down or speed up
- **Stop and Think**: Connect and return
<table>
<thead>
<tr>
<th>SEQUENCE</th>
<th>COMPARE &amp; CONTRAST</th>
<th>CAUSE &amp; EFFECT OR PROBLEM / SOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>But</td>
<td>As a result</td>
</tr>
<tr>
<td>Second</td>
<td>On the other hand</td>
<td>Because</td>
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<td>Now</td>
<td>Similarly</td>
<td>Therefore</td>
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<tr>
<td>Next</td>
<td>Both</td>
<td>Consequently</td>
</tr>
<tr>
<td>Then</td>
<td>In contrast</td>
<td>Since</td>
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<tr>
<td>Finally</td>
<td>How ever</td>
<td>Thereby</td>
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<tr>
<td>Suddenly</td>
<td>As well As</td>
<td>Leads to</td>
</tr>
<tr>
<td>Following</td>
<td>Although</td>
<td>Nevertheless</td>
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<tr>
<td>Later</td>
<td>Yet</td>
<td>Nonetheless</td>
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<tr>
<td>Soon</td>
<td>Also</td>
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<tr>
<td>Before</td>
<td>Like wise</td>
<td>Hence</td>
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<tr>
<td>While</td>
<td>While</td>
<td>Furthermore</td>
</tr>
</tbody>
</table>
STRATEGIES TO SUCCEED ON STANDARD READING LITERACY TEST - 4

3. AFTER READING STRATEGIES

- **Finding the main ideas**
  - Identifying the main idea to answer main idea questions.

- **Digging for details**
  - Identifying and locating the information needed to answer detail questions.

- **Making inferences**
  - Drawing logical conclusions to answer inference questions.
3. AFTER READING STRATEGIES

**Combing for context clues**
Using context clues to figure out meanings of tested words and phrases.

**Questioning the Author**
Identifying the author’s purpose and using it to answer author's purpose questions.

**Predicting and Eliminating**
Predicting the correct answer and eliminating the incorrect answer of the text questions.
GUIDELINES FOR
STANDARD READING LITERACY TEST - 1.

- Multiple Choice
- Complex Multiple Choice
- Open Constructed Response
- Short Constructed Response
- Closed Constructed Response

**Constructive Response:** Questions that require the candidate to create their response.
GUIDELINES FOR STANDARD READING LITERACY TEST - 2.

QUALITIES OF A GOOD READING LITERACY INSTRUCTIONAL DESIGN

- Should provoke reader’s creative thinking
- Should test reader’s interdisciplinary approach
- Should assess reader’s ability to interpret in own way
- Should assess reader’s contemporary thought
- Should test reader’s skill in recognizing cross curricular vocabulary.
GUIDELINES FOR:

- Good two choice items
- Good multiple choice items
- Good matching items.

Please refer to Handout No. 08
Critical reasoning skill can be tested by using questions on:

- Author’s opinion
- Conclusion Questions
- Strength or Weakness of the argument
- Identifying the odd sentence among the four given
- Paragraph conclusion
A Few Specimen Formats for Questions (1):

1. Which one of the following is a conclusion that can be drawn based on the above paragraph?
   a)                     b)                     c)               d)

2. Which one of the following is implied by the argument above?
   a)                    b)                   c)                    d)

3. The author seems to suggest that……………
   a)                    b)                    c)                   d)

4. If all the statements above are true, then which one of the following must also be true?
   a)                    b)                     c)                  d)

5. The author of the above passage would most likely agree with which one of the following?
   a)                    b)                     c)                  d)
A Few Specimen Formats for Questions (2):

1. What is the author’s main purpose in writing this passage?
   a) b) c) d)

2. Read the sentence from the passage
   “What ever proposal you come up with, I will back you 100 percent!”
   Which word means about the same as “proposal”? 
   a) b) c) d)

3. Which statement is supported by information in the article?
   a) b) c) d)

4. Read this sentence from the article, ”Before that, few people could have imagined that cars would be such a natural part of everyday life”
   What is the meaning of “natural” in this sentence?
   a) life like b) Not artificial c) Not trained d) Ordinary

5. If you were a Knight serving King Arthur, What kind of a good deed would you like to do?
MY TO DO LIST

• Actively engage students with a text.
• Guide students to understand various comprehending strategies.
• Activate students’ prior knowledge
• Help them to identify its structure.
• Support predictions effectively.
• Use varied inferences and questioning techniques to grip the attention of the students.
• Develop a basic and universal level of proficiency in Reading Literacy among students.
REFERENCES

http://www.oecd.org/pisa/

www.getyourguide.com/Pisa/Activities

http://www.Openlibrary.org

The Complete Blueprint to Speed Reading by Robert Allen

Speed Reading with The Right Brain by - David Butler

How to Read a Book by - Mortimer J. Adler

Understanding Text and Readers by - Jennifer Serravallo

The Next Step Forward in Guided Reading by - Jan Richardson