UNDERSTANDING COMPETENCY BASED LEARNING FOR READING LITERACY

Foreword

The Government of India unveiled the National Education Policy 2020 with a vision to transform school education for equipping students with 21st century skills. The focus is to move from rote learning to Competency Based Learning. The Central Board of Secondary Education (CBSE), working towards this vision, has taken several steps. Aligned to its commitment of making education meaningful for learners, CBSE entered into an MOU with Sri Aurobindo Society in November, 2019. As a part of this initiative, Sri Aurobindo Society has collaborated with Australian Council for Educational Research (ACER) as its knowledge partner.

Through this collaborative effort, resource books have been prepared for English Reading, Scientific and Mathematical literacies. Each one is aligned to the broad competencies identified by the Organisation for Economic Co-operation and Development (OECD) for the Programe for International Student Assessment (PISA) frameworks. The documents introduce the concept of competency based education, PISA framework for the respective subject and strategies to foster and assess these in the classroom. Besides this, the mapping of the NCERT Learning Outcomes to the content areas (as defined in CBSE-TERM document) and the PISA competencies have been included. Practical examples for teaching and assessing across various content area and competencies are further inbuilt to enrich the teacher's repertoire for classroom transactions.

This document, *Understanding Competency Based Learning for Mathematical Literacy* prepared by Sri Aurobindo Society in collaboration with ACER for CBSE is a rich resource that can be used by schools and teachers for supporting students to acquire mathematical literacy and problem solving competencies. The resource samples the teaching pedagogy aligned with educational content that would benefit practioners in the field.

About CBSE

The Central Board of Secondary Education (CBSE) is a national Board under the Ministry of Education, Govt. of India. The Board has more than 25,000 schools affiliated to it in India and overseas, in 25 countries. These include the Kendriya Vidyalayas, the Jawahar Navodaya Vidyalayas, Central Tibetian Schools, Schools run/aided by the State Governments and Private Schools. The Board's main objective is to encourage quality education focussed on holistic development of learners. It motivates schools and teachers to adopt learner centric enquiry based pedagogies and use innovative methods to achieve academic excellence. The Board is committed to providing a stress-free learning environment that will develop competent, confident and enterprising citizens who will promote harmony and peace in the world.

About SAS

Sri Aurobindo Society (SAS) is an international, spiritual, and cultural, not-for-profit NGO. SAS has been recognised by the Government of India as a Charitable Organisation, a Research Institute and an Institute of National Importance. Sri Aurobindo Society has more than 300 centres and branches across the country, with its head office in Puducherry. SAS is setting up models, centers of excellence and training institutions that are Sustainable, Scalable and Replicable in the country. Rupantar, a dynamic and multidimensional program of Sri Aurobindo Society is dedicated to transform education in schools by harnessing the power of existing resources.

About ACER

Australian Council for Educational Research (ACER) is a leading and pioneer international organization working in the field of Competency Based Learning and has led a consortium of international organizations for the implementation of the PISA (Programme for International Students Assessment) survey in 2000, 2003, 2006, 2009 and 2012.

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ABBREVIATIONS AND ACRONYMS

ACER	Australian Council for Educational Research
ASER	Annual Status of Education Report
IEA	International Energy Agency
LOs	Learning Outcomes
MHRD	Ministry of Human Resource and Development
NCERT	National Council of Educational Research and Training
NEP	National Educational Policy
NEQMAP	The Network on Education Quality Monitoring in the Asia-Pacific
OECD	Organization for Economic Cooperation and Development
PIAAC	Programme for the International Assessment of Adult Competencies
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
QAR	Question Answer Relationship
TIMSS	Trends in International Mathematics and Science Study
UNESCO	United Nations Educational, Scientific and Cultural Organization
UIS	UNESCO Institute of Statistics

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EXECUTIVE SUMMARY

Fuelled by advances in technologies, especially education technologies, competency-based education has gained popularity from the education community across the world. It emphasises personalised learning of students following a well-designed learning pathway at their own pace. It is more important for students to demonstrate proficiency by applying their knowledge and skills to solve real-world problems than to spend specific amounts of time receiving instruction in a course. This learning framework is an effort to introduce competency-based learning to classroom teaching and learning in India in order to prepare Indian students for the rapidly changing future.

This framework spans the entire spectrum of the teaching learning process. Initially, reading domain is defined and the competencies that comprise the domain are presented. Then, practical techniques of teaching learning and methods of implementation are discussed. For a competency-based learning system to be effective, an effective system of assessment that is integral to the teaching-learning process must be adopted. Traditional approaches to assessment, with their emphasis on marks or grades, are not effective at describing student proficiency levels substantively. Therefore, a new approach to assessment that makes use of learning progressions that contain descriptions of proficiency levels at various stages is recommended in the framework. Finally, a learning progression is reviewed in detail to help teachers understand and implement the process.

A chapter-wise summary is provided below.

Chapter 1 introduces competency-based education in the 21st century. Its importance is established with reference to research that provides evidence of its effectiveness. As a best practice example of competency-based assessment, the chapter introduces the Programme for International Student Assessment (PISA) of OECD. PISA is different from other large-scale learning assessments in that it measures knowledge and skills of 15-year olds and monitors trends in student performances in three main cognitive domains every three years. India's decision to participate in PISA 2021 is a big step forward toward promoting competency-based learning and to shift the focus of education from rote learning in order to prepare the new generation of learners for the rapidly changing future.

Chapter 2 analyses the importance of reading domain and how the parameters of reading in everyday life have altered with the influx of technology and digital reading. It outlines how the objectives of reading and what constitutes reading as a skill itself has changed over time. It introduces the definition of reading literacy used by the latest PISA reading framework and identifies how the definition reflects the dynamic and evolving nature of reading, wherein it is no longer the ability to decode and comprehend texts but also a tool for wider participation in society, problem solving and lifelong learning. The organisation of the reading domain within PISA as a combination of reader, text and task components is described. The chapter concludes with a close examination of the status of reading instruction in Indian classrooms and the usefulness of a competency-based framework as offered by PISA in initiating a paradigm shift in language pedagogy in Indian classrooms.

After a brief overview of the PISA reading domain in Chapter 2, Chapter 3 tries to give more insight into the actual reading competencies assessed by PISA reading assessment. While there are several aspects that constitute the final reading assessment including the texts, sources, task management processes etc. it is the cognitive skills or processes that form the crux of the reading assessment. The assessment seeks to capture cognitive processes or competencies used by readers to comprehend texts and perform tasks.

Chapter 3 describes the reading competencies assessed by PISA reading assessment in detail. The reading process framework which includes text and task aspects is explained at length. Additional parameters including task management processes and reading fluency which are important parts of the reading process framework, but not directly captured by PISA, are also outlined.

Chapter 4 constitutes the core of the document. This chapter lays solid groundwork for a competency-based teaching paradigm in language classrooms. It locates the PISA competencies within the cognitive school of reading comprehension and elaborates on how the reading competencies assessed by PISA can serve as a useful foundation for training students in reading comprehension strategies. It recommends building reading pedagogy around the teaching of cognitive strategies rather than skills. A teaching model called Gradual Release of Responsibility Model for the training of reading comprehension strategies in classrooms is introduced. Five foundational cognitive strategies of reading are identified and described in detail, along with suitable methods for their teaching in classrooms.

Chapter 5 takes the process forward by outlining a new approach to assessment that is required for a competency-based learning system to be effectively implemented. This approach focusses on the use of learning progressions in assessments to provide accurate and substantive descriptions of learner proficiency levels rather than the use of marks or grades as the outcome of assessment. The benefit of this approach is that it helps identify a student's proficiency level and can help decide future courses of action. Such an approach also emphasises that learning is a multi-year event undertaken throughout the years of schooling or could even extend further rather than a series of discrete events. The PISA Reading proficiency scale is provided as an example of a learning progression.

Chapter 6 connects the assessment approach with the teaching learning process by examining a learning progression (PISA Reading subscales) in detail. Further, items that illustrate the difference in proficiency levels for the various subscales are discussed in detail to help teachers visualise what factors contribute to the increase in proficiency.

Chapter 7 contains the mapping of the NCERT learning outcomes for reading to the PISA reading competencies and the pedagogic strategies outlined in Chapter 4. The learning outcomes for reading for Grades 6 to 10 are mapped to one or more of the relevant PISA reading competencies. Based on this, chapter-wise learning outcomes are mapped to the respective PISA competencies. In the latter section of the chapter, the learning outcomes are mapped to the pedagogic strategies described in Chapter 4 in order to assist classroom instruction for the development of reading competencies.

In the final chapter, the document is summarised and a list of recommendations provided. The recommendations provided below would ensure effective implementation of a competency-based learning system:

- Adopting the PISA conceptualisation of the Reading domain;
- Teaching cognitive strategies to improve proficiency in reading comprehension;
- Adopting the Gradual Release of Responsibility Model for teaching strategies;
- Using learning progressions to inform the teaching learning process.

1. INTRODUCTION

We are living in a highly technology-driven world in which both promises and challenges coexist. It is estimated that around 50 percent of current work activities are technically automatable (McKinsey Global Institute, 2017). There have been discussions on changes in employment types due to automation. Experts expect that workforce transformation is inevitable and will take place in two ways (World Economic Forum, 2018):

- Large-scale decline in some roles as tasks within roles become automated or redundant

- Large-scale growth in new products and services – and associated new tasks and jobs – generated by the adoption of new technologies and other socio-economic developments

Most of the new tasks and jobs in demand due to these changes are different from traditional ones, including Social Media Specialists, Innovation Managers, AI and Machine Learning Specialists, Human-Machine Interaction Designers, and so on. This rapid transformation in workforce calls for prompt changes in the way we teach students and help ready them for the future. This is more important for India whose youth population is the world's largest (United Nations Population Fund, 2014).

In this challenging world, it is inevitable that our expectation from education and the way we prepare students for the future change. The international education community is moving toward preparing the new generation of learners for the era of technology when critical thinking, practical application of principles, problem solving, and creativity are more crucial than rote learning. In this regard, it is a promising move that India recognises quality education for all and has introduced competency-based learning in its National Education Policy 2020 (MHRD, 2020).

Competency-based learning, unlike curriculum-based learning, emphasises a student-centred approach to education. It is heavily driven by experience and discovery rather than lecture and memorisation. The focus of competency-based learning is on what students understand and how they apply what they learn in real-life situations rather than what they remember. This learning framework is an effort to introduce competency-based learning to classroom teaching and learning in India in order to prepare Indian students for the rapidly changing future.

The Australian Council for Educational Research (ACER) has been a long-time proponent of competency-based education. The framework will be a meaningful contribution of ACER (India), partnering with Sri Aurobindo Society, to Indian education to promote competency-based teaching, learning, and assessment in classrooms.

1.1. Competency-based teaching and learning

Competency-based education initially gained popularity among researchers in the 1970s spurred by Benjamin Bloom's research (Steele et al., 2014). His approach to education focuses on attention to individual students, student-centred instruction and flexible pacing in teaching and learning. Bloom (1956) contributed to the body of educational research by defining the hierarchy of cognitive processes, which places learner's ability to apply, analyse, evaluate, and synthesise, higher than that of remembering and comprehending. However, this approach was not an entirely new idea. John Dewey's experiential learning emphasised that students constructed their own learning through real-world experience and engagement (Steele et al., 2014). Competency-based learning has regained its popularity recently with information technology supporting learners for self-motivated and personalised learning.

Traditional teacher-centric approach to education assumes that an educated man is equivalent to a competent man. In this approach, students are expected to acquire the knowledge and skills by

receiving lectures and learning the curriculum. On the contrary, competency-based education recognises that real learning does not take place automatically by taking lectures and memorising a body of facts. In a competency-based system, it is believed that mastery in learning comes from application of knowledge and skills in real-world situations. In this sense, competency-based learning is similar to experiential learning, proficiency learning, project-based learning, and flipped learning.

Competency is a general term that describes the desired knowledge, skills, and behaviours of a student graduating from a programme (or completing a course), whereas a learning outcome is more granular and specific. Competencies are commonly defined as the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.

Competency-based education is in favour of reducing disparities in students' performance outcomes and bridging achievement gaps. It allows students to build academic foundations by mastering the current concepts or skills before they move on to new ones. In order to achieve success in competency-based teaching and learning, it requires unique features (Steele et al., 2014):

- Defined progression toward mastery – this means that learning progressions are clearly defined and students see a clear learning pathway for improvement.

- Flexible pacing – this means that each student progresses through content at his or her own pace, and potentially at different paces in different content areas. It is more important to set a student's starting point at the current level of competency in learning progression rather than his or her placement in an age-based grade level.

- Personalised learning – it is important to recognise that learners learn differently, have different skill levels, and encounter different opportunities to learn outside of school. As students mature, competency-based education provides opportunities to make more choices regarding how to acquire skills and knowledge, as well as how to provide evidence. This personalisation can lead to increased engagement.

- Anytime/anywhere learning – this means that access to out-of-school learning opportunities. This is catalysed by the advances in educational technology, enabling instructional system that incorporates both online and teacher-led instruction.

- Credit for mastery – students demonstrate proficiency and earn credit by applying knowledge and skills. Academic credit is based on evidence of learning, not only completion of a certain number of days or hours of instruction in a course.

1.2. Competency-based assessment

Assessment plays a critical role in competency-based learning. The fundamental purpose of assessment in education is to establish and understand where learners are in an aspect of their learning at the time of assessment. This usually means establishing what they know, understand, and can do. The traditional approach of curriculum-based assessment focuses on whether the skills have been attained and the content has been learned. On the other hand, competency-based assessment focuses on whether the learner can apply the skills and concepts that he or she has acquired and learned. In competency-based assessment, it is important to build a system of capturing the student's competencies such as knowledge, skills and attitudes in an area and their application to real-world problems.

Competency-based assessment focuses on students' mastery of skills, feedback to students, and improvement in performance rather than test scores or grades. Thus, an assessment is carried out as a process in order to collect evidence about the performance and knowledge in a competency standard. A few assessment methods are emphasised in competency-based education, including performance-based, portfolio-based, and rubric-based evaluation (Steele et al., 2014). Evaluation against well-designed rubrics provides students with an indication of how well they performed on a task. At the same time, it guides students on what they need to do to improve and master the skill required. Therefore, development of well-defined learning outcomes and objectives aligned with a pathway demonstrating progression in student learning is a must in implementing a competency-based assessment. This allows students to expect what they should know and be able to do at each level of proficiency.

Many international learning assessments have established well-specified learning standards along with the hierarchy of proficiencies or benchmarks in core test domains, while developing tests designed to measure students' mastery of related knowledge and skills. Numerous governments around the world have adopted or have been setting quantifiable standards for successful learning. It is, however, more important for schools and teachers to wisely adopt the learning standards for classroom teaching to evaluate students' mastery by applying competency-based education pedagogy.

Competency-based assessment has gained recognition by the international education community. The Organisation for Economic Co-operation and Development (OECD) has long been supporting the competency-based approach. This is well reflected in its large scale educational assessments such as the Programme for International Student Assessment and the Programme for the International Assessment of Adult Competencies (PIAAC). As is expressed in the NEQMAP Strategy 2020-2024, the United Nations Educational, Scientific and Cultural Organization (UNESCO) adopts and recommends competency-based approach for educational assessments (NEQMAP, 2020).

1.3. PISA – an international competency-based assessment

Large-scale educational assessments are becoming more and more popular in the world, including OECD's Programme for International Student Assessment (PISA), IEA's Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and India's National Achievement Survey. International large-scale assessments allow comparison of the strengths and weaknesses of different education systems and learning from other education systems around the world. The findings of the scientific educational assessments are an important indicator of the quality of the education systems in participating countries and economies. The assessments enable governments to effectively monitor their education systems and design policy interventions for improvement and reform.

Among the various international educational assessments, PISA is unique in that it assesses knowledge and skills of 15-year-olds and monitors trends in student performances in three cognitive domains. PISA is designed to gauge what is important for citizens to know and be able to do. In order to achieve this, PISA takes the approach of competency-based assessment rather than a curriculum-based one. It measures students' capacity to apply knowledge and skills, and to analyse, reason and communicate effectively as they identify, interpret and solve problems in real-life situations (OECD, 2019). This approach reflects the fact that modern economies reward individuals not for what they know, but for what can do with what they know. Thus, the focus of PISA is on students' mastery and readiness to apply knowledge gained from school to real-life situations.

In addition, PISA tests 15-year-olds in a country or economy rather than students at a specific academic grade level unlike other international assessments. This is to assess future preparedness of 15-year-old youths who are nearing the end of their compulsory education in most countries and economies. On the contrary, most of the other large-scale learning assessments assess students studying at particular grade level(s) in order to measure the effectiveness of their schooling. For example, TIMSS and PIRLS survey students in Grade 4 and Grade A

Lastly, PISA is the world's largest international learning assessment thanks to the high degree of validity and reliability gained from the above mentioned points. In PISA 2018, a total of 79 countries and economies participated, including all 37 OECD countries and 42 partner countries and economies. A total of 87 countries and economies have signed up to participate in PISA 2021, which is delayed to 2022 due to the COVID-19 pandemic crisis, in order to gain important data on learning outcomes of their youths.

The advanced techniques applied to PISA to make the tests valid and reliable are based on rigorous scientific research from various disciplines including psychology, statistics, psychometrics, and education. OECD maintains strict implementation rules for all participating countries and economies in order to ensure comparability of the assessment results of the countries and economies. Thus, PISA results help governments around the world understand the strengths and weaknesses of their education system and to use them for evidence-based policy making.

It is promising that India recognises high quality education for all by adopting the National Educational Policy 2020 and has re-joined the next cycle of PISA 2021 to monitor its education system. Promotion of competency-based learning and assessment through PISA will facilitate improvement of the quality of education in India and preparation of the new generation of learners for the era of technology when practical application of principles, problem solving, and creativity are more critical than rote learning. This learning framework aims to help teachers understand competency-based education and apply its various pedagogical strategies to implement competency-based teaching in the classroom.

1.4. Prerequisites for competency-based learning

It is to be noted that competency-based education is for all levels of education – from early childhood education to higher and adult education. The key belief in a competency-based system is that students learn more effectively when they progress at their own pace through a series of personalised learning experiences. Therefore, not all students are expected to achieve the same level of proficiency at the same time. In this sense, it is immensely important for teachers to ensure and support students build foundational skills from an early stage of their education, since students who are weak in foundational skills have great difficulty in coping with the next level of proficiency in learning.

It is praiseworthy that the Government of India recognised the importance of early childhood education as the foundation of learning in the National Education Policy 2020. Competency-based education can be applied to earlier stages of education as effectively as to later stages of education in order to ensure students' development of foundational skills. It is not recommended to suddenly introduce the competency-based learning approach to students at any one stage of education. It is ideal to adopt the competency-based education for all levels of education.

This learning framework is developed to target teaching students in secondary education, from Class 6 to Class 10. The pedagogical strategies mentioned and examples shared in the framework

are to help secondary education teachers and students. These may not be directly related to building foundational skills. Therefore, the framework is developed, assuming that students at the secondary level must have acquired knowledge and skills expected at early learning and primary education levels.

In the following chapters, the details of competency-based learning will be discussed. In chapter 2, the subject domain is defined. It introduces the concept of the literacy approach and domain literacy and highlights importance of the domain. Chapter 3 is the introduction to domain competencies based on the PISA competencies. There will be a discussion on various pedagogical strategies in chapter 4 to promote competency-based learning in classroom teaching. Chapter 5 and chapter 6 are about how to assess the competencies. The key components of competency-based assessment, including the proficiency levels defined by PISA, are introduced in Chapter 5. In chapter 6, the discussion on how to link assessment to teaching is elaborated. Chapter 7 presents the mapping of the PISA competencies against the Indian curriculum.

2. DEFINING THE READING DOMAIN IN PISA

Reading is a fundamental component of language learning along with listening, speaking and writing. The ability to read for information and pleasure, draw inferences, critically analyse texts and ask questions is essential for success in all walks of life. Reading comprehension or making sense of what is read is also an important part of being literate. While the basic understanding of literacy is that it is the ability to read and write with understanding, the broader definition considers it to be a complex construct having social, cultural and political implications, and essential for empowerment and successful participation in a democratic society. This is particularly relevant for socially and culturally diverse countries like India.

Several studies have shown the importance of reading as a foundational skill for both academic achievement and developing 21st century competencies. According to Holloway (1999), reading skills are essential for the academic achievement of middle and high school students and the intrinsic motivation to read for the sake of reading, is crucial to better performance. Moreover, reading literacy is a tool towards lifelong learning that enables citizens to attain their goals, participate meaningfully and integrate themselves into the society (UNESCO, 2007). Coulombe et al. (2004) have shown that the average literacy level of a nation is an essential indicator of its economic growth, even more than educational achievement.

Reading for meaning in classrooms is a prerequisite for acquisition of literacy. However, India faces a severe learning crisis which is rooted in students' inability to comprehend language. According to NCERT (2006), "This happens when language is taught for its own sake as a set of forms or rules, and not introduced as the carrier of coherent textual meaning…" (NCERT, 2006, p.5). The pedagogy in Indian classrooms is often skewed in favour of decoding and vocabulary learning at the expense of reading comprehension. The fact that students come from highly heterogeneous backgrounds in terms of home language and exposure to print, adds to the challenge. A comprehensive language instruction strategy that places meaning making at the heart of instruction is the need of the hour.

As an international benchmarking test, PISA's framework on reading literacy is based on the most recent research on reading and a scientific understanding of the processes that underpin reading comprehension. The framework presents a detailed and comprehensive outline of the cognitive processes involved in comprehension. This chapter tries to elaborate how the PISA framework can be an effective standard on which reading comprehension instruction in classrooms can be based. After a brief overview of the reading domain in PISA, the chapter analyses reading literacy as defined by the PISA reading framework. Further, the rationale for the organisation of reading domain in PISA is discussed. The final section outlines how PISA competencies can be relevant for reading comprehension instruction in Indian classrooms

2.1. The reading domain in PISA

The fundamental nature of reading has been captured by India's Padhe Bharat Badhe Bharat programme (MHRD, n.d., p 1).

Reading is essentially a process of meaning making i.e. comprehension. Reading is an interaction between the text and the reader which is shaped by the context-the reader's prior knowledge, experience, attitude and language of community which is culturally and socially situated. The reading process requires continuous practice, development and refinement. In addition, reading requires creativity and critical analysis.

The reading domain in PISA has evolved according to the changing definition of reading literacy. This change has largely been prompted by the ways in which the contexts of reading in everyday life have changed, primarily due to the advances in technology and consequent spread of digital reading. The quantity and variety of accessible written materials have increased exponentially, and readers are expected to use materials in newer ways for varied purposes. The PISA 2018 Assessment and Analytical Framework recognises that the skills that were essential for a person to be literate in reading have significantly altered over the past two decades and will be further recalibrated in the subsequent decades. The framework identifies how, in the present context, the skills or competencies that underpin reading literacy are not essential for mere reading comprehension but for successful participation in all walks of life. Consequently, emphasis is placed on assessing readers on a range of written material not limited to academic content.

According to the PISA 2018 reading literacy framework, the infusion of a variety of new materials into everyday reading contexts, including in the professional and academic sphere, would imply that success in reading cannot be defined as the ability to comprehend a single text. Moreover, the form and structure of texts have also changed rapidly with the increase in digital content. Thus, the PISA framework underscores the importance of assessing additional, relevant cognitive skills such as information processing including analysis, synthesis, integration and interpretation of information from multiple texts. It recognises how metacognitive strategies and purposeful reading become more important against the context of increasing volume and variety of written material.

Additionally, the framework also recognises the importance of reading motivation, practices and metacognition. The framework recognises that students who are motivated to read more, exercise proper reading strategies and employ metacognitive strategies to control reading are more proficient readers. On the other hand, it also suggests that these skills are not useful for reading alone but are drivers of life-long learning. More importantly, it identifies these qualities as being 'malleable' i.e. metacognition and reading engagement can be enhanced through classroom instruction

2.1.1. Reading Literacy

The framework uses 'reading literacy' instead of 'reading' because the latter usually refers to decoding of texts. But reading literacy refers to a broader range of skills. According to the PISA 2018 reading framework,

"Reading literacy includes a wide range of cognitive and linguistic competencies, from basic decoding to knowledge of words, grammar and the larger linguistic and textual structures needed for comprehension, as well as integration of meaning with one's knowledge about the world. It also includes metacognitive competencies: the awareness of and ability to use a variety of appropriate strategies when processing texts." (OECD, 2019, p. 28)

Reading literacy refers to the application of reading across a range of situations and for various purposes including academic and professional.

2.1.2. Definition of reading literacy

The definition of 'reading literacy' in PISA 2018 framework is as follows:

Reading literacy is understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential and to participate in society. (OECD, 2019, p. 27).

Reading literacy...

The term 'reading literacy' is used as opposed to 'reading' to indicate that it encompasses a broader range of skills than mere decoding of words. It includes cognitive and linguistic competencies as well as the use of prior knowledge by the reader. It also includes metacognitive competencies. Reading literacy is intended to denote the goal-oriented application of reading to a range of situations, for various purposes.

... is understanding, using, evaluating, reflecting on...

The 'Understanding' component of reading literacy refers to the reader's use of prior knowledge to make meaning of the text. At the basic level, this also includes the knowledge of vocabulary as well as the ability to decode. At the more advanced level, this involves the use of background knowledge to comprehend texts, by creating a mental model of the text in relation to prior experiences. 'Evaluation' refers to the goal-oriented nature of reading wherein the reader often evaluates the validity of arguments, the author's purpose in writing the text and the importance of the text to the goals of the reader. 'Reflecting on' refers to the process by which readers refer to their prior experiences while reading and allow their mental representations to be altered by the information from the text. Readers also reflect on the structure and form of the text based on their previous knowledge. All three aspects are necessary for reading comprehension.

...and engaging with...

Engagement refers to the behavioural characteristics of the reader in addition to the skills of reading. It refers to the ability of a reader to maintain motivation, enjoy reading, control the reading processes and read diverse materials for a variety of purposes.

...texts...

According to PISA framework, the term 'texts' refers to material that contains language in the graphic form including handwritten, printed or screen-based versions. Texts also include diagrams, pictures, maps, tables and comic strips, either independent or embedded within larger texts.

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

This phrase captures the role of reading literacy in enabling individuals to fulfil their personal aspirations as well as in helping them participate meaningfully and contribute to the society. Literacy helps citizens to achieve their academic and professional goals and equips them for lifelong learning. At the same time, it is also a tool for social, economic, cultural and political participation, and taking critical stances in society.

The PISA definition of reading literacy is rooted in the understanding that reading is not an ability acquired in childhood but a combination of knowledge, skills and strategies that are built on throughout life through interaction with and participation in the society. The definition is based on the cognitive view of reading which considers reading to be an interactive process between the reader, the text and reader's prior knowledge. The reader uses various cognitive strategies and processes to make meaning and metacognitive strategies to monitor understanding. These strategies also vary with the type of text and the demands of the task.

Additionally, the framework identifies that a literate reader is not just good at reading but also in their ability to use texts for a variety of purposes by being motivated and exhibiting control over a variety of reading strategies. Reading literacy as defined in the PISA framework is a foundation for holistic participation in the society in a way that allows individuals to both meet their needs and contribute to it.

2.1.3. Organisation of the reading domain in PISA

In line with Snow and the RAND Reading Group's (2002) framework, PISA reading framework conceives of reading comprehension as a product of the reader, the text and the task. The reader factors include the prior knowledge, motivation and other cognitive abilities of the reader. The text factor includes the form or structure of the text, the complexity etc. while the task factors include goals of the task, time constraints and other parameters of the task. Based on the task and text factors, readers apply a range of cognitive processes to comprehend texts. The PISA assessment captures reading comprehension performance by manipulating the text and the task factors while the reader factors such as motivation are captured using a separate questionnaire.

Figure 2-1: Factors that contribute to reading literacy.
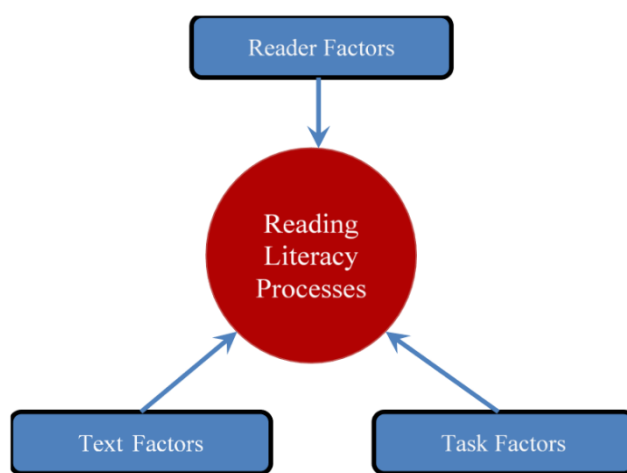
Source 2-1: OECD (2019).

The assessment captures reader's cognitive abilities by controlling the text and the task factors. PISA includes a wide range of texts that are relevant to various contexts and having varying levels of difficulty. Based on the changes in text and task factors, readers apply various cognitive processes to comprehend the texts which are then captured. Hence the assessments are built on three factors – texts, processes and scenarios. Texts are the reading material, processes are the cognitive approaches employed by readers and scenarios are the purpose or the context within which reading takes place, which determines the nature of the task.

2.2. Importance of reading domain for India

The National Education Policy 2020 has identified a 'learning crisis' in India. A large majority of elementary school students have not attained the ability to read and understand basic text. Evidence from various large-scale surveys support this finding. The ASER 2018 Report surveyed the basic literacy skills of students and found that more than 75 per cent of children in Grade 3, about 50 per cent in Grade 5 and more than 25 per cent in Grade 8 are unable to read at Grade 2 level. The ASER 'Early Years' Report 2019 states that only 60 per cent children in the 4-8 year age group are able to read commonly used letters. The Planning Commission Evaluation Report on Sarva Shiksha Abhiyan notes that at Grade 2 level, only 42 per cent students were able to read letters in their local or regional language script. These numbers reveal the magnitude of the crisis.

Additionally, Menon et al. (2017) and Sinha (2012) have identified lack of comprehension as a crucial issue in Indian classrooms. Narasimhan (2004), Matreja (2006) and Sinha (1985) have observed that students find it difficult to comprehend unfamiliar texts and depend heavily on

translation by teachers for meaning making. These findings are also backed by India's performance in PISA in 2009, ranking 72 out of the 73 countries that participated.

Experts argue that the breakdown of reading comprehension in classrooms is primarily due to the lack of explicit focus on reading comprehension as an essential and probably the core aspect of language curriculum. While decoding is an essential component of reading comprehension, classroom instruction focuses heavily on decoding at the expense of comprehension or meaning making. Sinha (2012) has noted how classroom instruction often involves paraphrasing of texts read in classrooms. This generates a reliance on the teacher for meaning making with the obvious fallout that students do not develop independent reading comprehension abilities. The focus is primarily on language skills, particularly mastering new vocabulary.

Menon et al. (2017) have noted that though reading comprehension is often assessed, it is rarely taught explicitly. Additionally, teaching of comprehension is delayed with early grade teaching focusing exclusively on decoding. This practice is not ideal because it is imperative that students understand right from the beginning that the purpose of reading is meaning making. Only this will help them develop comprehension skills and motivation to read. According to Duke and Pearson (2001), even among early learners, comprehension instruction should go hand-in-hand with developing letter-sound knowledge.

According to Michael Pressley (2001), reading comprehension is a combination of effective decoding, vocabulary, world knowledge, comprehension strategies and monitoring. Decoding alone will not ensure that students understand the meaning of what they are reading. Additionally, Subramaniam, Menon & Sajitha (2017) argue that understanding of vocabulary is not merely knowing the meanings of the words but also being able to grasp the concepts that are associated with the words. It is important that the readers grasp the concepts associated with a word in the context of a text to make complete meaning of the text. This explains why, when reading comprehension is not central to language learning, even decoding and vocabulary instruction may become ineffectual. This is also one of the reasons why reading is breaking down even at the basic level of decoding in Indian classrooms.

The importance of reading literacy as defined by PISA lies in the fact that it adopts a holistic perspective on reading as an interactive process between the reader and the text rather than mere decoding or knowledge of vocabulary. Drawing on the cognitive school of reading, PISA framework represents a comprehensive model for understanding reading comprehension as a combination of foundational reading skills, cognitive processes and metacognitive competencies. At the core of the PISA framework are the cognitive processes which are amenable to teaching. Hence, the PISA framework serves as a useful starting point for refocusing the reading instruction in classrooms from decoding and vocabulary to development of independent readers through explicit training in reading comprehension. In equipping students with the skills outlined by the PISA framework, teachers are not expected to make meaning of the text for students but to train them in the cognitive and metacognitive strategies that would enable them to comprehend texts independently, and develop the capacity for life-long learning.

2.3. Concluding remarks

PISA's definition of reading literacy has evolved over the years, mainly to accommodate the changing contexts of reading prompted by the influx of digital reading. The PISA reading framework recognises reading as a means to life-long learning and meaningful participation in society. The latest framework places emphasis on information processing strategies, the behavioural aspects of the reader as well as relevant metacognitive strategies. The foundations of PISA framework are based on the cognitive view of reading which understands reading as an

interaction between the prior experiences or knowledge of the reader, the elements of the text and the demands of the task. The assessment manipulates the text and the task parameters to capture the cognitive processes used by readers to perform various tasks.

India faces a reading literacy crisis which is due partly to the lack of explicit reading comprehension instruction in classrooms. The PISA reading framework provides a comprehensive outline of reading comprehension as a process and the underlying skills. Strategies for explicit comprehension instruction based on the cognitive foundations of the framework will be a vital and necessary starting point to revisit language instruction in classrooms. The objective would be to develop independent readers who can function independently to improve their own life outcomes and contribute to society.

3. ORGANISATION OF THE READING DOMAIN IN PISA

The PISA reading literacy assessment is organised around the three core aspects of reader, text and task parameters (See **Figure 2-1**). While the reader aspects refer to the cognitive processes used by readers to navigate the texts, the text aspect covers the features of the texts used in the assessment, primarily the format. The task aspect refers to the factors that affect readers' engagement with texts such as complexity and goals of the task. The objective of PISA is to capture the reader aspects i.e. the cognitive processes used by readers to perform the reading tasks. To capture the processes and manipulate the difficulty level of tasks, PISA uses a range of texts, and items testing cognitive processes at varying levels of difficulty.

The organisation of reading domain in PISA has been briefly outlined in the previous chapter (See section 2.1.3). This chapter discusses the three building blocks of the PISA reading literacy assessment in detail – the reader factors, the text factors and the task factors. Under the reader factors, each cognitive process (PISA competency) and their sub-categories are described in detail. These cognitive processes form the crux of reading comprehension and are of primary interest to a competency-based framework for teaching reading. Reading fluency and task management processes, indirectly captured by PISA, are also described. The text parameters including source, organisational structure, format, type and situation are discussed in detail. Finally, the task factors and the distributions of competencies, text formats and situations are outlined.

3.1. Reader factors

The PISA reading process framework identifies two components of reading – text processing and task management (See **Figure 3-1**). Text processing refers to those reading processes or cognitive processes used by a reader while reading which requires cognitive skills, use of strategies, and motivation to read. These are directly captured by the assessment. Task management refers to the ability of the reader to monitor and regulate the use of processes and strategies as per the goals or the demands of the task, and are not directly captured by PISA. The definitions and classifications are in line with latest research in reading psychology and are discussed in detail in the following section.

3.1.1. Text processing

The text processing component of PISA reading framework encompasses the cognitive processes or competencies that underlie reading comprehension. The reading competencies assessed by PISA are described in detail below.

Figure 3-1: PISA 2018 reading framework processes.
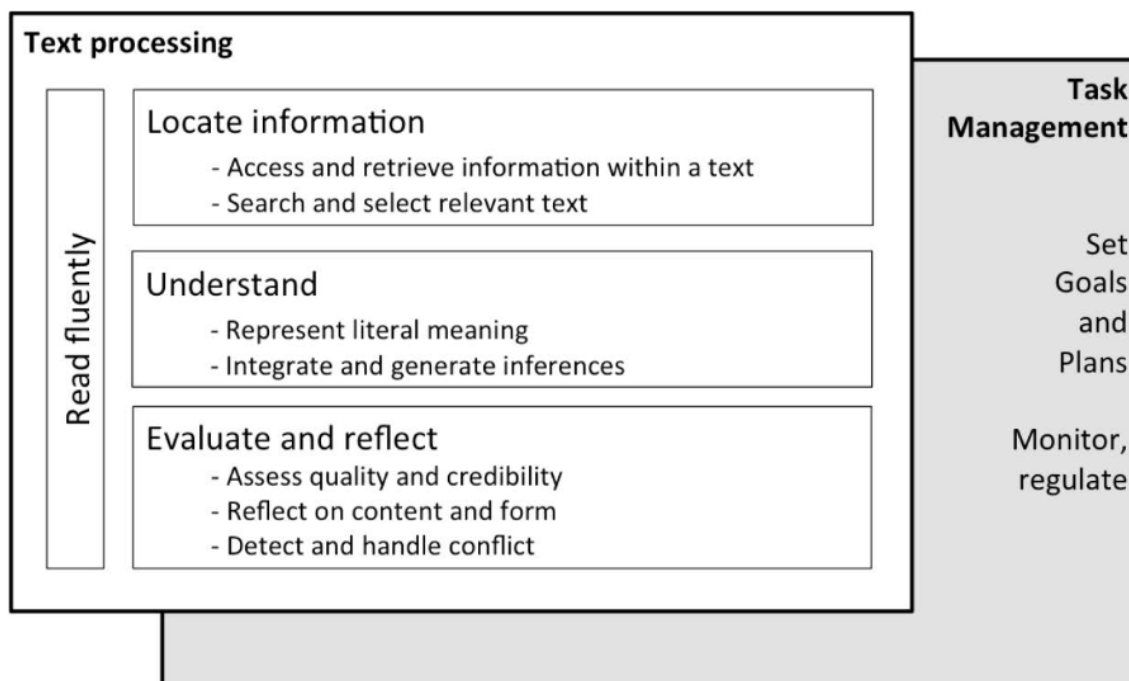
Source 3-1: OECD (2019)

3.1.1.1. Locating Information

While skilled readers can comprehend entire texts and locate the key points, some tasks require readers to cull out specific pieces of information with little attention to the rest of the text. This is particularly true in the case of digital reading wherein various sources may need to be navigated at the same time. PISA 2018 framework categorises the locating process into two distinct sub-categories.

- **Accessing and retrieving information within a piece of text**

  The ability of a reader to access important information from a text depends on an awareness of the needs of the task, the ability to understand text organisers and ability to assess the relevance of a piece of text. They should be able to recognise the information that they need and engage with only the relevant parts of the text. They may also have to monitor their speed of reading and text processing to filter out the unimportant parts of a piece of text, especially when the text is long and they have to skim through multiple paragraphs. This process requires comprehension primarily at the literal level and basic inference at the word or phrase level and is achieved by matching of elements in the question and the text. The required information is usually a few words, phrases or numerical values.

- **Searching for and selecting relevant text**

  This process is particularly relevant in the context of digital reading when readers may have to navigate multiple pieces of text at the same time in order to identify specific information. In this case, they will have to use their judgment to identify which piece of text is more relevant, accurate, reliable etc. by using text descriptors and source information. The ability to identify important information from amongst multiple texts is an integral reading skill.

  Understanding

According to the PISA framework, understanding requires the 'parsing and integration' of various parts of the text in order to make meaning out of it. Comprehending texts require the ability to form a mental representation of the information in the text which is referred to as the 'situation model'. This requires creating a mental representation of the literal meaning of the text along with connecting information in the text to prior knowledge through mapping and inference. These two processes are described below.

- **Acquiring the representation of the literal meaning of a text**

    This process helps the readers to comprehend sentences and short passages. The reader is expected to make a match between the question and the literal or paraphrased version of parts of the text. The reader may need to locate, prioritise or briefly summarise information at the local level.

- **Constructing an integrated text representation**

    This involves both local level and global level processes. The primary cognitive skill needed is the ability to make inferences ranging from simple inferences to more complex ones including cause-effect, temporal and spatial relations etc. Some examples include identifying the implicit main idea, production of a summary and providing an alternate title to the passage.

    When multiple texts are used, this process becomes slightly more complicated as the readers have to integrate and make inferences based on information across various texts, some of which may contain conflicting information. In such cases, the readers are expected to engage in an evaluation process to identify and resolve the conflicts.

3.1.1.2. Evaluating and reflecting

These skills require readers to move beyond the direct or inferred meaning of texts to critically analyse the quality and relevance of their content and form. The underlying skills are described below:

- **Assessing quality and credibility**

    This involves assessing the quality of information in a text by considering various aspects such as validity, accuracy and whether the information is biased. It may also require the reader to assess the source of the information which may include the competency and credibility of the author.

- **Reflecting on content and form**

    This skill requires readers to reflect on the quality of writing. By reflecting on their background knowledge and prior frames of reference outside the text, they evaluate the content and form of the text to determine how they combine to express the author's purpose or perspective. The readers use their own knowledge to evaluate ideas, compare and contrast information and make judgments about the various aspects of the text. The importance of evaluation and reflection has increased with the increase in digital reading and the availability of a wide variety of written material.

- **Detecting and handling conflict**

    This skill is important in the context of digital reading when readers are exposed to multiple sources of information, often with conflicting viewpoints. Readers are expected to use their knowledge to assess the soundness of claims and assess the credibility of

sources. This skill of comparing and integrating multiple pieces of text is important for contemporary reading.

3.1.1.3. Reading fluently

Error! Reference source not found. shows that PISA framework identifies reading fluency as a process distinct from the processes necessary for reading comprehension. According to PISA, "fluency is the ease and efficiency of reading texts for understanding" (OECD, 2019, p.33). It is the ability of an individual to decode words correctly and automatically and understand their meaning to make sense of the text while reading. Studies have shown that fluency improves comprehension. This is also because fluent reading frees up memory and attention which can then be used for higher level reading comprehension processes.

3.1.2. Task Management

Task management processes (See **Error! Reference source not found.**) represent metacognitive processing. It involves the ability to assess the demands of the task that prompts reading, setting goals for reading, monitoring progress towards these goals and regulating strategies while reading. While in an assessment like PISA, the readers often have pre-defined tasks to complete, even in everyday reading, readers are often motivated by self-generated goals. Goal-oriented actions involve identifying those parts of the text that are relevant for the task and task management involves dynamic evaluation of progress towards the goals of the task while reading. PISA does not directly capture task management processes in the assessment, but these are partly captured using an additional background questionnaire.

3.2.   Text factors

In order to assess reading comprehension, the readers should be provided material to read. In the PISA reading literacy assessment, each task is based on a text or a set of texts which the reader is expected to comprehend to perform the tasks. These texts are always coherent and complete in themselves to ensure that the readers do not have to rely on external material to make meaning. PISA uses a broad range of texts and classifies them along four major categories:

- Source
- Organisational and navigational structure
- Text format
- Text type

The categories are discussed in detail below.

3.2.1. Source

Based on the source, texts are classified into two – single-source and multiple-source texts. Single-source texts consist of a single piece of text from a single source whereas multiple-source texts contain multiple pieces of texts from various sources.

Single-source texts have a definite author or group of authors, with precise publication dates, for example, printed books and online blog posts. Even in the absence of author and publication information, the defining feature is that such texts are presented to readers in isolation from other texts. Multiple-source texts are those written by different authors or groups of authors with different times of publication but are presented to readers together, for example, printed newspaper, textbooks, and online forums.

3.2.2. Organisational and navigational structure

This categorisation is relevant only for digital texts. It is based on how readers navigate the texts when only a certain portion is displayed on the screen at a particular time. Based on the organisational and navigational structure, texts are classified into static and dynamic texts. Static texts are those that have a linear organisational structure and require only simple navigational tools such as scroll bars to navigate the text. Dynamic texts are those that have intricate organisational structures and dense information, and require more complex navigational tools such as hyperlinks or interactive tools that allow the reader to communicate with others.

3.2.3. Text format

The PISA 2018 reading literacy framework classifies texts into four types based on their format – continuous, non-continuous, mixed and multiple. Text format is a deciding factor in the complexity of tasks.

Continuous texts are those that contain information organised in the form of sentences. The sentences may then be organised in the form of paragraphs and even larger structures such as sections, chapters and books, for example, newspaper reports, essays, short stories, online reviews and blogs. Markers such as headings are used to indicate the organisation of texts. Typographical and format clues, such as different font sizes, and font types, such as italics and boldface, are used to highlight various information. Additionally, discourse markers that indicate sequence as well as cause-and-effect relationships are used to indicate the connection between different parts of the text.

An example of a continuous text is given below.

Figure 3-2: Example of a continuous text

Source 3-2: NCES (n.d.)

Non-continuous texts are those that require a different approach to reading because they contain information organised in matrix or list form, for example, advertisements, diagrams, tables and graphs. An example of a non-continuous text is given below.

Figure 3-3: Example of a non-continuous text

The tree diagram below shows the structure of a country's labor force or "working-age population". The total population of the country in 1995 was about 3.4 million.

The Labor Force Structure year ended 31 March 1995 (000s)[1]

```
                        Working-age population[2]
                              2656.5
                   ┌─────────────────┴─────────────────┐
            In labor force                        Not in labor force[3]
            1706.5    64.2%                        949.9      35.8%
        ┌────────┴────────┐
     Employed          Unemployed
     1578.4  92.5%      128.1   7.5%
   ┌─────┴─────┐
Full-time   Part-time
1237.1 78.4% 341.3  21.6%
                 ┌─────────────┴─────────────┐
          Seeking full-time          Seeking part-time
               work                        work
          101.6    79.3%           26.5      20.7%
      ┌─────────┴─────────┐
Seeking full-time    Not seeking
     work             full-time work
23.2     6.8%        318.1    93.2%
```

Notes
1. Numbers of people are given in thousands (000s).
2. The working-age population is defined as people between the ages of 15 and 65.
3. People "Not in labor force" are those not actively seeking work and/or not available for work.

Source: D.Miller, *Form 6 Economics*, ESA Publications, Box 9453, Newmarker, Auckland, NZ, p.64.

Source 3-3: OECD (2006)

Mixed texts are those that contain continuous and non-continuous elements such as a prose supported by tables or graphs. In such texts, the continuous and non-continuous elements are complementary and contribute to the coherence of the text unit as a whole. Mixed texts provide the scope to frame questions specific to the continuous or non-continuous parts of the text (local level questions) and also the whole unit that combines both the elements (global level questions), for example, magazine articles, reports, and reference books. An example of a mixed text is given below.

Figure 3-4: Example of a mixed text

African Trek

The Northern Drakensberg Trek: South Africa / Lesotho

Fact file

OVERVIEW

- The Northern Drakensberg Trek involves crossing the northern Drakensberg escarpment at high altitudes. The route, which is approximately 40 miles (65km) long, straddles the border between South Africa and Lesotho, taking 5 strenuous days to complete. The Trek is filled with highlights, including breathtaking views over the Amphitheatre to the Devil's Tooth as you make your way to the Chain Ladder, and sunrise seen from Mponjwane, which is well worth setting your alarm for.
- Start: The Sentinel car park, Royal Natal National Park.
- Finish: The Cathedral Peak Hotel.
- Difficulty and Altitude: This is a high-mountain walk in one of the more remote areas of the Drakensberg Range. The going can be quite tough and the days long. Good navigation skills are essential for safe crossing.

TIMING AND SEASONALITY

- Best Months to Visit: April, May, June or September, October, November.
- Climate: Summers in the Drakensberg can be very hot and very wet. The winters are much drier, but there is always a chance of precipitation, which will probably take the form of snow on the high ground. In spring and autumn the daytime temperatures are ideal (between 60°F/15°C and 70°F/20°C), but at night will frequently drop below freezing point.

Temperature and Precipitation												
Average daily maximum temperature												
(°F)	72	70	70	66	63	60	60	63	66	68	70	70
(°C)	22	21	21	19	17	15	15	17	19	20	21	21
Average daily minimum temperature												
(°F)	55	55	54	48	46	41	41	43	46	48	52	54
(°C)	13	13	12	9	8	5	5	6	8	9	11	12
Average monthly precipitation												
(Inches)	9.3	8.5	7.7	3.1	1.1	0.6	0.5	1.3	2.4	4.0	6.5	7.9
(Millimetres)	237	216	196	78	29	14	12	33	62	101	165	201
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC

Source 3-4: OECD (2009)

Multiple texts are those that contain several pieces of independent texts that are juxtaposed for the purpose of assessment. The connection between the texts may not be obvious, and they may contain information that complement or contradict each other. For example, an online forum discussing the health impacts of a virus may be juxtaposed with a poster discussing precautions to be taken against the virus. The texts used in a multiple format text may be continuous, non-continuous or mixed. Multiple texts are also multiple-source texts. An example of a multiple text is given below.

Figure 3-5: Example of a multiple text

Figure 1 shows changing levels of Lake Chad, in Saharan North Africa. Lake Chad disappeared completely in about 20,000 BC, during the last Ice Age. In about 11,000 BC it reappeared. Today, its level is about the same as it was in AD 1000.
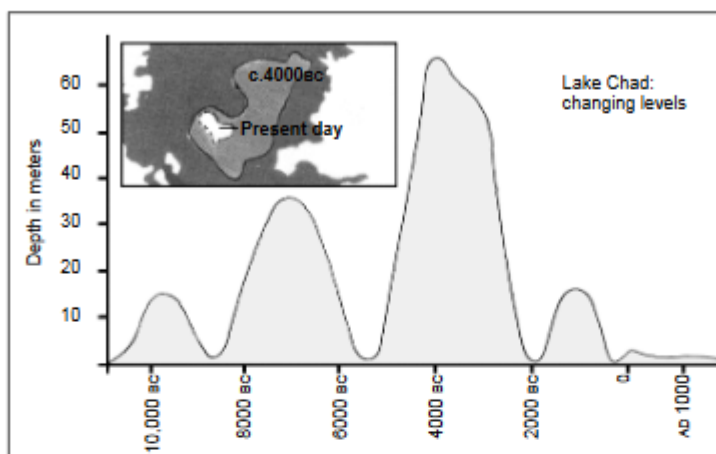
Figure 1

Figure 2 shows Saharan rock art (ancient drawings or paintings found on the walls of caves) and changing patterns of wildlife.
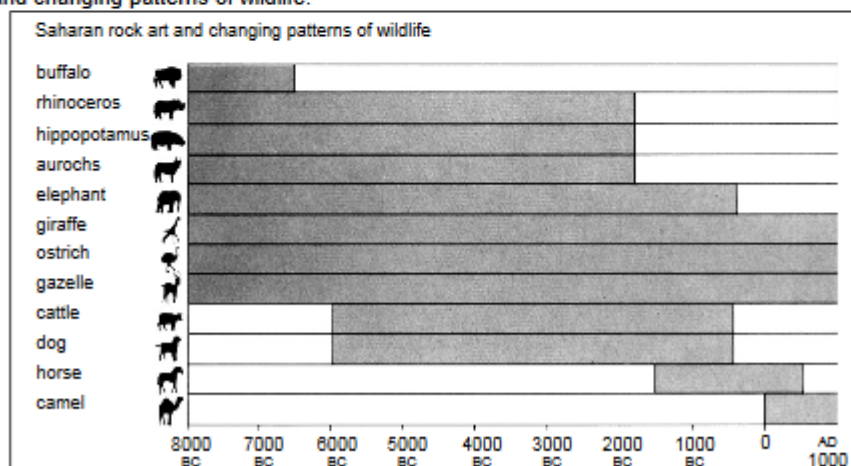
Figure 2

Source: Copyright Bartholomew Ltd. 1988. Extracted from *The Times Atlas of Archaeology* and reproduced by permission of Harper Collins Publishers.

Source 3-5: OECD (2006)

3.2.4.   Text type

Text type is determined by the internal organisation and the overarching purpose of texts. Based on type, texts are categorised by the PISA 2018 reading literacy framework into six types – description, narration, exposition, argumentation, instruction, and transaction. The framework recognises that text types often overlap and cut across categories but that it is useful to maintain a broad criteria of classification to ensure that a representative range of text types is included in the assessment.

Description is the type of text that answers the 'what' questions. These texts contain information that describe the properties of entities in space. They can be subjective as well as technical, for example, the description of a place in a travelogue, the description of a technical feature or process in a manual.

Narration is the type of text which contains information about objects in time. These texts answer the 'when' questions. A typical feature is the organisation of events in sequence. Most literary texts are narrations. Analysis of characters is an important aspect of comprehending narration, for example, short stories, novels, plays, and biographies. Narration can also be objective such as in newspaper reports in which events are presented in sequence but in a manner that allows the reader to form their own opinions or verify the information.

Exposition is the type of text that answers the 'how' question. Most informative texts fall under this category. Exposition deals with mental constructs or concepts that are interrelated and constitute a meaningful whole. Exposition can take various forms such as summaries, minutes, definitions, explications, and text interpretations. Some example of expository texts are scholarly essays, concept maps and entries in encyclopaedias.

Argumentation is the type of text that contains concepts or ideas and the relationship among the various concepts discussed. They can be in the form of comments in which the author relates ideas to personal beliefs, or in the form of scientific argumentation in which the author relates ideas to systems of knowledge so that the resulting propositions can be verified for validity. Argumentative texts answer the 'why' questions, for example, a letter to the editor, an advertisement and posts in an online forum. Argumentative texts can be persuasive or opinionative in nature.

Instruction is the type of text that contains information in the form of steps or directions on how to complete a task. They maybe in the form of rules, regulations or statutes, for example, a recipe.

Transaction is the type of text whose purpose is to achieve a certain objective, such as organising an event or requesting that something be done. These often take the form of daily communication such as email messages or text messages, certain kinds of letters etc.

3.2.5.   Situation

The PISA reading tasks are based on texts that are written for a specific purpose and audience. Situation refers to the original purpose for which texts used in the assessment have been written. While the situation aspect ensures that a broad range of texts is included in the assessment, it is not a deciding factor in the complexity of tasks. Four situations are defined - Personal, Educational, Occupational and Public.

Personal situation relates to texts that have been written to satisfy personal interests, both recreational and intellectual. It also includes texts that were written to depict personal connections between people, for example, personal letters, fiction and informational texts. Transactional texts often fall under this category.

Educational texts are those that are intended specifically for the purpose of learning or instruction. The intended purpose is reading as part of a specific learning task, for example, printed text books and interactive learning software. Such material is often not chosen by the reader but by the instructor.

Occupational texts are those are written for the purpose of accomplishing some immediate task or containing information that has utility in a workplace, for example, a job advertisement in a newspaper, workplace guidelines.

Public texts contain information that pertains to public activities and concerns, for example, official documents, information about public events.

Situation is closely related to the original purpose for which a piece of text is written. For example, even if a literary piece is included in a printed text book used for classroom instruction, since the

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text was originally written for personal enjoyment, PISA classifies it under the 'personal' category. The categories often overlap as a text may have multiple purposes. For example, a text may have been written to both educate as well as to entertain. The situation aspect is not manipulated to control the difficulty level of tasks. The objective of classifying texts according to situation is to ensure diversity of content in assessment.

3.3. Task factors

The PISA reading framework considers reading to be a goal-oriented process that is influenced by the demands of the reading task as well as the context in which reading takes place. Depending on the goal of the task, the reader uses various processes to comprehend the text. Not only does the goal influence the reader's decision to engage with the text, but it also determines the parts of the text that they choose to focus on, the decision to engage with certain texts and not with others as well as to integrate information within a text or across multiple texts.

The context or the scenario in which reading takes place affects the cognitive processes used by the readers. PISA tries to mimic the goal-driven nature of reading in real-life scenarios within the constraints of a large-scale assessment. For this purpose, along with units containing independent texts, PISA also uses units containing multiple thematically connected texts which will offer a certain level of freedom for the readers to choose how they engage with the texts and the paths they choose to respond to the tasks.

Each unit or scenario is connected to several tasks. These tasks assess readers' competencies at various proficiency levels. The tasks are independent such that the performance of a reader in one task is not affected by their performance in another. The scenario-based nature of the assessment helps in making the reading process more authentic and in line with the real-life nature of reading while also providing the opportunity to assess basic and higher-order reading abilities.

3.4. Distribution of items in a PISA reading literacy test

Each task in a PISA reading test assesses a specific reading process as defined in the reading process framework. The distribution of tasks based on competencies for the PISA 2018 reading literacy assessment is given below.

Table 3-1: Distribution of competencies in the PISA reading literacy assessment

Competency	Percentage of total score points
Access and retrieve	25-30%
Integrate and interpret	45-55%
Reflect and evaluate	15-25%
Total	100

Source 3-1: OECD (2018)

Each assessment task is associated with a unit containing single or multiple texts. The format, type and contexts of the texts vary. While format is a deciding factor in the difficulty level of tasks, contexts/situations are varied to ensure diversity of reading experience and align it with real-life

reading. The distributions of text formats and situations for the PISA 2018 reading literacy assessment are given below.

Table 3-2: Distribution of text formats in the PISA reading literacy assessment

Text format	Percentage of total score points
Continuous	50-60
Non-continuous	25-35
Mixed	5-15
Multiple	0-10
Total	100

Source 3-2: OECD (2018)

Table 3-3: Distribution of texts by situation in the PISA reading literacy assessment

Situation	Percentage of total score points
Personal	25-45
Educational	25-45
Occupational	15-25
Public	5-15
Total	100

Source 3-3: OECD (2018)

The set of competency-based reading literacy assessments to be developed by ACER India will follow the same distributions of competencies, text formats and situations as those of the PISA 2018 reading literacy assessment. This distribution will be calculated over the entire set of instruments rather than for individual assessments as the number of items per instrument are quite small.

3.5. Concluding remarks

The reader, text and task factors elaborated in this chapter are based on the organisation of the reading domain in the PISA 2018 reading literacy framework. The reader factors include the processes used by readers to comprehend texts. PISA categorises reading processes into text processing and task management. The assessment primarily captures the text processing skills which are primarily the cognitive skills used by readers while reading. Text processing skills are broadly categorised into Locating information, Understanding and Reflecting and Evaluating. Task management processes are metacognitive strategies which have been identified as important to reading as a goal-oriented process. However, task management processes are not

directly captured by the assessment. Additionally, the framework also identifies reading fluency as an important element of reading comprehension.

The text factors include the various features of the text. The primary feature that affects the complexity of tasks is the text format. Text type and situation are useful categories to ensure broad coverage in terms of the texts that readers are exposed to in order to make the assessment as authentic as possible.

Task factors refer to the context and nature of tasks. PISA tries to capture real-life goal-oriented nature of reading process by using a series of thematically connected texts. Tasks are independent and designed to test reading competencies at various proficiency levels. Each task assesses a specific reading competency and the distribution of tasks according to competencies in the assessment is pre-determined.

4. APPLYING THE COMPETENCIES IN TEACHING

4.1. Why teach PISA-based competencies?

In the traditional view of reading, comprehension was considered to be a process of decoding words and mastering a hierarchy of sub-skills such as sequencing events and identifying the main idea. It was believed that reading could be improved by teaching students these sub-skills and that anyone who had mastery over these skills was a good reader (Dole et al., 1991). Also called 'bottom-up' or 'outside-in' processing, this view assumed that the meaning of the text could be derived by merely decoding the written symbols and that the text was interpreted completely before being taken in by the reader (Vaezi, 2006). Little to no significance was attached to the prior knowledge or experiences of the reader with the implication that the meaning of a text resided solely within the text. While this approach rightly placed emphasis on the fundamental skills of reading, such as the ability to decode words and understand vocabulary, it overlooked the interactive aspect of reading with the reader's own experiences playing a key part in the meaning-making process.

The cognitive or psycholinguistic perspective on reading, which is also the most widely accepted framework on reading, describes reading as an interactive process. It places the reader rather than the text at the heart of the reading process. According to the cognitive view or the 'top-down' processing view, reading is not mere decoding or mastery of a set of sub-skills, but a complex interplay between the reader's knowledge, the demands of the text and the task, and the sociocultural context (Wilkinson and Son, 2011). The cognitive view established reading as the complex process that it is, with readers being active constructors of meaning and not passive recipients of information contained in the text.

The schema theory, which places emphasis on the reader's prior knowledge, finds an integral place within the cognitive approach. According to the schema theory, all readers have knowledge constructs called schema based on their previous experiences (An, 2013). While reading, the reader negotiates the information in the text with the information in the schema to derive meaning. Even the simplest of texts do not contain all the information needed for the reader to process meaning and requires the use of some prior information for meaning making (Menon et al., 2020b). Hence the context of the text becomes very important. According to Rumelhart (1977), if the schemata is inadequate to provide an understanding of the information in the text, then readers will not be able to comprehend the text completely. Even good readers may perform poorly if they are exposed to a text whose context is unfamiliar (Dole et al., 1991). However, assessments that test literal comprehension often merely require students to match the words in the question with specific information in the text. In such cases, students may perform well even when exposed to a text based on unfamiliar context which they have not been able to comprehend. The implication is that comprehension assessments that merely test literal comprehension may not be able to reliably indicate students' level of understanding.

Further research into the qualities of good and poor readers expanded the scope of cognitive framework to include metacognition. Research showed that good readers used several metacognitive strategies to control and guide the reading process and derive meaning. Metacognitive strategies are those that help us control our own cognitive processes or help us to 'think about thinking'. With regard to reading, metacognition refers to the control over cognitive processes such as prediction, summarisation, evaluation etc. which readers use while reading a text (Karbalaei, 2011). According to Klein et al. (1991), strategic readers attempt to identify the purpose of reading and the form of the text before reading, analyse the author's purpose while reading, make continuous predictions based on information from the text and prior knowledge,

and form summaries of what was read. These processes require various cognitive skills including classifying, sequencing, hypothesising, inferring and integrating (Vaezi, 2006).

Metacognition is the ability to understand when the comprehension process is breaking down and use appropriate strategies to remedy it. It is the combination of understanding of the reading process and strategies and the actual utilization of these strategies at suitable points that distinguishes skilled readers from unskilled readers. Hence, reading is viewed as a combination of cognitive and metacognitive processes wherein cognitive processes are the deliberate actions taken by readers to understand texts while metacognitive strategies are regulative mechanisms to improve comprehension (Karbalaei, 2011).

Due to the primacy given to metacognition as well the role of the reader as an active agent in reading, the cognitive view places more emphasis on strategies than on skills. While skills are routinized (subconscious) behaviours, strategies are conscious plans that readers apply to a variety of texts and tasks. Strategies are flexible and adaptable and good readers use them to monitor their understanding across a variety of texts. While skills are more automatized, strategies are under the deliberate control of the reader. Skills are associated with lower levels of thinking while strategies require reasoning and critical thinking abilities on the part of the reader (Dole et al., 1991). Metacognition also implies better control over reading so that readers are able to identify what they understand or do not understand, leading to regulation of the reading process and remedial measures by themselves.

The cognitive approach views reading comprehension as a constructive process in which the reader actively constructs meanings by drawing on prior information and context, and through the flexible use of strategies. Consequently, comprehension instruction based on the cognitive view focuses on the explicit teaching of strategies that the students can adapt to read all kinds of texts. Studies have shown that when reading strategies are taught to students, it can help improve the overall performance of students in comprehension tests. The objective of strategy training is to allow students to gain control over the language learning process, promote autonomy, self-direction and self-evaluation. Moreover, metacognitive control which involves the conscious use of reasoning, is an important aspect of strategic reading and training in metacognitive strategies can enable the readers to access and apply the reasoning process to a variety of reading contexts (Karbalaei, 2011). Metacognitive strategy training can also help students to read texts of varied genres in limited time, thereby improving their performance in school. In fact, several scholars on reading comprehension such as Keene, Zimmerman and Pearson argue that metacognitive strategies should constitute the crux of reading curricula (Reid, 1998).

According to the PISA framework, reading literacy is "...the active, purposeful and functional application of reading in a range of situations and for various purposes" (OECD, 2019, p. 28). Though the PISA competencies are broadly categorised into three, each competency encompasses a range of cognitive and metacognitive abilities. For example, 'Understand' comprises the cognitive processes of literal comprehension, prioritising and condensing information to identify the main idea and write summaries, as well as tasks that require integration of the information in the text and generating inferences. Additionally, according to the demands of the task, time etc. test-takers are expected to exercise metacognitive control over these processes. The framework draws heavily on the cognitive framework of reading and the competencies encompass the fundamental cognitive and metacognitive strategies employed by skilled readers. As an international benchmarking test, the framework provided by PISA serves as a comprehensive repertoire of reading skills that can form the basis of reading comprehension instruction. Some of the fundamental cognitive strategies required for reading comprehension as well as methods for instruction are outlined in the next section.

4.2. How to foster these competencies in classroom?

According to Fielding and Pearson (1994), comprehension is a complex process requiring knowledge of the world as well as the nuances of language and print. Beyond literal comprehension, it involves inference and evaluation of the text, and can be taught directly. The purpose of teaching comprehension is to enable students to make meaning of the information they have decoded. While some students may intuitively grasp good reading strategies due to various factors such as the presence of a print-rich home environment, several others struggle to comprehend texts while relying on their limited range of cognition and metacognition. But it is possible to help all children acquire the skills of good reading through strategy training in classrooms. While teaching cognitive strategies, teachers do not explain the texts to students but show them ways to make meaning from texts on their own (Menon et al., 2020a).

A useful model to follow for the teaching of comprehension strategies would be the Gradual Release of Responsibility Model. The importance of the model lies in the fact that it allows the teacher to explain cognitive strategies and model them in a way that allows the students to identify the appropriate contexts to employ various strategies, thus building their metacognitive control over reading.

What is the Gradual Release of Responsibility Model?

Gradual Release of Responsibility Model (See **Figure 4-1**) is a literacy model for reading comprehension. It progresses in four stages – modelling the strategy, collaborative use of strategy, guided practice and independent use of strategy. The instructor gradually releases the responsibility of exercising the strategy to students (Gorlewski, 2009).

In the first stage of modelling the strategy, the teacher introduces the reading strategy in question and demonstrates its use. The most effective and direct way of doing this is by thinking aloud. This is a way to make the innate cognitive and metacognitive processes visible to students (Early Literacy Initiative, 2019b). During think aloud (See Table 4-1**Error! Reference source not found.**), teacher verbalizes the thought processes of skilled readers such as making connections between information in the text and prior knowledge, making hypotheses about the theme of texts before reading etc.

Figure 4-1: Gradual release of responsibility model for reading comprehension instruction.

Figure 37. The gradual release of responsibility model for comprehension instruction[24].

Source 4-1: Menon et al., (2020b)

In the collaborative use of strategy stage, teachers and students use the strategy together. For example, the teacher can ask students to identify those points in the story where prediction can be used to aid in meaning-making (Menon et al., 2020b). The crux of metacognition is the ability

to use appropriate cognitive strategies at the appropriate contexts with the understanding of the rationale for doing so. Hence, helping students to identify the points at which the use of a particular cognitive strategy is relevant is important.

In the guided practice stage, students are guided in the use of strategies while they are reading independently. For example, students can be prompted to make predictions and ask questions at the right points in a text (Menon et al., 2020b). Helping students to use the right strategies at the right points while reading is a process that must be continued on a long-term basis. Repeated practice, feedback and reteaching are essential during this stage. Control over reading strategies gradually moves towards the students and feedback on students' attempts with every new strategy is essential at this stage (Shih, 1992).

Table 4-1: Think Aloud (Adapted from Early Literacy Initiative, 2019b)

Think aloud

This is the process by which teachers make their thinking 'visible' to students by saying their thoughts out loud. This allows students to use the strategies used by the teacher to comprehend the text better and also to use the same strategies to make meaning of other texts. The teacher uses this method to demonstrate to the students how good readers think while reading a text.

Conducting a think aloud:

- Pick a specific comprehension strategy to focus on, such as summarizing, inferencing or predicting.
- Determine the places in the text which are suitable for modelling the strategy. In the beginning stages of strategy training, it is better to focus on one strategy at a time even though ultimately readers are expected to use all the strategies as and when needed.
- Follow these steps to teach the strategy (Wilhelm, 2001):
  - ➢ Explain what a strategy involves.
  - ➢ Explain why the strategy is important.
  - ➢ Tell readers when to use the strategy in actual reading (features of the text that indicate that a particular strategy could be used).
  - ➢ Model how to perform the strategy using a real text.
- Make sure that students have copies of the book/text being used to model the strategy. If not, make sure that students are able to distinguish between the actual reading of text and the think aloud portions. This can be done by using a cue such as looking up at the ceiling to show you are thinking (This is particularly relevant in the case of students in early grades).

Practice after think aloud:

- Invite students to apply the strategy as you read a book together.
- Encourage students to record their predictions, inferences, questions etc. in their notebooks.
- Encourage students to use graphic organisers to practice the strategies.

Learning strategies is a long term process. Continue modelling as and when needed, especially when the type or difficulty level of texts change. Finally, encourage students to use the strategies independently as they read.

A sample think aloud session is given below for reference. The teacher is trying to model inferencing using a picture book called 'Catch that Cat' (The sample contains the example of modelling for only one extract from the text while in actual reading several instances from the

text will be used for modelling). The protagonist of the story is a girl called Dip Dip who is in a wheelchair.

Introducing the strategy

Today, I'm going to read aloud a story for you. It is called Catch that Cat! As I read, I'll stop in some places and tell you what I'm thinking. This way, you can see how I'm trying to make sense of the story. Listen to how I connect what the words and pictures say with what I already know to understand the story better. This is called "making an inference" OK? **(Teacher explains what will be done in the session).**

Sometimes, authors do not give us all the details in a story. But we can guess some of these by paying attention to the "clues" they leave for us in the words and pictures. This is inferencing, where try to make sense of the unsaid things in the story to understand it better **(Teacher introduces the strategy in a child-friendly way).**

Making inferences is helpful when you don't completely understand what is going on in the story, that is, when you feel confused. Maybe you wonder, what is this character feeling or thinking? Why is she acting the way she is? What kind of a person is she? How are the characters related to each other? and the like. Whenever you are wondering what's really happening in the story, stop, reread and try to 'infer' what may be going on. You will see how I do that today. Okay, shall we start? **(Teacher explains why and when to use the strategy)**

Modelling the strategy

Selected text from the book	Think-aloud by teacher	Comments
Dip Dip was the naughtiest child in school... She whizzed through the corridors. She played with the monkeys through the window. She started most of the food fights at break time.	Hmm...the words tell me that Dip Dip is a naughty and fun-loving girl. But wait! In the pictures, she is on a wheelchair. There was a wheelchair on the cover page too. So, even though she cannot walk, she goes to school and has a lot of fun. In many stories and movies I know, children like Dip Dip seem so sad and they don't go to school, but Dip Dip seems like any one of us. I like her already!	The author doesn't say that Dip Dip has a physical disability. It is something readers infer from the illustrations. Catching this detail is important to appreciate her character and personality

Concluding the strategy modelling session

Okay, did you see how I stopped and made inferences to make sense of the story? I used clues like words, sentences and images in the book and connected them to what I already knew to understand things that the author did not mention directly. Like, Dip Dip used a wheelchair to move around or that she and Meemo were good friends. Do you think doing this helped you notice things that you didn't catch yourself? Did that help you understand the story better? I also feel that I understand Dip Dip better now. From what she says and does in the story, I inferred that she is very smart, brave and independent. She is also very positive and such a good friend! Understanding Dip Dip this way helps me see what the author was perhaps trying to tell us – that children with disabilities are just like other children – they want to be on their own, explore, help others and have lots of fun! Let's try to make inferences this way in the storybook we read together in the next class, okay? **(Teacher summarises what she has done, invites comments from the students and encourages them to try applying the strategy).**

In the final stage, students are expected to begin using the strategies independently on whole texts. The teacher will observe the students and step in to guide them as and when necessary until they become confident in the use of strategies.

According to Harvey and Goudvis (2007), gradual release of responsibility requires a balance between releasing responsibility too soon before students can employ the strategies independently and providing excessive instruction which may cause students to be disengaged, resulting in boredom. The crux of this model is that responsibility for exercising strategies shifts from teachers to students.

Explicit comprehension instruction should be balanced with opportunities to read, write and discuss texts. A variety of book genres should be made available and students should be encouraged to read for different purposes. A supportive classroom environment that is print-rich and values the prior knowledge and diversity of students is also important (Menon et al, 2020b).

4.3. Reading comprehension strategies

According to Fielding and Pearson, "Comprehension strategies are conscious plans, or sets of steps good readers use to make sense of text when reading" (Fielding & Pearson, 1994, p. 65). They also argue that the strategies must be authentic i.e. they should be the same as the ones used by actual readers to comprehend texts, and that the instruction should focus on a flexible rather than rigid application of these strategies.

There are several cognitive strategies that can be taught in classrooms. Some common strategies are discussed below. For each strategy, some useful methods for guided practice with students have also been included.[1]

4.3.1. Activating prior knowledge

Prior knowledge refers to what the readers already know about the content of the text they are reading. According to the schema theory in reading, this prior knowledge is stored in the form of knowledge units called schemata. When a reader reads a new text, they are using the schemata to understand the text and they also modify schemata based on the new information from the text. In other words, it suggests that the text merely directs the reader towards constructing new knowledge based on existing knowledge (An, 2013). Hence, reading is viewed as an interactive process between the reader's prior knowledge and the text.

Research on reading comprehension has conclusively shown that prior knowledge of readers plays a crucial role in their ability to understand new texts (for more, read Anderson & Pearson, 1984). Additionally, the level of prior knowledge influences the ability of readers to extract information from texts and integrate information to make meaning (Kintsch, 1988). It has been shown the role of background knowledge on reading comprehension is evident as early as preschool (Cain & Oakhill, 2011; Recht & Leslie, 1988).

The PISA literacy competency 'Understanding' relies on the reader's cognitive ability to activate prior knowledge. In line with the schema theory, the reader is expected to construct a mental representation of the information in the text, called a 'situational model'. This requires the reader to construct a representation of the literal meaning of the text and integrate the content with prior

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[1] The strategies and related methods described in this chapter have been adapted from Menon et al., (2020a), (2020b), and Early Literacy Initiative (2019a), (2019b).

knowledge through mapping and inferencing. Additionally, the 'Evaluating and Reflecting' competency requires readers to 'reflect on content and form' by drawing on their prior knowledge and reflecting on their experiences beyond the text to evaluate the content and style of writing and judge whether they align with the author's purpose.

While good readers show the ability to activate and control their prior knowledge while reading, poor readers are often unable to do this, not merely because of limited reading. Many a times, even when poor readers know something about the topic of a text, they are not able to adequately channel their prior knowledge to understand the text (Menon et al., 2020b). Hence, it would be useful for teachers to teach students the strategy of monitoring their prior knowledge while reading.

The more students know about the topic of a text, the more information they will bring and the more meaning they will derive from reading. Therefore, it is important that the texts used are authentic i.e. easily relatable to the social and cultural context of the students and suited for their age/grade.

Some ways of invoking prior knowledge of students in the classroom are discussed below.

- Idea web

  Introduce the main idea of the text to students before reading it. Ask them to write the main idea at the centre of a page. Around the main idea, ask them to write things they know or can think of, in relation to the idea. This can also be a useful way for teachers to gauge the level of students' background knowledge on the concerned topic and tailor the lesson accordingly.

  Figure **4-2** shows an idea web.

Figure 4-2: Idea web.
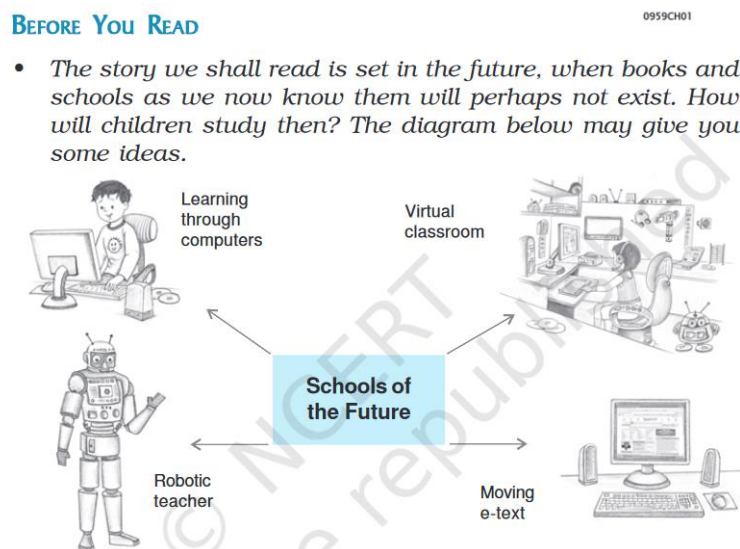
Source 4-2: NCERT (2006a)

- Prediction guides

  Another way of determining students' background knowledge is to use prediction guides. A set of statements related to the text is given to the students before reading. Students can agree or disagree with the statements and the teacher can facilitate discussions based on students' reasoning. Students can also be asked to revisit the guide after reading the text.

- Carousel walk

    Pick a few words or terms that are related to the theme of the text. Write one word or term each on chart papers and paste around on the classroom walls. Divide students into groups and give each group a marker of a different colour. Position each group before one chart paper and ask them to list everything they know about the term. Ask groups to rotate and take turns to record their responses until all groups have recorded the responses on all the chart papers. Students can then discuss the ideas recorded amongst themselves and seek clarification from other groups. This is also a useful cooperative learning strategy which encourages collaboration and communication.

Activation of prior knowledge can be done throughout the reading of the text and not only at the beginning. The teacher can ask questions invoking prior knowledge at various points while reading the text. The importance of invoking prior knowledge lies in the fact that students become engaged with the primary topic of the text. This will give them a fair idea of what to expect while reading and they are no longer passive recipients but active readers, drawing on their own thoughts and experiences to make sense of the text, thus keeping them motivated and giving a sense of purpose.

4.3.2. Prediction

Another closely related strategy that can be used to increase student motivation and engagement with texts is making predictions. Predictions are informed guesses about the text (Menon et al., 2020b). Good readers make predictions about the text before and during reading by taking cues from the text. While prediction invokes prior knowledge, its importance lies in the fact that it draws attention to the macrostructure of the text. The reader learns how to use textual elements in order to interpret the course of the text.

The most common way of making predictions is by previewing the text. Teachers can train students to scan or survey the text before reading and make predictions by examining parts of the text such as title and subtitle, introduction or first paragraph, section headings, material emphasized typographically, summary or last paragraph, and end-of-chapter material. This is particularly relevant for students who are unable to distinguish the more informative parts of the text from the less informative ones. Good readers also make predictions while reading the text and teachers can facilitate this by asking students to make predictions at significant plot points in the text.

One aspect of the 'Locating Information' competency in PISA is 'accessing and retrieving information within a piece of text'. Previewing as a strategy would help readers to enhance their understanding of text organisers such as headings and paragraphs to locate important information. The 'Understanding' competency involves readers integrating various parts of the text to arrive at conclusions or infer meanings. Often these tasks require readers to predict the logical outcome in a sequence of events, the possible consequences of certain actions as described in texts, the claims on which an argument is based etc. Such tasks would benefit from the ability of students to make predictions using previewing.

Some ways of encouraging students to make predictions through previewing are:

- Group prediction activities

    Divide the students into two groups. Ask one group to come up with prediction questions based on the text elements such as title, illustrations, sub-headings etc. Ask students in

the second group to answer these questions. As the reading proceeds, students can keep reviewing whether their predictions were correct.

- Two-column sheet

    Students are asked to maintain a two-column sheet with the left column marked as 'predictions' and the right one marked as 'what actually happened'. Students can then be prompted to fill the left-hand column with their predictions at the beginning and at different points during the reading. On the right-hand column, they can record what actually happens as the reading of the text progresses.

4.3.3. Summarisation

Summarisation is usually done after reading a text. While students may be able to retell or reproduce a text they have read, summarising the key points is often more demanding. According to Duke and Pearson (2009), summarisation involves two key aspects – the ability to distinguish between relevant and irrelevant information and the ability to synthesize the relevant information in a concise manner. According to PISA framework, summarisation requires the cognitive process of integrating different parts of the text, which falls under the 'Understanding' competency.

According to Palincsar and Brown (1984), summarisation is an effective technique to improve comprehension. Hare and Borchardt (1984) also support summary training for intermediate and high school students. Summarisation requires students to take large amounts of information and organize them succinctly with particular focus on the main ideas and supporting details in the text. Skilled readers are able to adjust their purpose of reading to distinguish between important and non-important information in a text. They rely on their vocabulary, background knowledge, understanding of the author's style, biases and intentions as well the knowledge of text structure. Knowledge of text structure or the organisation of information in texts has been found to be particularly useful in determining the main idea as well as comprehension in general (Shih, 1992).

Table 4-2 discusses some common text structures. Teachers can familiarise students with the structures to make it easier for them to understand the differences in organisation of various texts and thereby identify the key ideas.

Table 4-2: Text structures (Adapted from Menon et al., 2020a)

Text structure

Different texts have information organised in different ways. According to Duke and Pearson (2009), if students are not able to understand the differences in the organisation of texts or the various text structures, they may find it difficult to connect the ideas in a text to each other and also to identify the main ideas.

Some common text structures are:

- Narrative: a story which has a beginning, series of events in the middle and an ending.
- Chronological or sequential: ideas and events are always organised in the order in which they happen. Specific words to indicate the order such as 'first', 'finally' are often used.
- Comparison: ideas, events or phenomena are compared and their features are analysed to explain similarities, differences.
- Cause and effect: texts contain reasons and explanations for events and phenomena.

- Descriptive: describe the features of a subject with supporting details and ideas.

Teachers should systematically draw the attention of students to the underlying structure of the texts while reading.

Composing a summary can be a difficult task for students. So, a step-by-step approach towards summary writing through identification of main ideas and key details needs to be adopted.

Under the 'Understanding' competency in PISA, one aspect is 'constructing an integrated text representation'. This requires the reader to integrate meaning from various parts of the text to make meaning of the entire text. The reader is required to identify and prioritise relevant information and pack them into a concise representation. Summarisation tasks fall under this category.

Some common methods to practice summarisation in classrooms are:

- **Paragraph summaries**

  Students can be encouraged to write summaries after reading each paragraph or section in the text. Students can be prompted to write summaries by asking questions such as 'What is the central idea of the paragraph?' and 'Which facts in the paragraph are important to remember?' Paragraph summaries can help students to monitor understanding as they read and also to generate whole-text summaries.

- **Plot summaries**

  Use a two-column note and ask students to record the main ideas in the text on the left-hand column and the supporting details on the right side. These notes can then be used to generate whole-text summaries.

- **One-line summary**

  Students are asked to mark/identify the main idea of each paragraph. These main ideas are to be used to write a gist of the text in 15-20 words. This is also called the GIST procedure. The text is summarised in one line.

- **One-minute book talk**

  This is an oral summarising activity. After reading the book/text, ask students to give a one-minute oral presentation of the gist of the text. The teacher can facilitate the process by using prompts such as:

  This book/text is about _____. It's been written by _____.

  It is set in _____.

  It give details about _____ , _____ , _____.

  It starts with _____ , then moves to _____ and finally ends at _____.

  I liked/did not like the book/text because _____. (Adapted from Menon et al., 2020b)

4.3.4. Questioning

Questioning is a commonly used strategy in classrooms. However, when it comes to reading comprehension, studies recommend students generating questions rather than the usual didactic use of questions by the teacher (Menon et al., 2020b). Student-generated questions have been shown to generate a deeper level of comprehension. Singer and Donlan (1982) have shown that

students who generate their own questions based on a text had better comprehension of the text than students who merely answered the questions asked by teachers. Teaching students to generate their own questions while reading a text can act as a motivator, allowing them to understand the text better.

The questioning strategy is also useful for teaching students to draw inferences. The ability to draw on prior knowledge to infer information that is not explicitly stated in a text is at the heart of reading comprehension. While even the simplest of texts require inferencing, the ability to infer may not come automatically to all readers. Inference is also the primary skill needed to perform the tasks under 'Understanding' competency of PISA framework. It is important to train students in drawing inferences and a useful starting point would be to draw attention to the various kinds of comprehension questions (discussed in detail below).

Raphael (1986) developed a technique called Question Answer Relationship (QAR) to help students understand texts by raising and answering questions. He has identified two broad categories of questions that can be asked based on texts.

- In the text questions – answers to these questions can be found in the text. They are further classified into:
  - ➢ Right there questions – answers to these questions are explicitly stated in the text and can be directly found.

    Sample prompts: 'When', 'Who', 'What', 'Where'
  - ➢ Think and search questions – answers to these questions need to be inferred from the text and are not directly stated.

    Sample prompts: 'Contrast', 'Explain', 'Why were', 'How were', 'Compare', 'Summarise'

- In my head questions – answers to these questions cannot be found from the text. Such questions require critical thinking. They are classified into:
  - ➢ Author and me questions – require readers to respond to the text.

    Sample prompts: 'Do you agree with', 'How do you feel about', 'What did the author mean by', 'Why did the character act like'
  - ➢ On my own questions – require readers to draw on their knowledge of the world to answer the questions.

    Sample prompts: 'What do you already know about', 'Is this similar to', 'What would you do if', 'Have you ever'

The steps involved in using the questioning strategy in classrooms are:

- Choose an interesting book/text that offers scope to generate different types of questions to model the strategy.

- Introduce the questioning strategy to students by explaining that good readers use questions to interact with the text before, during and after reading to improve their understanding.

- Model asking questions through think aloud. Ask questions before, during and after reading and make sure that questions under all QAR categories are covered.

- Pre-reading questions can prompt students to make predictions regarding the content based on pictures. Questions about the author can also be asked at this stage. Questions can also be intended to fill the gaps in knowledge regarding content and vocabulary. A sample pre-reading question is given in Figure 4-3.

- Questions asked during the reading can be those intended to revisit the answers for pre-reading questions, those that require students to delve deeper into the text and those that prompt readers to reflect on their own lives in connection to the text.

- After reading questions can be hypothetical, extrapolatory, critical and justification questions.

- Write the questions at each stage on the board. After the questions have been answered, categorise them based on QAR framework and draw students' attention to the differences between these questions.

- Once students are familiar with the use of questioning and different types of questions under QAR framework, engage in guided practice with them. Divide them into groups and provide the same text to read. Provide a sheet with three columns marked Before Reading, During Reading and After Reading so that they can note down their questions at each respective stage. Discuss the questions in the end. Once they have been answered, ask students to sort their questions according to the QAR framework.

(Adapted from Early Literacy Initiative, 2019a)

Figure 4-3: Example of a pre-reading question.

3. The Little Girl

BEFORE YOU READ

- *Do you feel you know your parents better now, than when you were much younger? Perhaps you now understand the reasons for some of their actions that used to upset you earlier.*

- *This story about a little girl whose feelings for her father change from fear to understanding will probably find an echo in every home.*

Source 4-3: NCERT (2006a).

4.3.5. Visual representations

Visual representations or graphic organisers are tools that aid in reading comprehension. By organising information from texts visually through graphic organisers, students can comprehend texts better. Visual strategies are best used during or after reading a text. Visual representations are especially useful for the comprehension of non-fiction texts that contain lots of information (Menon et al., 2020b).

Fountas and Pinnell (2001) have developed a list of graphic organisers which can be used in relation to various kinds of texts to organise information and improve comprehension. Some of them are listed below.

- Story maps
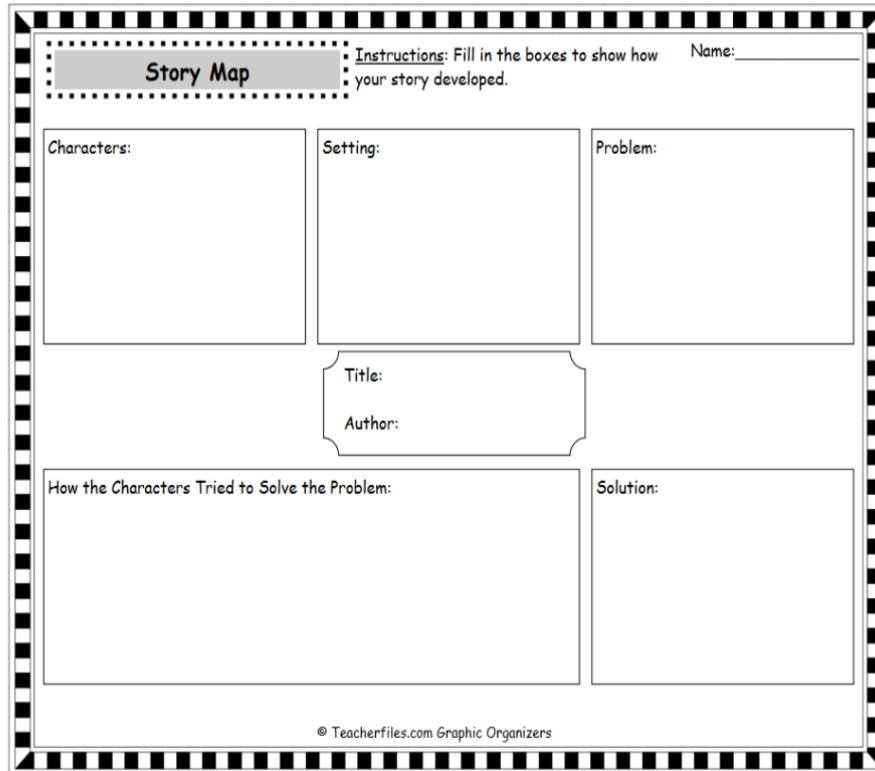
  Story maps are like flowcharts that can be used to chart a story including the setting, the flow of key events, the resolution, the main events and the characters. This tool aids in organising the events in the text and summarisation.

  Story maps can take various formats. They can also be created by students. See Figure 4-4 for a story map format.

- Character webs

These are particularly useful in helping students to make inferences about characters and form character profiles based on texts. The tool requires students to describe character traits and support these with evidence from the text. Figure 4-5 shows a character web with prompts.

Figure 4-4: Story map.

Source 4-4: https://www.readingrockets.org/pdfs/storymap_complex3.pdf

Figure 4-5: Character web.
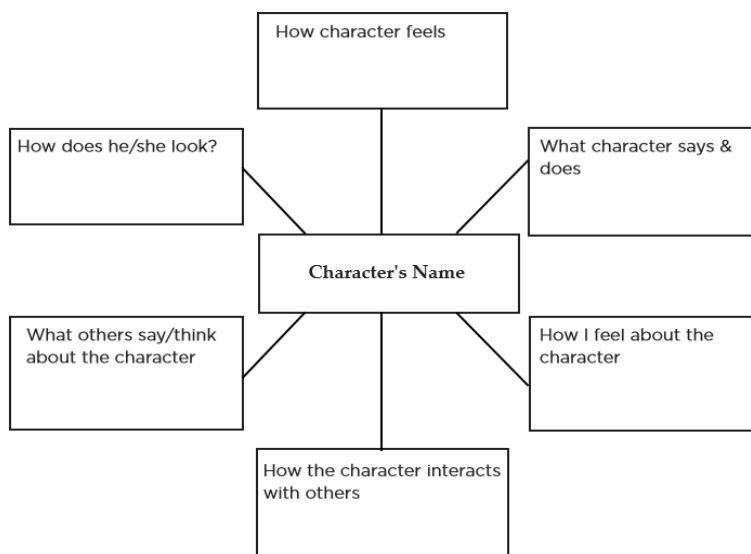
Source 4-5: Menon et al., (2020b).

- **Comparison chart**

    The chart (Figure 4-6) can be used for comparison of characters, settings, two books/texts and phenomena.

- **Sequence chart**

    The chart (Figure 4-6) requires readers to identify the sequence or chronology of events in a text. These are particularly useful for texts describing historical events, scientific developments and also for narrative texts.

- **Cause-and-effect chart**

    This is a double-entry chart (Figure 4-6) with cause on one side and effect on the other side. This is useful for texts where understanding of the causes of phenomena or events might be challenging.

- **Idea-details chart**

    The structure of ideas-details chart is same as that of cause-and-effect chart. Students identify main ideas from the text and note down the supporting details for each main idea.

Figure 4-6: Clockwise from top-left, Comparison chart, Sequence chart, Cause-and-effect chart.
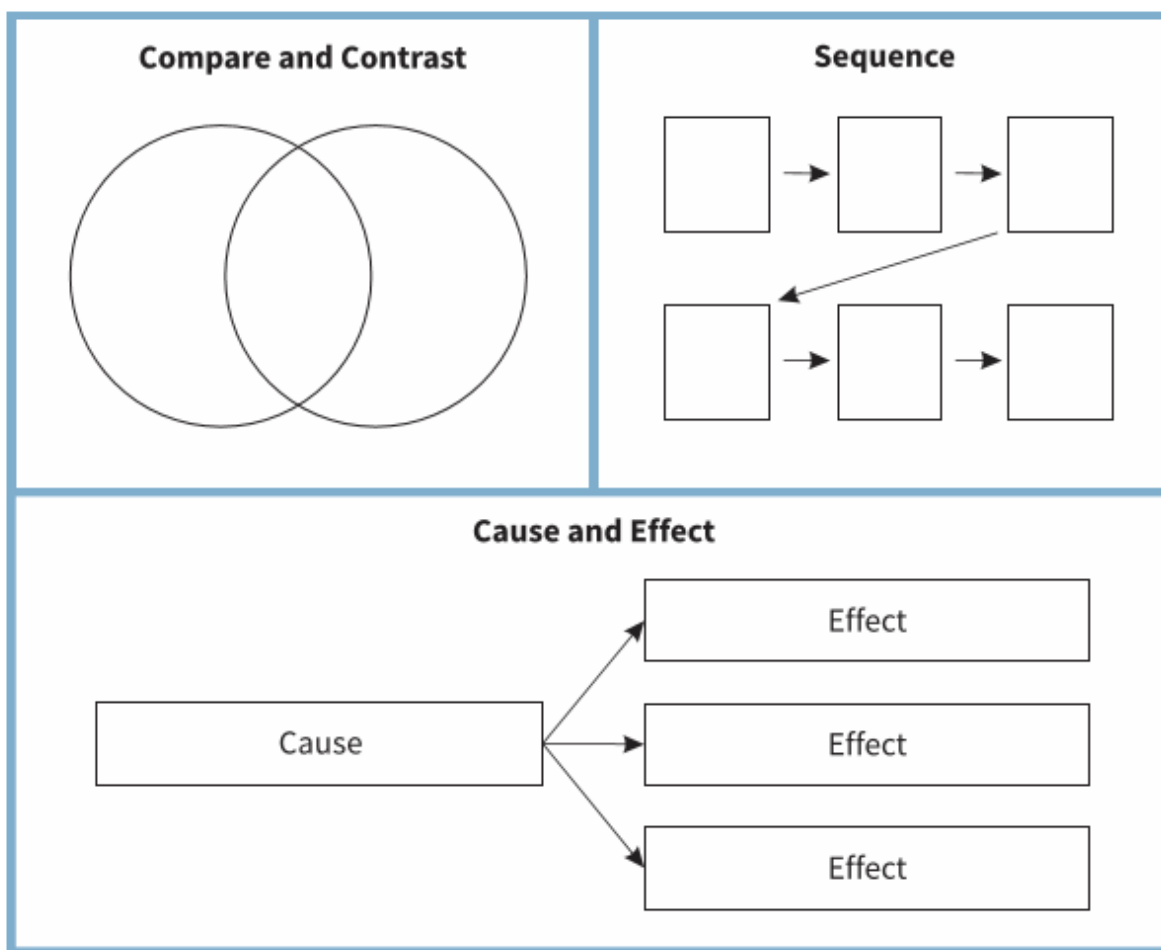
Source 4-6: Menon et al., (2020b).

4.4.   Concluding remarks

The traditional view of reading considered it to be a passive process with focus on the mastery of a limited range of skills. However, the cognitive view of reading, which is the more accepted framework on reading, identifies reading as a complex process with the prior knowledge of the reader playing an integral role in comprehension and the reader being an active agent in the meaning-making process. Additionally, the cognitive school of reading places emphasis on reading strategies rather than the mastery of reading skills. Studies have shown that in addition to cognitive processes, good readers exhibit strong metacognitive control over their reading. Metacognitive control refers to the use of intentional techniques that readers use to regulate their reading processes. Studies have highlighted the importance of making reading comprehension strategies central to language instruction in classrooms.

However, the successful use of reading strategies by students is heavily dependent on the mode of instruction. The Gradual Release of Responsibility model has been introduced as a useful model for instruction of the comprehension strategies and development of metacognitive abilities among readers. The model progresses in four stages over which the teacher gradually releases the responsibility of exercising the strategies to the students, beginning from modelling and finally moving on to independent practice. Think aloud has been identified as a useful practice for teachers to model the strategy and make the thinking processes of good readers visible to students. The crux of the Gradual Release of Responsibility model is that by modelling the appropriate points to exercise each strategy, students are taught to gain better metacognitive control over their reading.

The PISA reading literacy framework draws heavily from the cognitive school and the competencies encompass a wide and comprehensive range of cognitive and metacognitive skills, which are the cornerstones of skilled reading. While reading processes are broadly categorised into three, each of these processes involve a wide variety of cognitive processes over which skilled readers exercise metacognitive control to fulfil the goals of reading. Using the PISA reading literacy framework as reference, the chapter has outlined several foundational cognitive strategies of reading comprehension that can be taught in classrooms – activating prior knowledge, prediction, summarisation, questioning and visual representations.

Each cognitive strategy has been described in detail along with the specific methods that teachers can use to implement the strategies in classrooms. Additionally, the PISA competencies covered by each strategy have been elaborated.

The specific strategies identified in this chapter are those that activate the cognitive skills that good readers use to comprehend texts. These are primarily based on the cognitive view of reading which places emphasis on teaching students to be independent readers by equipping them with strategies rather than the teacher actively engaging in making meaning for the students. By modelling these strategies using the Gradual Release of Responsibility Model, students are expected to develop metacognitive control over their reading processes and develop into versatile readers who can intentionally manipulate their reading processes to navigate a wide variety of texts and reading resources.

5. ASSESSING AND REPORTING ON THE COMPETENCIES

This chapter describes the process of assessing proficiency in the reading domain through a competency-based system. To begin with, traditional systems of grading are examined and the challenges they pose for a competency-based system are detailed. Then, learning progressions are introduced, their importance in assessing proficiencies discussed and their connection to the teaching learning process established. An example of a learning progression for reading used for reporting purposes is the PISA proficiency scale. The PISA 2018 Reading proficiency scale (OECD, n.d.a) is provided and discussed, along with sample items to exemplify descriptions in the proficiency scale.

5.1. Assessing proficiency

In a competency-based learning system, a learner is expected to become proficient in a domain. Therefore, a clear understanding of what proficiency in a domain looks like is crucial. Proficient learners are expected to demonstrate certain skills, knowledge and understanding that they can use in real-life scenarios, in other words, scenarios that are likely to be encountered in situations outside the classroom. Hence, the first step is to define proficiency in the domain. So, the skills, knowledge and understanding that will be demonstrated by students graduating from a system must be clearly defined and communicated to teachers, students and other stakeholders.

In contrast, the traditional system of learning and thus, assessment focuses on grades or marks where the evaluation of a learner is either norm-referenced (learners' performances are compared to the performance of other learners) or sometimes, criteria-referenced (learners' performances are evaluated against certain set standards). In either case, the results are reported using a system of grades or marks. Therefore, while a graduating student's performance can be compared against that of other students', it is difficult to actually know what skills, knowledge and understanding that particular student possesses in that domain. For instance, a student may score 80% or may have been awarded grade A in English. There may be further information available about where the student is placed among his fellow students (a percentile rank or other ranks may be reported). However, whether this particular student can write high quality essays adapting for type of text and audience is not information that can be gleaned from the grades or marks. This problem is compounded by the fact that in school or classroom-based assessment the meaning of a grade may well vary from teacher to teacher. What is deemed as worthy of an A grade by one teacher may only receive a B from another teacher.

The issue described above is a fundamental problem of the traditional system. There are others that need to be reviewed while examining the traditional system of learning. First, learners have limited time and opportunity to improve upon their performance (Farrington and Small, 2008). So, there is no incentive to learn once grades are issued. There is no opportunity to improve performance based on feedback. Second, students may move from class to class without achieving the necessary proficiency that is required at the end of a particular grade. In the next class, teachers may begin from a point where they assume a certain level of skills, knowledge and understanding and thus, students who have not reached that level may further fall behind leading to huge learning gaps as students' progress through their schooling.

Therefore, a different approach to assessments is essential in a competency-based system. Masters's (2013, 2014) reformulation of the fundamental purpose of assessment forms the foundation for such an approach. He emphasises that there is only one purpose to conducting assessments –

> The fundamental purpose of assessment in education is to establish and understand where learners are in an aspect of their learning at the time of assessment.

This approach redirects the focus of assessments from grades or marks to descriptions of learners' proficiency in a domain. Hence, the output of assessment should be a description of learners' skills, knowledge and understanding, or their proficiency, to describe it concisely. These descriptions can help identify exactly where a learner is in their respective "learning journey" helping teachers and learners understand what level of proficiency a learner has achieved. Therefore, the more precise and comprehensive the descriptions the better.

This approach to assessment addresses the issues with traditional assessments described above. If the outcome from assessment is a description rather than marks or grades, a clear picture of a learner's proficiency level can be gleaned. Further, as the description of the domain will be uniform there is less possibility of misinterpretation of learner proficiency levels. Additionally, as the proficiency description is for the entire domain, learning can progress across years rather than each year or semester being considered a discrete piece. Teachers may be able to precisely target their teaching learning activities towards students' proficiency levels provided the descriptions are sufficiently accurate and comprehensive.

5.2. Learning progression

In order to comprehensively and accurately describe learners' proficiency in a domain, however, a well-constructed and richly described map of the domain is essential (Masters 2014). Masters goes on to suggest that there are various elements to such a map. There is a horizontal dimension consisting of different sub-domains, then, there is a vertical dimension that contains descriptions of what increasing levels of proficiency look like. These descriptions usually consist of "can do" statements of what skills, knowledge or understanding learners at that level of proficiency display (please see the PISA proficiency scale provided below). Further, dependencies between sub-domains must also be captured. Depending upon at what level the descriptions begin, prerequisites or what the learner must already know before starting this "journey" may also have to be described. For instance, for a learner to display even a basic level of proficiency at reading comprehension learners must possess decoding (basic reading) skills.

These maps are established empirically based on student data from various national, regional and international assessments. As these maps describe what it means for students to progress through a domain, they are often referred to as learning progressions. Learning progressions can be visualised as a set of Learning Outcomes (LOs) arranged in order of increasing levels of complexity. The increase in complexity represents an increase in proficiency. Waters (2018) describes learning progressions as below.

> A learning progression describes what it typically looks like for learners to move from early knowledge, skills and understandings to more advanced knowledge, skills and understandings within a domain.

Learning progressions are based on empirical data as described above and are thus, representative of large groups of students. The word "typically" is intended to emphasise that learners may follow individual pathways that are different to what is typical.

Learning progressions are intended to improve not just assessment and the teaching learning process but also curriculum design (Gallacher and Johnson, 2019). As learning progressions are generally based on empirical research they present the optimal sequence for introducing material in a domain. This is an additional facet of research that can inform curriculum design. In India, curricula are usually designed based on input from a committee of experts who often base their

judgement upon experience and research. Generally, there is little empirical data available on how learners typically progress through a domain. Therefore, learning progressions can play an essential role in filling that gap.

An additional advantage of learning progressions is that they provide a framework for bringing together conclusions from a variety of assessment methods (Jackson et al., 2018). Typically, teachers bring together information from different forms of assessment and evaluation (teacher observation, formative assessments, summative assessments, etc.) to form a comprehensive picture of a student's proficiency. However, this information is not captured in any formal manner and cannot be used throughout a student's progress through school. Learning progressions provide a formal framework to bring together and document this information.

The UNESCO Institute of Statistics and the Australian Council *for* Educational Research (ACER) have attempted to develop a universal learning progression for reading and mathematics.[2]

The typical structure of learning progressions used by ACER is provided below.

Figure 5-1: Fundamental structure of ACER learning progressions.
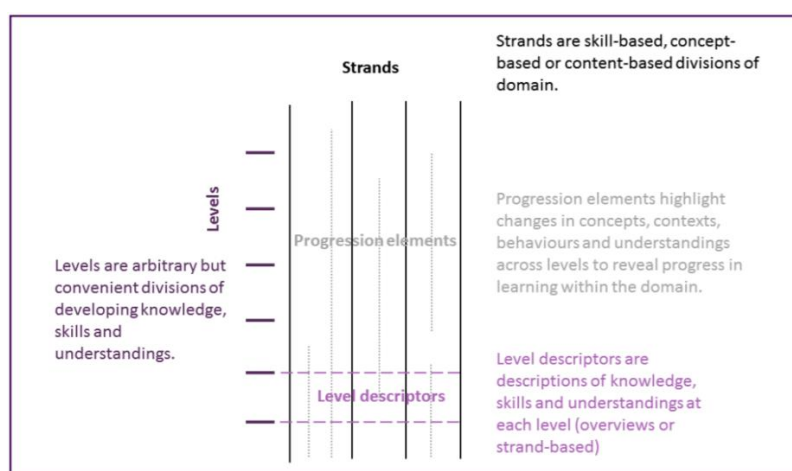
Source 5-1: Waters (2018).

5.3. PISA proficiency scale

PISA develops proficiency scales based on the assessment data for all the domains in which the assessment is conducted. These scales are good examples of learning progressions that have been developed using empirical data and are used for reporting of assessment results. In this section, the PISA 2018 Reading scale will be examined in detail.

The PISA assessment develops proficiency scales for each domain and estimates student achievement to place them on that scale (OECD, n.d.a). These proficiency scales provide a detailed description of student proficiency at each level. Further, as they represent an increase in proficiency as the student moves higher in the scale, they work in a similar manner to learning progressions.

The scales range from very low to very high levels of proficiency. Students placed at a particular point in a scale are likely to respond successfully to tasks at or below that level. A simplified

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[2] For more, visit http://uis.unesco.org/en/news/learning-progression-explorer-tell-us-what-you-think

representation of the relationship between items and students on a proficiency scale is provided in Figure 5-2

Figure 5-2: Relationship between students and items on a proficiency scale.
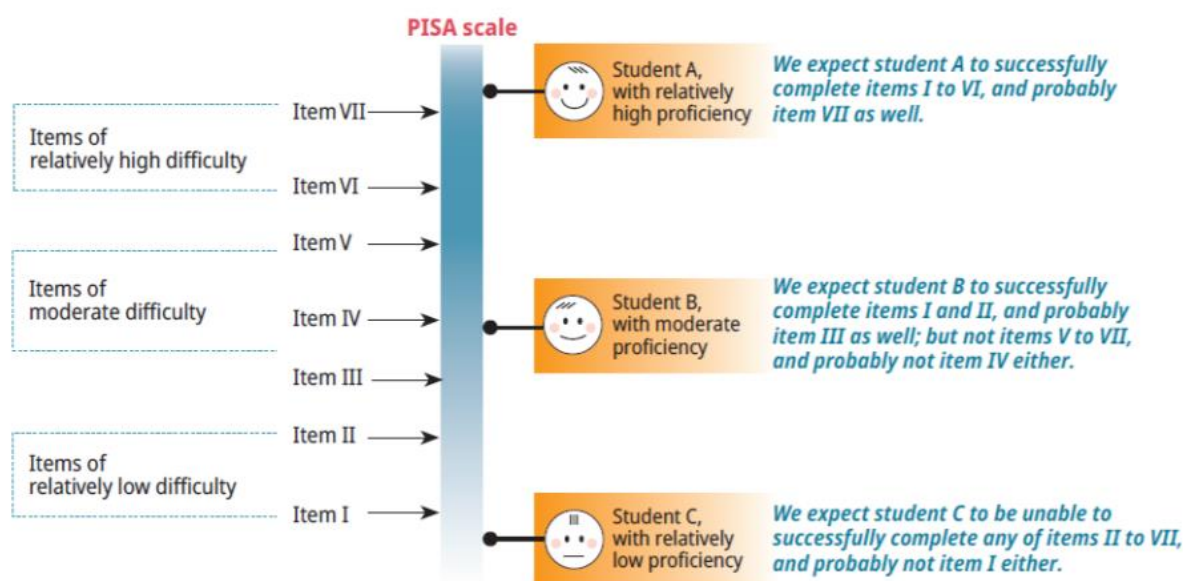
The tasks are analysed to generate descriptions of proficiency for that level. Both student performance and the cognitive demand of various tasks are taken into account for this process. Thus, descriptions of proficiency are available for students placed at various levels on the scale. The descriptions for various levels developed for PISA 2018 (OECD, n.d.a) are provided below.

Table 5-1: PISA 2018 reading proficiency descriptions

Level	Description
6	Readers at Level 6 can comprehend lengthy and abstract texts in which the information of interest is deeply embedded and only indirectly related to the task. They can compare, contrast and integrate information representing multiple and potentially conflicting perspectives, using multiple criteria and generating inferences across distant pieces of information to determine how the information may be used.
	Readers at Level 6 can reflect deeply on the text's source in relation to its content, using criteria external to the text. They can compare and contrast information across texts, identifying and resolving inter-textual discrepancies and conflicts through inferences about the sources of information, their explicit or vested interests, and other cues as to the validity of the information.
	Tasks at Level 6 typically require the reader to set up elaborate plans, combining multiple criteria and generating inferences to relate the task and the text(s). Materials at this level include one or several complex and abstract text(s), involving multiple and possibly discrepant perspectives. Target information may take the form of details that are deeply embedded within or across texts and potentially obscured by competing information.

Level	Description
5	Readers at Level 5 can comprehend lengthy texts, inferring which information in the text is relevant even though the information of interest may be easily overlooked. They can perform causal or other forms of reasoning based on a deep understanding of extended pieces of text. They can also answer indirect questions by inferring the relationship between the question and one or several pieces of information distributed within or across multiple texts and sources.

Reflective tasks require the production or critical evaluation of hypotheses, drawing on specific information. Readers can establish distinctions between content and purpose, and between fact and opinion as applied to complex or abstract statements. They can assess neutrality and bias based on explicit or implicit cues pertaining to both the content and/or source of the information. They can also draw conclusions regarding the reliability of the claims or conclusions offered in a piece of text.

For all aspects of reading, tasks at Level 5 typically involve dealing with concepts that are abstract or counterintuitive, and going through several steps until the goal is reached. In addition, tasks at this level may require the reader to handle several long texts, switching back and forth across texts in order to compare and contrast information. |
| 4 | At Level 4, readers can comprehend extended passages in single or multiple-text settings. They interpret the meaning of nuances of language in a section of text by taking into account the text as a whole. In other interpretative tasks, students demonstrate understanding and application of ad hoc categories. They can compare perspectives and draw inferences based on multiple sources.

Readers can search, locate and integrate several pieces of embedded information in the presence of plausible distractors. They are able to generate inferences based on the task statement in order to assess the relevance of target information. They can handle tasks that require them to memorise prior task context.

In addition, students at this level can evaluate the relationship between specific statements and a person's overall stance or conclusion about a topic. They can reflect on the strategies that authors use to convey their points, based on salient features of texts such as titles and illustrations. They can compare and contrast claims explicitly made in several texts and assess the reliability of a source based on salient criteria.

Texts at Level 4 are often long or complex, and their content or form may not be standard. Many of the tasks are situated in multiple-text settings. The texts and the tasks contain indirect or implicit cues. |
| 3 | Readers at Level 3 can represent the literal meaning of single or multiple texts in the absence of explicit content or organisational clues. Readers can integrate content and generate both basic and more advanced inferences. They can also integrate several parts of a piece of text in order to identify the main idea, understand a relationship or construe the meaning of a word or phrase when the required information is featured on a single page.

They can search for information based on indirect prompts, and locate target information that is not in a prominent position and/or is in the presence of |

Level	Description
	distractors. In some cases, readers at this level recognise the relationship between several pieces of information based on multiple criteria.
	Level 3 readers can reflect on a piece of text or a small set of texts, and compare and contrast several authors' viewpoints based on explicit information. Reflective tasks at this level may require the reader to perform comparisons, generate explanations or evaluate a feature of the text. Some reflective tasks require readers to demonstrate a detailed understanding of a piece of text dealing with a familiar topic, whereas others require a basic understanding of less-familiar content.
	Tasks at Level 3 require the reader to take many features into account when comparing, contrasting or categorising information. The required information is often not prominent or there might be a fair amount of competing information. Texts typical of this level may include other obstacles, such as ideas that are contrary to expectation or negatively worded.
2	Readers at Level 2 can identify the main idea in a piece of text of moderate length. They can understand relationships or construe meaning within a limited part of the text when the information is not prominent by producing basic inferences, and/or when the text(s) include some distracting information.
	They can select and access a page in a set based on explicit though sometimes complex prompts, and locate one or more pieces of information based on multiple, partly implicit criteria.
	Readers at Level 2 can, when explicitly cued, reflect on the overall purpose, or on the purpose of specific details, in texts of moderate length. They can reflect on simple visual or typographical features. They can compare claims and evaluate the reasons supporting them based on short, explicit statements.
	Tasks at Level 2 may involve comparisons or contrasts based on a single feature in the text. Typical reflective tasks at this level require readers to make a comparison or several connections between the text and outside knowledge by drawing on personal experience and attitudes.
1a	Readers at Level 1a can understand the literal meaning of sentences or short passages. Readers at this level can also recognise the main theme or the author's purpose in a piece of text about a familiar topic, and make a simple connection between several adjacent pieces of information, or between the given information and their own prior knowledge.
	They can select a relevant page from a small set based on simple prompts, and locate one or more independent pieces of information within short texts.
	Level 1a readers can reflect on the overall purpose, and on the relative importance of information (e.g., main idea vs. non-essential detail) in simple texts containing explicit cues.
	Most tasks at this level contain explicit cues as regards what needs to be done, how to do it, and where in the text(s) readers should focus their attention.

Level	Description
1b	Readers at Level 1b can evaluate the literal meaning of simple sentences. They can also interpret the literal meaning of texts by making simple connections between adjacent pieces of information in the question and/or the text. Readers at this level can scan for and locate a single piece of prominently placed, explicitly stated information in a single sentence, a short text or a simple list. They can access a relevant page from a small set based on simple prompts when explicit cues are present. Tasks at Level 1b explicitly direct readers to consider relevant factors in the task and in the text. Texts at this level are short and typically provide support to the reader, such as through repetition of information, pictures or familiar symbols. There is minimal competing information.
1c	Readers at Level 1c can understand and affirm the meaning of short, syntactically simple sentences on a literal level, and read for a clear and simple purpose within a limited amount of time. Tasks at this level involve simple vocabulary and syntactic structures.

The levels increase in complexity through the scale, with level 6 being the most complex. Levels 1b and 1c were added later to include students who were below the basic level described at level 1. Readers who are at a particular level are expected to possess most of the abilities described at that level. Additionally, they are expected to possess most of the abilities described below that level. For instance, a reader at level 3 is likely to display all the abilities described at levels 1a, b, c and 2 and most of the abilities at level 3.

Readers at the lowest levels are likely to comprehend literal meaning and display basic proficiency in more complex tasks like making connections or drawing inferences. Additionally, they require a lot of support in the way the tasks are framed. The support provided includes information about where to find the information in the text and explicit instruction on what needs to be done to complete the task. As they progress to higher levels in the scale, readers are able to integrate multiple texts, draw more advanced conclusions and require less support in the task prompts. By level 3, readers are beginning to reflect upon texts to evaluate them. At the highest level, readers are able to display a deep understanding of texts that may require them to not just compare and contrast but also integrate conflicting pieces of information across large, dense texts that contain abstract ideas. The tasks are multi-layered requiring readers to plan and execute multiple steps before arriving at the right response.

A detailed review of the descriptions is undertaken in the next chapter.

5.4. PISA sample items

In this section, a few released items from PISA 2018 are shown as illustrations of the proficiency descriptions at different levels (OECD, n.d.b). An example each from level 1b, level 3 and level 5 are provided. All the examples are from the same released unit – Cow's Milk (CR557) provided below in Figure 5-3, Figure 5-4, Figure 5-5, and Figure 5-6.

In this unit's scenario, three students in the United States encounter an announcement at a coffee shop. The announcement states that the shop will no longer be serving cow's milk and will, instead, use a soy substitute. The three students are curious, so they search for information about cow's milk on their smartphones and discuss the results. The situation is classified as personal because it represents three individuals (the students in the coffee shop) satisfying their personal curiosity by reading the text.

The text in this unit consists of two webpages. The first webpage is from "Farm to Market Dairy" a business that sells dairy products, including cow's milk. The second webpage is from a health website and presents an article entitled "Just Say 'No' to Cow's Milk". The text is classified as: multiple text; static; continuous; and argumentative.

Initially, the student is provided with the "Farm to Market" webpage only. Several questions are presented that focus only on the content of this webpage. Then, an update to the scenario is presented, and the student receives the second webpage. After reading the second webpage, the student responds to a set of questions that focus solely on its content. Then, the student is given items that require integrating the information from both webpages.

Figure 5-3: PISA Reading 2018 Released unit (CR557) part 1
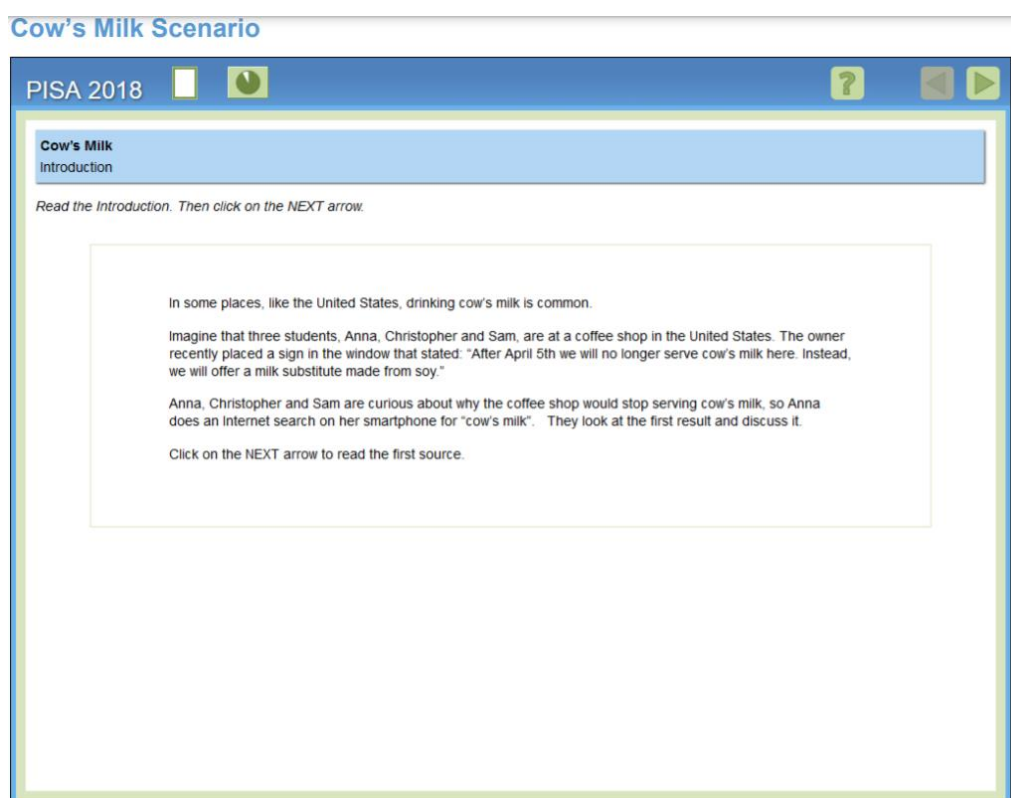
Figure 5-4: PISA Reading 2018 Released unit (CR557) part 2
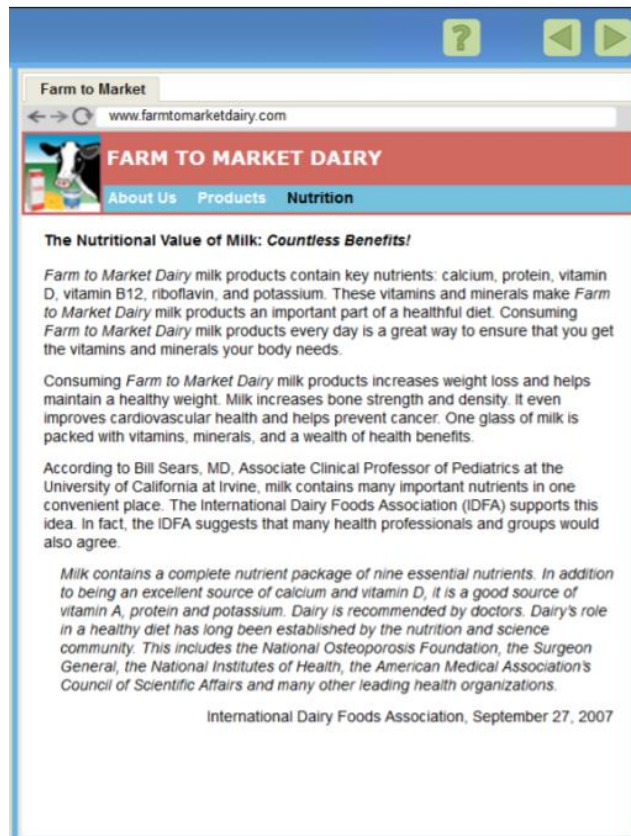
Figure 5-5: PISA Reading 2018 Released unit (CR557) part 3
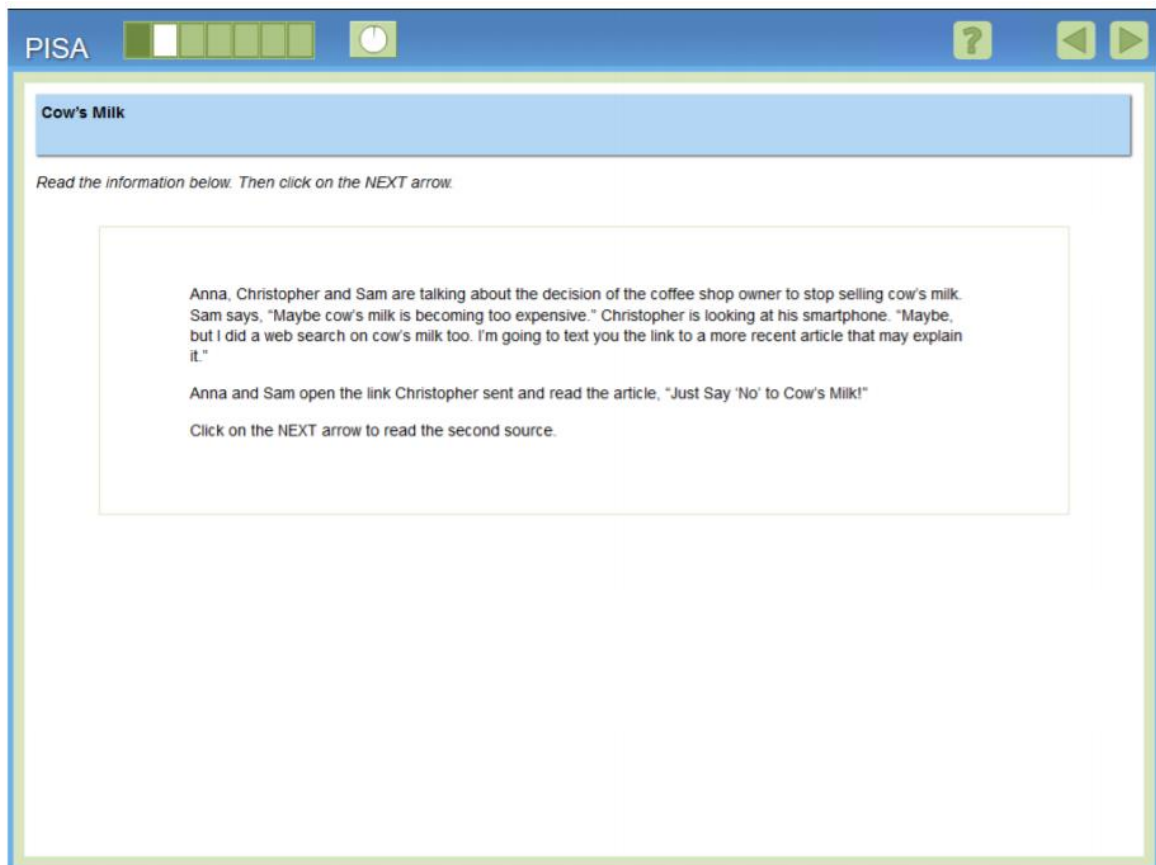
Figure 5-6: PISA Reading 2018 Released unit (CR557) part 4
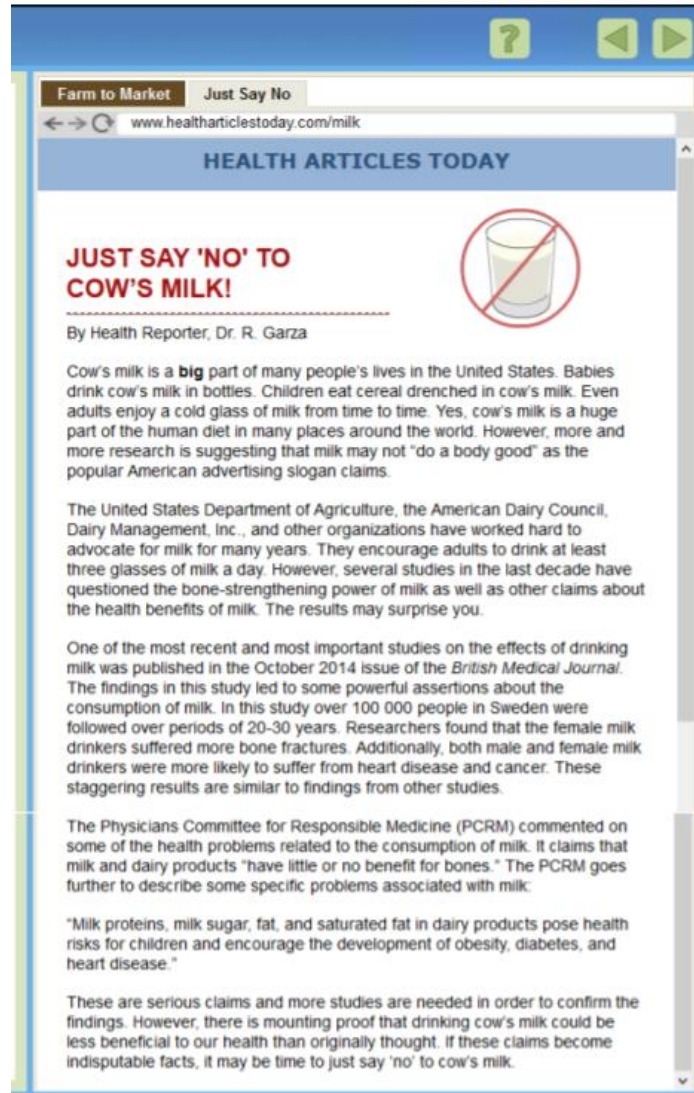
Example 1: CR557Q03

Figure 5-7: PISA 2018 CR557Q03

This simple multiple choice question is placed at level 1b in the scale. It simply requires students to represent literal meaning. The competency assessed is locating information. The question is based on the text in Figure 5-4 **Error! Reference source not found.Error! Reference source not found.**. The key (option B) is a simple paraphrase of the quote from IDFA. Therefore, students do not have to go beyond simple literal comprehension.

Example 2: CR557Q07

Figure 5-8: PISA 2018 CR557Q07

This item is placed at level 3 in the proficiency scale and requires students to reflect upon the content of a text (Figure 5-6) to identify possible purposes for which the text was written. This is a global item that requires students to read and understand the whole and evaluate the statements provided as to whether they could be possible purposes. The competency, therefore, is evaluating and reflecting. The key for the item is Yes, Yes and No. In order to receive credit the student had to get all 3 answers correct.

Example 3: CR557Q12

Figure 5-9: PISA 2018 CR557Q12

This item is placed at level 5 in the proficiency scale and requires students to assimilate information across webpages. In other words, students need to integrate information across texts and evaluate whether the statements provided are facts or opinions. The competency, therefore, is evaluating and reflecting. The key for the item is Opinion, Fact, Fact, Opinion. In order to receive full credit the student had to get all 4 answers correct and for partial credit 3 of the responses had to be correct.

The items are a good representation of the items that are placed at different levels of the proficiency scale. They clearly showcase the increase in complexity that is in play as students move up the proficiency scale.

5.5.   Sample tasks (NCERT Curriculum-based competency items)

This section contains sample items aligned to the competencies of reading literacy assessed by PISA. The items are based on the NCERT curriculum for English.

All the items for the sample tasks are based on Chapter 3: Two Stories about Flying in the class X NCERT textbook, First Flight. The story on which the item is based on is provided in brackets for each item. For each PISA competency, two items are provided as examples.

As both the texts have a single (different) author, they are classified as **single-source** texts. The texts are classified as **static** as they are organized simply. Even though a source of complexity is the glossary that is provided alongside the text, the organization is still simple enough to be classified as static. Texts that contain sentences which are organized as paragraphs are classified as having a **continuous format**. As the texts are both stories, they fall under the **narrative text type.** As both texts will be read for pleasure, the context for both texts is classified as **personal.**

Q1 (His First Flight)

What did the young seagull's mother do to make him fly?

_____

_____

_____

The PISA competency required to answer the question is '**Accessing and retrieving**'. Q1 requires students to identify the incident within the text and understand that the mother tempted the hungry, young seagull with a piece of fish to dive and thus, fly.

Competency: Accessing and retrieving

Description: Retrieve details from the text

Item format: Constructed response

Context: Personal

Scoring Guide:

Full Credit

Any response that mentions the idea that the mother tempted the seagull with food and made him dive.

Sample responses:

- Made him dive for fish
- Showed fish and got him to jump

No Credit

Any other response.

Q2 (The Black Aeroplane)

What was the safest choice in the face of the storm?

_____

_____

_____

The PISA competency required to answer the question is '**Accessing and retrieving**'. Q2 requires students to understand that the word "ought" suggests the course of action that is correct.

Competency: Accessing and retrieving

Description: Literally comprehend details through simple paraphrasing

Item format: Constructed response

Context: Personal

Scoring Guide:

Full Credit

Any response that mentions the idea that the safest course of action was to go back to Paris.

Sample responses:

- He should have gone back to Paris.
- He ought to have gone back to Paris.
- The right course of action was to go back to Paris.

No Credit

Any other response.

Q3 (His First Flight)

At the very beginning, the young seagull's family tried to make him fly by

- A. scaring him.
- B. ignoring him.
- C. encouraging him.
- D. demonstrating how to fly.

The PISA competency required to answer the question is '**Understanding**'. Q3 requires students to classify the behaviour of the parents or the family and to understand the intent of their actions.

Competency: Understanding

Description: Interpret the actions of characters in a narrative

Item format: Multiple-choice question

Context: Personal

Key:

- A. scaring him.

Q4 (The Black Aeroplane)

Why did the woman in the control centre laugh at the writer?

_____

_____

_____

The PISA competency required to answer the question is '**Understanding**'. Q4 requires students to understand the reason for the character's behaviour. In this story, the woman believes there was no other plane and so she thinks either that the writer was making fun of her or that he was imagining things.

Competency: Understanding

Description: Interpret the actions of characters in a narrative

Item format: Constructed response

Context: Personal

Scoring Guide:

Full Credit

Any response that mentions the idea that she thought he was imagining things OR making fun of her.

Sample responses:

- She thought he was mad.
- She thought he was teasing her.
- She didn't think he was serious.

No Credit

Any other response.

Q5 (His First Flight)

What made the young seagull different from other birds?

_____

_____

_____

The PISA competency required to answer the question is '**Evaluation and reflecting**'. Q5 requires students to identify how the seagull is different from others based on their prior knowledge.

Competency: Evaluation and reflecting

Description: Use frames of reference from prior knowledge to identify the distinguishing feature of a main character

Item format: Constructed response

Context: Personal

Scoring Guide:

Full Credit

Any response that mentions the idea that it is unusual for seagulls to be scared of flying.

Sample responses:

- He was scared of flying.
- Other seagulls aren't scared of flying.

No Credit

Any other response.

Q6 (The Black Aeroplane)

Why does the text end with a series of questions?

_____

_____

_____

The PISA competency required to answer the question is '**Evaluation and reflecting**'. Q6 requires students to understand that the writer wants to end on a note of mystery and therefore has used a series of unanswered questions to enhance the sense of mystery.

Competency: Evaluation and reflecting

Description: Understand the intent of textual features used by the author

Item format: Constructed response

Context: Personal

Scoring Guide:

Full Credit

Any response that mentions the idea that the writer is trying to create a sense of mystery.

Sample responses:

- To show that the mystery is unsolved
- To be mysterious

No Credit

Any other response.

5.6.   Concluding remarks

In this chapter, the challenges that a traditional approach to assessment poses in a competency-based system is examined and an approach that can overcome those challenges detailed. A traditional system is reliant on marks or grades and therefore, there is insufficient focus on and information about a learner's actual level of proficiency. Hence, a system that describes a learner's knowledge, skills and understanding in a domain accurately and comprehensively to aid the teaching learning process is necessary. The use of learning progressions fits this need seamlessly.

Learning progressions, what they are and how to construct them, is then described. An example of learning progressions, the PISA proficiency scale, is then provided and discussed along with examples.

6. USING ASSESSMENT DATA IN THE TEACHING LEARNING PROCESS

The previous chapter describes a new approach to assessment that is necessary for competency-based learning to be effective. This new approach provides detailed information about learners' proficiency. Therefore, teachers can use this information to effectively target their pedagogical activities to learners' needs. It is therefore vital that teachers are able to effectively use learning progressions to understand where precisely learners are in their learning journey. Teachers need to be familiar with learning progressions and effectively translate them to pedagogical and assessment activities. Chapter 4 above addresses the teaching aspect. This chapter will examine the PISA Reading proficiency scale in detail to familiarise teachers with what a learning progression looks like in practice. PISA 2009 Reading subscales (OECD, 2010) will be used for the detailed discussion, as the PISA 2018 proficiency descriptions are not yet available publically at the subscale level.

6.1. Introduction to PISA Reading subscales

As described in the previous chapter, the PISA Reading proficiency scale is developed based on the items. The process is described as below in the PISA 2018 technical report (OECD, n.d.a, p. 11).

> Information about the items in each level is used to develop summary descriptions of the kinds of reading literacy associated with different levels of proficiency. These summary descriptions can then be used to encapsulate typical reading proficiency of students associated with each level. As a set, they describe development in reading literacy.

For a teacher, the significance lies in the fact that the descriptions are directly associated with items. Teachers can therefore use sample items to visualise what the proficiency descriptions actually describe. Typically, learning progressions are quite condensed summaries requiring interpretation and elaboration before teachers can apply them in the classroom. Therefore, the more detailed a learning progression or proficiency scale the more useful a teacher is likely to find it.

The PISA proficiency scales consist of an overall summary description for each domain and additional subscales that are developed based on dimensions described in the assessment framework. The PISA 2018 technical report (OECD, n.d.a) suggests that in addition to arising from the dimensions included in the assessment framework, subscales must be meaningful, and useful for reporting and feedback. They must also be psychometrically defensible.

For the Reading domain, two sets of subscales have been developed. The first one is based on the cognitive aspects or competencies that inform the reading domain – Locating information (access and retrieve), Understanding (integrate and interpret) and Evaluating and reflecting. The second one focuses on the form of the text presented for reading – continuous and non-continuous.

The PISA Reading subscales for the cognitive aspects, which are inherently more detailed and nuanced than the overall summary descriptions, are more appropriate for use in the classroom. In the sections below, these subscales are examined in detail. Factors that drive complexity are first identified to help teachers understand what drives complexity in these descriptions. Then, a few examples have been provided to help illustrate the difference in complexity between proficiency levels. The limitation in providing examples is the number of sample items from the PISA assessment that are released by In practice, teachers are expected to be able to place their students at different levels of these proficiency scales based on assessment items that are used in

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the classroom. The descriptions provided here will help describe student proficiency and thus, drive competency-based learning.

6.2. PISA 2009 Reading subscales – cognitive aspects

In this section, the subscale based on cognitive aspects will be reviewed. As described above, a subscale with proficiency descriptions has been created for each cognitive aspect or competency.

6.2.1. PISA 2009 Reading access and retrieve subscale

Items that fall under this competency require readers to identify and cull out specific pieces of information. Some items can be relatively simple, requiring students to pick out information that is easily identifiable in the text. These items may only require students to match words that are directly and explicitly provided. The information may be prominent and therefore, easy to identify. Other items can require identifying multiple pieces of information and may require knowledge of the format or other features of the text.

Another factor that can contribute to the complexity of the task is whether a literal or a synonymous match is required. As items increase in complexity, distinguishing between closely competing pieces of information or classification into categories to identify specific pieces of information may be required.

The proficiency descriptions for various levels for this cognitive aspect are provided below.

Table 6-1: PISA 2009 Reading access and retrieve sub-scale

Level	Description	Example
6	Combine multiple pieces of independent information, from different parts of a mixed text, in an accurate and precise sequence, working in an unfamiliar context.	
5	Locate and possibly combine multiple pieces of deeply embedded information, some of which may be outside the main body of the text. Deal with strongly distracting competing information.	
4	Locate several pieces of embedded information, each of which may need to meet multiple criteria, in a text with unfamiliar context or form. Possibly combine verbal and graphical information. Deal with extensive and/or prominent competing information.	Example 2 - Balloon –Question 3.2 (full credit)
3	Locate several pieces of information, each of which may need to meet multiple criteria. Combine pieces of information within a text. Deal with competing information.	
2	Locate one or more pieces of information, each of which may need to meet multiple criteria. Deal with some competing information.	Example 2 - Balloon –Question 3.2 (partial credit)
1a	Locate one or more independent pieces of explicitly stated information meeting a single criterion, by making a literal or synonymous match. The target information may not be prominent in the text but there is little or no competing information.	
1b	Locate a single piece of explicitly stated information in a prominent position in a simple text, by making a literal or synonymous match, where there is no competing information. May make simple connections between adjacent pieces of information.	Example 1 - Brushing Your Teeth – Question 3

The factors described above are clearly integral in determining the complexity of an item and thus, placing it in the proficiency scale. At the lower levels, especially levels 1a and 1b, readers only need to select details that meet a single criterion with almost no competing information. Complexity is initially increased by increasing the number of criteria a piece of information needs to meet and the amount of competing information.

As proficiency increases, readers are able to locate multiple pieces of information and distinguish between information that are very similar but don't meet the same criteria. At the highest levels, readers are able to deal with unfamiliar contexts and retrieve information that is deeply embedded in texts and combine different pieces of such information.

Sample items are discussed below.[3]

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[3] All sample items, proficiency descriptions and discussions about items in this chapter are sourced from PISA 2009 Results: What Students Know and Can Do – Volume I (OECD, 2010) retrieved from https://www.oecd.org/pisa/pisaproducts/4885254Apdf.
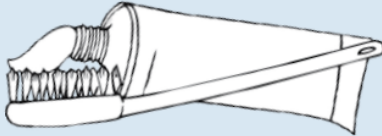
Example 1

Figure 6-1: PISA 2009 Reading Example 1 (access and retrieve)

BRUSHING YOUR TEETH

Do our teeth become cleaner and cleaner the longer and harder we brush them?

British researchers say no. They have actually tried out many different alternatives, and ended up with the perfect way to brush your teeth. A two minute brush, without brushing too hard, gives the best result. If you brush hard, you harm your tooth enamel and your gums without loosening food remnants or plaque.

Bente Hansen, an expert on tooth brushing, says that it is a good idea to hold the toothbrush the way you hold a pen. "Start in one corner and brush your way along the whole row," she says. "Don't forget your tongue either! It can actually contain loads of bacteria that may cause bad breath."

"Brushing your Teeth" is an article from a Norwegian magazine.

Use "Brushing Your Teeth" above to answer the questions that follow.

1b	**98.0% of students across the OECD can perform tasks at least at Level 1b**	Locate a single piece of explicitly stated information in a prominent position in a simple text, by making a literal or synonymous match, where there is no competing information. May make simple connections between adjacent pieces of information.

Why should you brush your tongue, according to Bente Hansen?

....

....

Scoring

Full Credit: Refers either to the <u>bacteria</u> OR <u>getting rid of bad breath</u>, OR <u>both</u>. Response may paraphrase or quote directly from the text.

- To get rid of bacteria.
- Your tongue can contain bacteria.
- Bacteria.
- Because you can avoid bad breath.
- Bad breath.
- To remove bacteria and therefore stop you from having bad breath. *[both]*
- It can actually contain loads of bacteria that may cause bad breath. *[both]*
- Bacteria can cause bad breath.

Discussion

The wording of the question provides two terms that can be used literally to find the relevant section of the text: "Bente Hansen" and "tongue". Moreover, the term "Bente Hansen" occurs in a prominent position at the very beginning of the last paragraph. In the same paragraph the term "tongue" occurs, giving an even more precise clue for locating the exact place in which the required information is to be found. Each of these terms occurs only once in the text, so the reader does not need to deal with any competing information when matching the question to the relevant part of the text.

With a difficulty located in the lowest described level, Level 1b, this is one of the easiest questions in the PISA 2009 reading assessment. It does nevertheless require a low level of inference, since the reader has to understand that "it" in the last sentence refers to "your tongue". A further element that might be expected to contribute to difficulty is that the focus of the question is relatively abstract: the reader is asked to identify a cause ("Why?"). Mitigating this potential difficulty, however, is the fact that the word "cause" is explicitly used in the text ("that may cause bad breath"), providing a clear pointer to the required answer, so long as the reader infers the semantic relationship between "why" and "cause". It is worth noting that tasks at this lowest described level of PISA reading still demand some reading skill beyond mere decoding. It follows that students described as performing at Level 1b have demonstrated that they can read with a degree of understanding, in a manner consistent with the PISA definition of reading.

Example 2

Figure 6-2: PISA 2009 Reading Example 2 (access and retrieve)

2	80.4% of students across the OECD can perform tasks at least at Level 2	Locate one or more pieces of information, each of which may need to meet multiple criteria. Deal with some competing information.
4	30.4% of students across the OECD can perform tasks at least at Level 4	Locate several pieces of embedded information, each of which may need to meet multiple criteria, in a text with unfamiliar context or form. Possibly combine verbal and graphical information. Deal with extensive and/or prominent competing information.

Vijaypat Singhania used technologies found in two other types of transport. Which types of transport?

1. ....

2. ....

Scoring

Full Credit: Refers to BOTH airplanes AND spacecraft (in either order, can include both answers on one line). For example:

- 1. Aircraft
  2. Spacecraft
- 1. Airplanes
  2. Space ships
- 1. Air travel
  2. Space travel
- 1. Planes
  2. Space rockets
- 1. Jets
  2. Rockets

Partial Credit: Refers to EITHER airplanes OR spacecraft. For example:

- Spacecraft
- Space travel
- Space rockets
- Rockets
- Aircraft
- Airplanes
- Air travel
- Jets

Discussion

In this task full credit is given for responses that lists the two required types of transport, and partial credit is given to responses that listed one type. The scoring rules reproduced above demonstrate that credit is available for several different paraphrases of the terms "airplanes" and "spacecraft".

The partial credit score is located in the upper half of Level 2 while the full credit score is located at Level 4, illustrating the fact that access and retrieve questions can create a significant challenge. The difficulty of the task is particularly influenced by a number of features of the text. The layout, with several different kinds of graphs and multiple captions, is quite a common type of non-continuous presentation often seen in magazines and modern textbooks, but because it does not have a conventional ordered structure (unlike, for example, a table or graph), finding specific pieces of discrete information is relatively inefficient. Captions ("Fabric", "Record height",

and so on) give some support to the reader in navigating the text, but the information specific required for this task does not have a caption, so that readers have to generate their own categorisation of the relevant information as they search. Having once found the required information, inconspicuously located at the bottom left-hand corner of the diagram, the reader needs to recognise that the "aluminium construction, like airplanes" and the "space suit" are associated with categories of transport. In order to obtain credit for this question, the response needs to refer to a form or forms of transport, rather than simply transcribing an approximate section of text. Thus "space travel" is credited, but "space suit" is not. A significant piece of competing information in the text constitutes a further difficulty: many students referred to a "jumbo jet" in their answer. Although "air travel" or "airplane" or "jet" is given credit, "jumbo jet" is deemed to refer specifically to the image and caption on the right of the diagram. This answer is not given credit as the jumbo jet in the illustration is not included in the material with reference to technology used for Singhania's balloon.

6.2.2.   PISA 2009 Reading integrate and interpret subscale

This competency requires readers to create meaning from the text. They need to understand and identify the relationships between pieces of information. The relationships may be explicit or implicit and may require readers to draw inferences. The different types of relationships that readers need to identify include

- Problem and solution
- Cause and effect
- Compare and contrast
- Equivalency
- Whole and part
- Category and example

Factors that determine complexity include the number of pieces of information to be linked, their proximity to each other (the farther apart they are and the more the number of intervening pieces of information, the more complex) and whether the relationship is explicit (less complex) or implicit (more complex). Additional factors that could increase complexity are familiarity of the context and verbal complexity.

The proficiency descriptions for various levels for this cognitive aspect are provided below.

Table 6-2: PISA 2009 Reading integrate and interpret subscale

Level	Description	Example
6	Make multiple inferences, comparisons and contrasts that are both detailed and precise. Demonstrate a full and detailed understanding of the whole text or specific sections. May involve integrating information from more than one text. Deal with unfamiliar abstract ideas, in the presence of prominent competing information. Generate abstract categories for interpretations.	Example 5 - The Play's The Thing – Question 3
5	Demonstrate a full and detailed understanding of a text. Construe the meaning of nuanced language. Apply criteria to examples scattered through a text, using high level inference. Generate categories to describe relationships between parts of a text. Deal with ideas that are contrary to expectations.	

Level	Description	Example
4	Use text-based inferences to understand and apply categories in an unfamiliar context, and to construe the meaning of a section of text by taking into account the text as a whole. Deal with ambiguities and ideas that are negatively worded.	Example 4 - The Play's The Thing – Question 7
3	Integrate several parts of a text in order to identify the main idea, understand a relationship or construe the meaning of a word or phrase. Compare, contrast or categorise taking many criteria into account. Deal with competing information.	
2	Identify the main idea in a text, understand relationships, form or apply simple categories, or construe meaning within a limited part of the text when the information is not prominent and low-level inferences are required.	Example 3 - The Play's The Thing – Question 4
1a	Recognise the main theme or author's purpose in a text about a familiar topic, when the required information in the text is prominent.	
1b	Either recognise a simple idea that is reinforced several times in the text (possibly with picture cues), or interpret a phrase, in a short text on a familiar topic.	

Readers with basic proficiency identify relationships in limited parts of the text and that are quite explicit, especially in texts on familiar topics. They are gradually beginning to identify basic relationships and draw simple inferences. As readers' proficiency develops, they are able to integrate information across multiple parts of the text, even the entire text and can deal with multiple criteria. They are now able to handle unfamiliar contexts and some more complex relationships, including ambiguities in the information. By the highest levels, readers are able to demonstrate the ability to handle complex relationships between pieces of information that may require detailed understanding of texts on unfamiliar topic or even multiple text. By this level, readers show clear understanding of implicit relationships and abstract categories.

All the sample items used to illustrate the descriptions from this subscale are from the text below.

Figure 6-3: PISA 2009 Reading Sample Text

THE PLAY'S THE THING

Takes place in a castle by the beach in Italy.

FIRST ACT

Ornate guest room in a very nice beachside castle. Doors on the right and left. Sitting
5 *room set in the middle of the stage: couch, table, and two armchairs. Large windows at the back. Starry night. It is dark on the stage. When the curtain goes up we hear men conversing loudly behind the door on the left.*
10 *The door opens and three tuxedoed gentlemen enter. One turns the light on immediately. They walk to the centre in silence and stand around the table. They sit down together, Gál in the armchair to the left, Turai in the one on*
15 *the right, Ádám on the couch in the middle. Very long, almost awkward silence. Comfortable stretches. Silence. Then:*

GÁL
Why are you so deep in thought?

20 **TURAI**
I'm thinking about how difficult it is to begin a play. To introduce all the principal characters in the beginning, when it all starts.

ÁDÁM
25 I suppose it must be hard.

TURAI
It is – devilishly hard. The play starts. The audience goes quiet. The actors enter the stage and the torment begins. It's an eternity,
30 sometimes as much as a quarter of an hour before the audience finds out who's who and what they are all up to.

GÁL
Quite a peculiar brain you've got. Can't you
35 forget your profession for a single minute?

TURAI
That cannot be done.

GÁL
Not half an hour passes without you
40 discussing theatre, actors, plays. There are other things in this world.

TURAI
There aren't. I am a dramatist. That is my curse.

45 **GÁL**
You shouldn't become such a slave to your profession.

TURAI
If you do not master it, you are its slave.
50 There is no middle ground. Trust me, it's no joke starting a play well. It is one of the toughest problems of stage mechanics. Introducing your characters promptly. Let's look at this scene here, the three of
55 us. Three gentlemen in tuxedoes. Say they enter not this room in this lordly castle, but rather a stage, just when a play begins. They would have to chat about a whole lot of uninteresting topics until it came out

60 who we are. Wouldn't it be much easier to start all this by standing up and introducing ourselves? Stands up. Good evening. The three of us are guests in this castle. We have just arrived from the
65 dining room where we had an excellent dinner and drank two bottles of champagne. My name is Sándor TURAI, I'm a playwright, I've been writing plays for thirty years, that's my profession. Full stop.
70 Your turn.

GÁL
Stands up. My name is GÁL, I'm also a playwright. I write plays as well, all of them in the company of this gentleman
75 here. We are a famous playwright duo. All playbills of good comedies and operettas read: written by GÁL and TURAI. Naturally, this is my profession as well.

GÁL and TURAI
80 *Together.* And this young man …

ÁDÁM
Stands up. This young man is, if you allow me, Albert ÁDÁM, twenty-five years old, composer. I wrote the music for these kind
85 gentlemen for their latest operetta. This is my first work for the stage. These two elderly angels have discovered me and now, with their help, I'd like to become famous. They got me invited to this castle. They got
90 my dress-coat and tuxedo made. In other words, I am poor and unknown, for now. Other than that I'm an orphan and my grandmother raised me. My grandmother has passed away. I am all alone in this world. I
95 have no name, I have no money.

TURAI
But you are young.

GÁL
And gifted.

100 **ÁDÁM**
And I am in love with the soloist.

TURAI
You shouldn't have added that. Everyone in the audience would figure that out anyway.

105 *They all sit down.*

TURAI
Now wouldn't this be the easiest way to start a play?

GÁL
110 If we were allowed to do this, it would be easy to write plays.

TURAI
Trust me, it's not that hard. Just think of this whole thing as …

115 **GÁL**
All right, all right, all right, just don't start talking about the theatre again. I'm fed up with it. We'll talk tomorrow, if you wish.

"The Play's the Thing" is the beginning of a play by the Hungarian dramatist Ferenc Molnár.

Example 3

Figure 6-4: Example 3 PISA 2009 Reading integrate and interpret subscale

"It's an eternity, sometimes as much as a quarter of an hour … " (lines 29-30)
According to Turai, why is a quarter of an hour "an eternity"?
A. It is a long time to expect an audience to sit still in a crowded theatre.
B. It seems to take forever for the situation to be clarified at the beginning of a play.
C. It always seems to take a long time for a dramatist to write the beginning of a play.
D. It seems that time moves slowly when a significant event is happening in a play.

Scoring
Full Credit: B. It seems to take forever for the situation to be clarified at the beginning of a play.

2	80.7% of students across the OECD can perform tasks at least at Level 2	Identify the main idea in a text, understand relationships, form or apply simple categories, or construe meaning within a limited part of the text when the information is not prominent and low-level inferences are required.

Discussion

The stem of this task directs the reader to the relevant section in the play, even quoting the lines, thus relieving the reader of any challenge in figuring out where the necessary information is to be found. Nevertheless, the reader needs to understand the context in which the line is uttered in order to respond successfully. In fact, the implication of "It seems to take forever for the situation to be clarified at the beginning of a play" underpins much of the rest of this extract, which enacts the solution of characters explicitly introducing themselves at the beginning of a play instead of waiting for the action to reveal who they are. Insofar as the utterance that is quoted in the stem prompts most of the rest of this extract, repetition and emphasis support the reader in integrating and interpreting the quotation.

Example 4

Figure 6-5: Example 4 PISA 2009 Reading (integrate and interpret)

Overall, what is the dramatist Molnár doing in this extract?
A. He is showing the way that each character will solve his own problems.
B. He is making his characters demonstrate what an eternity in a play is like.
C. He is giving an example of a typical and traditional opening scene for a play.
D. He is using the characters to act out one of his own creative problems.

Scoring
Full Credit: D. He is using the characters to act out one of his own creative problems.

4	28.4% of students across the OECD can perform tasks at least at Level 4	Use text-based inferences to understand and apply categories in an unfamiliar context, and to construe the meaning of a section of text by taking into account the text as a whole. Deal with ambiguities and ideas that are negatively worded.

Discussion

In this task the reader is asked to take a global perspective, form a broad understanding by integrating and interpreting the implications of the dialogue across the text. The task involves recognising the conceptual theme of a section of a play, where the theme is literary and abstract. This relatively unfamiliar territory for most 15-year-olds is likely to constitute the difficulty of the task, which is

Example 5

Figure 6-6: PISA 2009 Reading (integrate and interpret)

What were the characters in the play doing **just before** the curtain went up?

....

Scoring

Full Credit: Refers to <u>dinner</u> or <u>drinking champagne</u>. May paraphrase or quote the text directly.

- They have just had dinner and champagne.
- "We have just arrived from the dining room where we had an excellent dinner." *[direct quotation]*
- "An excellent dinner and drank two bottles of champagne." *[direct quotation]*
- Dinner and drinks.
- Dinner.
- Drank champagne.
- Had dinner and drank.
- They were in the dining room.

6	1.1% of students across the OECD can perform tasks at Level 6	Make multiple inferences, comparisons and contrasts that are both detailed and precise. Demonstrate a full and detailed understanding of the whole text or specific sections. May involve integrating information from more than one text. Deal with unfamiliar abstract ideas, in the presence of prominent competing information. Generate abstract categories for interpretations.

Discussion

The text is long by PISA standards. The setting ("a castle by the beach in Italy") is likely to be exotic to many, and the situation is only revealed gradually through the dialogue itself. While individual pieces of vocabulary are not particularly difficult, and the tone is often chatty, the register of the language is a little mannered. Perhaps most importantly a level of unfamiliarity is introduced by the abstract theme of the discussion: a sophisticated conversation between characters about the relationship between life and art, and the challenges of writing for the theatre.

The cognitive demand of this task in particular is also attributable to the high level of interpretation required to define the meaning of the question's terms, in relation to the text. The reader needs to be alert to the distinction between characters and actors. The question refers to what the characters (not the actors) were doing "just before the curtain went up". This is potentially confusing since it requires recognition of a shift between the real world of a stage in a theatre, which has a curtain, and the imaginary world of Gal, Turai and Adam, who were in the dining room having dinner just before they entered the guest room (the stage setting). A question that assesses students' capacity to distinguish between real and fictional worlds seems

particularly appropriate in relation to a text whose theme is about just that, so that the complexity of the question is aligned with the content of the text.

A further level of the task's difficulty is introduced by the fact that the required information is in an unexpected location. The question refers to the action "before the curtain went up", which would typically lead one to search at the opening of the scene, the beginning of the extract. On the contrary, the information is actually found about halfway through the extract, when Turai reveals that he and his friends "have just arrived from the dining room". While the scoring for the question shows that several kinds of response are acceptable, to be given full credit readers must demonstrate that they have found this inconspicuous piece of information.

6.2.3.   PISA 2009 Reading reflect and evaluate subscale

This competency requires students to make judgements about the text drawing on information, ideas or values external to the text (evaluating) or relating their prior knowledge or their own experience to information in the text (reflecting). Readers need to develop mental models of the text or parts of the text and examine them through the lens of knowledge they bring to the reading experience. The PISA 2009 technical report (OECD, 2010, p. 43) describes this cognitive aspect as

> Reflecting on and evaluating the form of a text requires readers to stand apart from the text, consider it objectively and evaluate its quality and appropriateness.

Proficiency in this competency requires not just a nuanced understanding of the text but also an understanding of text structure and other textual features.

Complexity in this aspect comes from the amount of information to be considered to make judgements, their explicitness, and the number of criteria to be used for judgement. The familiarity of the type of text and its theme can also play a major role, as the quantity and quality of prior knowledge will depend upon familiarity. Some of the most difficult items could even require students to generate their own standards to judge plausibility and relevance.

The proficiency descriptions for various levels for this cognitive aspect are provided below.

Figure 6-7: PISA 2009 Reading reflect and evaluate subscale

Level	Description	Example
6	Hypothesise about or critically evaluate a complex text on an unfamiliar topic, taking into account multiple criteria or perspectives, and applying sophisticated understandings from beyond the text. Generate categories for evaluating text features in terms of appropriateness for an audience.	
5	Hypothesise about a text, drawing on specialised knowledge, and on deep understanding of long or complex texts that contain ideas contrary to expectations. Critically analyse and evaluate potential or real inconsistencies, either within the text or between the text and ideas outside the text.	
4	Use formal or public knowledge to hypothesise about or critically evaluate a text. Show accurate understanding of long or complex texts.	Example 8 - Mobile Phone Safety – Question 11

Level	Description	Example
3	Make connections or comparisons, give explanations, or evaluate a feature of a text. Demonstrate a detailed understanding of the text in relation to familiar, everyday knowledge, or draw on less common knowledge.	Example 7 - Telecommuting – Question 7
2	Make a comparison or connections between the text and outside knowledge, or explain a feature of the text by drawing on personal experience or attitudes.	
1a	Make a simple connection between information in the text and common, everyday knowledge.	Example 6 - Blood Donation Notice – Question 9
1b	There are no questions at this level in the existing reading question pool.	

At basic levels of proficiency, readers can only use very commonly known pieces of knowledge to make connections with text. As levels of proficiency increase, readers start showing the ability to draw on less common knowledge and start making basic judgements. At these levels, readers only show understanding of parts of texts or shorter, simpler texts. At higher levels, increasingly complex models of texts are built that show understanding of longer and more complex texts. Readers are also able to make use of more formal pieces of knowledge to evaluate texts. At the highest levels, specialised knowledge is drawn upon and potential inconsistencies are identified. The purpose of particular ways of presenting information is understood and explained by readers. By this stage readers show deep understanding of texts and critically analyse even texts on unfamiliar themes.

Some sample items that help to illustrate the descriptions in the subscale are provided below.

Example 6

Figure 6-8: Example 6 PISA 2009 Reading (reflect and evaluate)

BLOOD DONATION

Blood donation is essential.

There is no product that can fully substitute for human blood. Blood donation is thus irreplaceable and essential to save lives.

In France, each year, 500,000 patients benefit from a blood transfusion.

The instruments for taking the blood are sterile and single-use (syringe, tubes, bags).

There is no risk in giving your blood.

Blood donation

It is the best-known kind of donation, and takes from 45 minutes to 1 hour.

A 450-ml bag is taken as well as some small samples on which tests and checks will be done.
  – A man can give his blood five times a year, a woman three times.
  – Donors can be from 18 to 65 years old.

An 8-week interval is compulsory between each donation.

"Blood Donation Notice" on the previous page is from a French website.

Use "Blood Donation Notice" to answer the questions that follow.

The text says: "The instruments for taking the blood are sterile and single-use ... "

Why does the text include this information?

A. To reassure you that blood donation is safe.

B. To emphasise that blood donation is essential.

C. To explain the uses of your blood.

D. To give details of the tests and checks.

Scoring

QUESTION INTENT:

Reflect and evaluate: Reflect on and evaluate the content of a text.

Recognise the persuasive purpose of a phrase in an advertisement.

Full Credit: A. To reassure you that blood donation is safe.

1a	93.5% of students across the OECD can perform tasks at least at Level 1a	Make a simple connection between information in the text and common, everyday knowledge.

Discussion

To gain credit for this task, students must recognise the persuasive purpose of part of an advertisement. The task is classified as reflect and evaluate because students need to consider the wider context of what appears to be a simple statement of fact in order to recognise the underlying purpose for its inclusion.

The relative easiness of this task, which is located in the lower half of Level 1a, can be attributed to the brevity of the text and also to the fact that it deals with an everyday topic. Another characteristic of relatively easy questions exemplified here is that they typically draw on information that is consistent with common preconceptions: there is nothing contrary to expectations in the notion that people are encouraged to donate blood and reassured that donation involves no risk. Although the persuasive intent of this text is not stated explicitly in the words of the blood donation notice, the idea that it is encouraging people to donate blood and reassuring them about the safety of blood donation can be inferred from several statements. The text begins with "Blood donation is essential", a notion that is repeated and elaborated in the second paragraph ("irreplaceable and essential"). The text also refers to the absence of risk immediately after the section of text in focus in this task, though the logical connection between the two paragraphs – evidence: conclusion – must be inferred.

Example 7

Figure 6-9: Example 7 PISA 2009 Reading (reflect and evaluate)

TELECOMMUTING

The way of the future

Just imagine how wonderful it would be to "telecommute"[1] to work on the electronic highway, with all your work done on a computer or by phone! No longer would you have to jam your body into crowded buses or trains or waste hours and hours travelling to and from work. You could work wherever you want to – just think of all the job opportunities this would open up!

Molly

Disaster in the making

Cutting down on commuting hours and reducing the energy consumption involved is obviously a good idea. But such a goal should be accomplished by improving public transportation or by ensuring that workplaces are located near where people live. The ambitious idea that telecommuting should be part of everyone's way of life will only lead people to become more and more self-absorbed. Do we really want our sense of being part of a community to deteriorate even further?

Richard

---

1. "Telecommuting" is a term coined by Jack Nilles in the early 1970s to describe a situation in which workers work on a computer away from a central office (for example, at home) and transmit data and documents to the central office via telephone lines.

Use "Telecommuting" above to answer the questions that follow.

Scoring

QUESTION INTENT:

Reflect and evaluate: Reflect on and evaluate the content of a text

Use prior knowledge to generate an example that fits a category described in a text

Full Credit: <u>Identifies a kind of work</u> and gives a <u>plausible explanation as to why a person who does that kind of work could not telecommute</u>. Responses MUST indicate (explicitly or implicitly) that it is necessary to be physically present for the specific work.

- Building. It's hard to work with the wood and bricks from just anywhere.
- Sportsperson. You need to really be there to play the sport.
- Plumber. You can't fix someone else's sink from your home!
- Digging ditches because you need to be there.
- Nursing – it's hard to check if patients are ok over the Internet.

3	57.7% of students across the OECD can perform tasks at least at Level 3	Make connections or comparisons, give explanations, or evaluate a feature of a text. Demonstrate a detailed understanding of the text in relation to familiar, everyday knowledge, or draw on less common knowledge.

Discussion

This question requires students to generate an example (a profession) that fits a given category. The textual information required for this question is found in the footnote definition of telecommuting.

To provide an example of a job in which telecommuting would be difficult, students must link their comprehension of the text (the definition of telecommuting) with outside knowledge, since no specific profession is mentioned in the text. This question is therefore classified as reflect and evaluate, with the sub-category reflect on and evaluate the content of a text.

In order to gain credit for this question, students needed to give an example and to justify why their example fitted the given category, and the explanation needed to refer either explicitly or implicitly to the fact that the worker would need to be physically present in order to perform their job. Although the range of responses eligible for full credit was very wide, many students failed to gain credit because they did not provide an explanation at all, or they gave an explanation that did not show that they understood that the job they listed would require the worker's physical presence. An example of the latter is, "Digging ditches because it would be hard work." Compare this with the credited response, "Digging ditches because you need to be there."

Example 8

Figure 6-10: Example 8 PISA 2009 Reading (reflect and evaluate)

MOBILE PHONE SAFETY

Are mobile phones dangerous?

Key points
- Conflicting reports about the health risks of mobile phones appeared in the late 1990s.
- Millions of pounds have now been invested in scientific research to investigate the effects of mobile phones.

Yes	No
1. Radio waves given off by mobile phones can heat up body tissue, having damaging effects.	Radio waves are not powerful enough to cause heat damage to the body.
2. Magnetic fields created by mobile phones can affect the way that your body cells work.	The magnetic fields are incredibly weak, and so unlikely to affect cells in our body.
3. People who make long mobile phone calls sometimes complain of fatigue, headaches, and loss of concentration.	These effects have never been observed under laboratory conditions and may be due to other factors in modern lifestyles.
4. Mobile phone users are 2.5 times more likely to develop cancer in areas of the brain adjacent to their phone ears.	Researchers admit it's unclear this increase is linked to using mobile phones.
5. The International Agency for Research on Cancer found a link between childhood cancer and power lines. Like mobile phones, power lines also emit radiation.	The radiation produced by power lines is a different kind of radiation, with much more energy than that coming from mobile phones.
6. Radio frequency waves similar to those in mobile phones altered the gene expression in nematode worms.	Worms are not humans, so there is no guarantee that our brain cells will react in the same way.

If you use a mobile phone …

Key points
- Given the immense numbers of mobile phone users, even small adverse effects on health could have major public health implications.
- In 2000, the Stewart Report (a British report) found no known health problems caused by mobile phones, but advised caution, especially among the young, until more research was carried out. A further report in 2004 backed this up.

Do	Don't
Keep the calls short.	Don't use your mobile phone when the reception is weak, as the phone needs more power to communicate with the base station, and so the radio-wave emissions are higher.
Carry the mobile phone away from your body when it is on standby.	Don't buy a mobile phone with a high "SAR" value[1]. This means that it emits more radiation.
Buy a mobile phone with a long "talk time". It is more efficient, and has less powerful emissions.	Don't buy protective gadgets unless they have been independently tested.

1. SAR (specific absorption rate) is a measurement of how much electromagnetic radiation is absorbed by body tissue whilst using a mobile phone.

"It is difficult to prove that one thing has definitely caused another."
What is the relationship of this piece of information to the Point 4 **Yes** and **No** statements in the table **Are mobile phones dangerous?**

A. It supports the Yes argument but does not prove it.
B. It proves the Yes argument.
C. It supports the No argument but does not prove it.
D. It shows that the No argument is wrong.

Scoring
Full Credit: C. It supports the No argument but does not prove it.

4	29.5% of students across the OECD can perform tasks at least at Level 4	Use formal or public knowledge to hypothesise about or critically evaluate a text. Show accurate understanding of long or complex texts.

Discussion

This task requires the reader to recognise the relationship between a generalised statement external to the text and a pair of statements in a table. It is classified as reflect and evaluate in terms of aspect because of this external reference point.

The degree of difficulty is influenced by a number of factors. First, the stem statement uses abstract terminology ("It is difficult to prove that one thing has definitely caused another"). Secondly – a relatively straightforward part of the task – the reader needs to work out which of the two tables is relevant to this task (the first one) and which point to look at (Point 4). Thirdly, the reader needs to assimilate the structure of the relevant table: namely, that it presents opposing statements in its two columns; as we have already noted, contrary ideas are intrinsically more difficult to deal with than complementary ones. Then, the reader needs to discern precisely how the NO statement challenges the YES statement in a particular instance. Finally, logical relationship between the YES and NO statements in Point 4 must be matched, again at an abstracted level, with one of the options presented in the multiple-choice format of the task.

6.3.   Concluding remarks

If teachers are to effectively implement a competency-based learning system, they need to be able to identify learners' proficiency levels and then implement pedagogical strategies and activities to help learners progress. Therefore, a new approach to assessment has been described in the previous chapter to help teachers identify the level of proficiency of learners. This approach requires the use of learning progressions. In this chapter, this approach has been taken forward and a learning progression for reading (PISA 2009 Reading proficiency scale) has been examined in detail. It is expected that teachers can use this detailed learning progression to identify the proficiency level of their students and use the strategies described earlier in the framework to help them progress in the domain.

7. CHAPTER-WISE MAPPING OF NCERT LEARNING OUTCOMES TO PISA COMPETENCIES AND PEDAGOGIC STRATEGIES

This chapter contains the mapping of the NCERT learning outcomes for Grades 6 to 10 to PISA competencies and pedagogic strategies. For each grade, the learning outcomes for reading are mapped to one or more of the reading literacy competencies assessed by PISA, followed by a chapter-wise mapping to the competencies based on the outcomes that are covered in each chapter. In the latter section, the learning outcomes for reading for Grades 6 to 10 are mapped to one or more of the pedagogic strategies described in Chapter 4.

7.1. Chapter-wise mapping of learning outcomes to PISA competencies

7.1.1. Grade 6

Table 7-1: Mapping of NCERT learning outcomes to PISA competencies for Grade 6

Strand	Learning Outcome	L.O code	PISA competency		
			Locate information	**Understand**	**Evaluate and reflect**
Reading	reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences	ELO6.RC.01	Yes	Yes	Yes
Reading	reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.	ELO6.RC.02	Yes	Yes	No
Reading	responds to a variety of questions on familiar and unfamiliar texts verbally and in writing	ELO6.RC.03	Yes	Yes	Yes
Reading	uses synonyms, antonyms, appropriately deduces word meanings from clues in context while reading a variety of texts	ELO6.RC.04	Yes	Yes	No

Table 7-2: Chapter-wise mapping of learning outcomes for Grade 6

NCERT Textbook	Chapter No.	ELO6.RC.01	ELO6.RC.02	ELO6.RC.03	ELO6.RC.04
Honeysuckle	1	Y	N	Y	Y
Honeysuckle	2	Y	N	Y	Y
Honeysuckle	3	Y	N	Y	Y
Honeysuckle	4	Y	Y	Y	Y
Honeysuckle	5	Y	N	Y	Y
Honeysuckle	6	Y	Y	Y	Y
Honeysuckle	7	Y	N	Y	Y
Honeysuckle	8	Y	N	Y	Y
Honeysuckle	9	Y	N	Y	Y
Honeysuckle	10	Y	N	Y	Y
A Pact with the Sun	1	Y	N	Y	Y
A Pact with the Sun	2	Y	N	Y	Y
A Pact with the Sun	3	Y	N	Y	Y
A Pact with the Sun	4	Y	N	Y	Y
A Pact with the Sun	5	Y	N	Y	Y
A Pact with the Sun	6	Y	N	Y	Y
A Pact with the Sun	7	Y	N	Y	Y
A Pact with the Sun	8	Y	N	Y	Y
A Pact with the Sun	9	Y	N	Y	Y
A Pact with the Sun	10	Y	N	Y	Y

7.1.2. Grade 7

Table 7-3: Mapping of NCERT learning outcomes to PISA competencies for Grade 7

Strand	Learning Outcome	L.O code	PISA competency		
			Locate information	**Understand**	**Evaluate and reflect**
Reading	answers questions orally and in writing on a variety of texts	ELO7.RC.01	Yes	Yes	Yes
Reading	asks and responds to questions based on texts (from books or other resources) and out of curiosity	ELO7.RC.02	Yes	Yes	Yes
Reading	reads textual/non-textual materials in English/Braille with comprehension	ELO7.RC.03	Yes	Yes	No
Reading	identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material	ELO7.RC.04	Yes	Yes	No
Reading	thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	ELO7.RC.05	No	Yes	Yes
Reading	reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.	ELO7.RC.06	Yes	Yes	No
Reading	infers the meaning of unfamiliar words by reading them in context	ELO7.RC.07	No	Yes	No

Reading	Reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. (extensive reading)	ELO7.RC.08	No	Yes	No

Table 7-4: Chapter-wise mapping of learning outcomes for Grade 7

NCERT Textbook	Chapter No.	ELO7. RC.01	ELO7. RC.02	ELO7. RC.03	ELO7. RC.04	ELO7. RC.05	ELO7. RC.06	ELO7. RC.07	ELO7. RC.08
Honeycomb	1	Y	Y	Y	Y	Y	N	Y	Y
Honeycomb	2	Y	Y	Y	Y	Y	N	Y	Y
Honeycomb	3	Y	Y	Y	Y	Y	N	Y	Y
Honeycomb	4	Y	Y	Y	Y	Y	N	Y	Y
Honeycomb	5	Y	Y	Y	Y	Y	N	Y	Y
Honeycomb	6	Y	Y	Y	Y	Y	N	Y	Y
Honeycomb	7	Y	Y	Y	Y	Y	N	Y	Y
Honeycomb	8	Y	Y	Y	Y	Y	N	Y	Y
Honeycomb	9	Y	Y	Y	Y	Y	N	Y	Y
Honeycomb	10	Y	Y	Y	Y	Y	N	Y	Y
An Alien Hand	1	Y	Y	Y	Y	Y	N	Y	Y
An Alien Hand	2	Y	Y	Y	Y	Y	N	Y	Y
An Alien Hand	3	Y	Y	Y	Y	Y	N	Y	Y
An Alien Hand	4	Y	Y	Y	Y	Y	N	Y	Y
An Alien Hand	5	Y	Y	Y	Y	Y	N	Y	Y
An Alien Hand	6	Y	Y	Y	Y	Y	N	Y	Y
An Alien Hand	7	Y	Y	Y	Y	Y	N	Y	Y
An Alien Hand	8	Y	Y	Y	Y	Y	N	Y	Y

An Alien Hand	9	Y	Y	Y	Y	Y	N	Y	Y
An Alien Hand	10	Y	Y	Y	Y	Y	N	Y	Y

7.1.3. Grade 8

Table 7-5: Mapping of NCERT learning outcomes to PISA competencies for Grade 8

Strand	Learning Outcome	L.O code	PISA competency		
			Locate information	Understand	Evaluate and reflect
Reading	reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them	ELOARC.01	No	Yes	Yes
Reading	asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	ELOARC.02	Yes	Yes	Yes
Reading	interprets quotations, sayings and proverbs	ELOARC.03	No	Yes	No
Reading	reads textual/non-textual materials in English/Braille with comprehension	ELOARC.04	Yes	Yes	No
Reading	identifies details, characters, main idea and sequence of ideas and events while reading	ELOARC.05	Yes	Yes	No
Reading	reads, compares, contrasts, thinks critically and relates ideas to life	ELOARC.06	No	Yes	Yes
Reading	infers the meaning of unfamiliar words by reading them in context	ELOARC.07	No	Yes	No
Reading	reads a variety of texts for pleasure e.g. adventure stories and	ELOARC.08	Yes	Yes	Yes

science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)					

Table 7-6: Chapter-wise mapping of learning outcomes for Grade 8

NCERT Textbook	Chapter No.	ELOARC. 01	ELOARC. 02	ELOARC. 03	ELOARC. 04	ELOARC. 05	ELOARC .06	ELOARC. 07	ELOARC. 08
Honeydew	1	Y	Y	N	Y	Y	Y	Y	Y
Honeydew	2	Y	Y	N	Y	Y	Y	Y	Y
Honeydew	3	Y	Y	Y	Y	Y	Y	Y	Y
Honeydew	4	Y	Y	N	Y	Y	Y	Y	Y
Honeydew	5	Y	Y	Y	Y	Y	Y	Y	Y
Honeydew	6	Y	Y	Y	Y	Y	Y	Y	Y
Honeydew	7	Y	Y	Y	Y	Y	Y	Y	Y
Honeydew	8	Y	Y	Y	Y	Y	Y	Y	Y
Honeydew	9	Y	Y	N	Y	Y	Y	Y	Y
Honeydew	10	Y	Y	N	Y	Y	Y	Y	Y
It So Happened	1	Y	Y	Y	Y	Y	Y	Y	Y
It So Happened	2	Y	Y	Y	Y	Y	Y	Y	Y
It So Happened	3	Y	Y	N	Y	Y	Y	Y	Y
It So Happened	4	Y	Y	N	Y	Y	Y	Y	Y
It So Happened	5	Y	Y	N	Y	Y	Y	Y	Y
It So Happened	6	Y	Y	N	Y	Y	Y	Y	Y
It So Happened	7	Y	Y	N	Y	Y	Y	Y	Y
It So Happened	8	Y	Y	Y	Y	Y	Y	Y	Y

It So Happened	9	Y	Y	Y	Y	Y	Y	Y	Y
It So Happened	10	Y	Y	Y	Y	Y	Y	Y	Y
It So Happened	11	Y	Y	N	Y	Y	Y	Y	Y

7.1.4. Grade 9

Table 7-7: Mapping of NCERT learning outcomes to PISA competencies for Grade 9

Strand	Learning Outcome	L.O code	PISA competency		
			Locate information	Understand	Evaluate and reflect
Reading	reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	ELO9.RC.01	Yes	Yes	No
Reading	reads silently with comprehension, interprets layers of meaning	ELO9.RC.02	No	Yes	No
Reading	interprets map/graph/table speak or write a paragraph based on interpretation	ELO9.RC.03	Yes	Yes	Yes
Reading	reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	ELO9.RC.04	No	Yes	Yes
Reading	explains specific features of different literary genres for interpretation and literary appreciation	ELO9.RC.05	No	Yes	Yes
Reading	identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia,	ELO9.RC.06	No	Yes	Yes

	intention/point of view, rhyme scheme etc.				
Reading	recognises and appreciates cultural experiences / diversity in the text make oral and written presentations.	ELO9.RC.07	No	Yes	Yes

Table 7-8: Chapter-wise mapping of learning outcomes for Grade 9

NCERT Textbook	Chapter No.	ELO10.RC.01	ELO10.RC.02	ELO10.RC.03	ELO10.RC.04	ELO10.RC.05	ELO10.RC.06	ELO10.RC.07
Beehive	1	Y	Y	Y	Y	N	Y	Y
Beehive	2	Y	Y	N	Y	N	Y	Y
Beehive	3	Y	Y	N	Y	N	Y	Y
Beehive	4	Y	Y	N	Y	Y	Y	Y
Beehive	5	Y	Y	N	Y	Y	Y	Y
Beehive	6	Y	Y	Y	Y	N	Y	Y
Beehive	7	Y	Y	Y	Y	Y	Y	Y
Beehive	8	Y	Y	N	Y	Y	Y	Y
Beehive	9	Y	Y	Y	Y	Y	Y	Y
Beehive	10	Y	Y	Y	Y	N	Y	Y
Beehive	11	Y	Y	N	Y	N	Y	Y
Moments	1	Y	Y	N	Y	N	N	Y
Moments	2	Y	Y	N	Y	N	N	Y
Moments	3	Y	Y	N	Y	N	N	Y
Moments	4	Y	Y	N	Y	N	N	Y
Moments	5	Y	Y	N	Y	N	N	Y
Moments	6	Y	Y	N	Y	N	N	Y
Moments	7	Y	Y	N	Y	N	N	Y
Moments	8	Y	Y	N	Y	N	N	Y
Moments	9	Y	Y	N	Y	N	N	Y
Moments	10	Y	Y	N	Y	N	N	Y

Words and Expressions 1	1	Y	Y	N	Y	N	Y	Y
Words and Expressions 1	2	Y	Y	N	Y	N	N	Y
Words and Expressions 1	3	Y	Y	N	Y	N	N	Y
Words and Expressions 1	4	Y	Y	N	Y	N	N	Y
Words and Expressions 1	5	Y	Y	N	Y	N	N	Y
Words and Expressions 1	6	Y	Y	N	Y	N	N	Y
Words and Expressions 1	7	Y	Y	N	Y	N	N	Y
Words and Expressions 1	8	Y	Y	N	Y	N	Y	Y
Words and Expressions 1	9	Y	Y	N	Y	Y	N	Y
Words and	10	Y	Y	N	Y	N	N	Y

Expressions 1								
Words and Expressions 1	11	Y	Y	N	Y	N	N	Y

7.1.5. Grade 10

Table 7-9: Mapping of NCERT learning outcomes to PISA competencies for Grade 10

Strand	Learning Outcome	L.O code	PISA competency		
			Locate information	Understand	Evaluate and reflect
Reading	reads, comprehends and responds to complex texts independently	ELO10.RC. 01	Yes	Yes	Yes
Reading	reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	ELO10.RC. 02	Yes	Yes	Yes
Reading	appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc.	ELO10.RC. 03	No	Yes	Yes
Reading	collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.	ELO10.RC. 04	Yes	Yes	Yes
Reading	evaluates content presented in print media, and in different genres /	ELO10.RC. 05	No	Yes	Yes

Reading	formats and presents content using symbols, graphs, diagrams, etc.				
Reading	analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing	ELO10.RC.06	No	Yes	Yes
Reading	draws references from books, newspapers, internet etc., interprets using analytical skills	ELO10.RC.07	Yes	Yes	No
Reading	uses grammatical items as cues for reading comprehension such as tense, reported speech, conjunctions and punctuation	ELO10.RC.08	No	Yes	Yes
Reading	identifies significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention/point of view, rhyme scheme, etc.	ELO10.RC.09	Yes	Yes	No
Reading	uses the figurative meaning of words and phrases as given in the texts read	ELO10.RC.10	No	Yes	No
Reading	recognises and appreciates cultural experiences given in the text in a written paragraph, or in	ELO10.RC.11	No	Yes	Yes

	narrating the situations and incidents in the class				

Table 7-10: Chapter-wise mapping of learning outcomes for Grade 10

NCERT Textbook	Chapter No.	ELO 10.RC.01	ELO 10.RC.02	ELO 10.RC.03	ELO 10.RC.04	ELO 10.RC.05	ELO 10.RC.06	ELO 10.RC.07	ELO10.RC.08	ELO 10.RC.09	ELO 10.RC.10	ELO 10.RC.11
First Flight	1	Y	Y	Y	N	N	Y	N	Y	Y	Y	Y
First Flight	2	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y
First Flight	3	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
First Flight	4	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y
First Flight	5	Y	Y	Y	Y	N	Y	Y	Y	N	N	Y
First Flight	6	Y	Y	Y	Y	N	Y	N	Y	N	N	Y
First Flight	7	Y	Y	Y	N	N	Y	Y	Y	Y	N	Y
First Flight	8	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y
First Flight	9	Y	Y	Y	N	N	Y	N	Y	Y	Y	Y
First Flight	10	Y	Y	N	N	N	Y	N	Y	N	N	Y
First Flight	11	Y	Y	N	N	N	Y	N	Y	N	N	Y
Footprints Without Feet	1	Y	Y	Y	N	N	Y	N	Y	N	N	Y
Footprints Without Feet	2	Y	Y	Y	N	N	Y	N	Y	N	N	Y

Footprints Without Feet	3	Y	Y	N	N	N	Y	Y	Y	N	N	Y
Footprints Without Feet	4	Y	Y	N	N	N	Y	N	Y	N	N	Y
Footprints Without Feet	5	Y	Y	N	Y	N	Y	Y	Y	N	N	Y
Footprints Without Feet	6	Y	Y	N	Y	Y	Y	Y	Y	N	N	Y
Footprints Without Feet	7	Y	Y	N	N	N	Y	N	Y	N	N	Y
Footprints Without Feet	8	Y	Y	N	N	N	Y	Y	Y	N	N	Y
Footprints Without Feet	9	Y	Y	N	N	N	Y	Y	Y	N	N	Y
Footprints Without Feet	10	Y	Y	N	N	N	Y	N	Y	N	N	Y
Words and Expressions 2	1	Y	Y	N	N	Y	Y	Y	Y	N	N	Y
Words and	2	Y	Y	N	Y	N	Y	Y	Y	N	N	Y

Expressions 2												
Words and Expressions 2	3	Y	Y	N	N	N	Y	N	Y	N	N	Y
Words and Expressions 2	4	Y	Y	N	Y	N	Y	Y	Y	N	N	Y
Words and Expressions 2	5	Y	Y	N	Y	Y	Y	Y	Y	N	N	Y
Words and Expressions 2	6	Y	Y	N	Y	N	Y	Y	Y	N	N	Y
Words and Expressions 2	7	Y	Y	N	Y	Y	Y	Y	Y	N	N	Y
Words and Expressions 2	8	Y	Y	N	N	Y	Y	Y	Y	N	N	Y
Words and Expressions 2	9	Y	Y	N	Y	Y	Y	Y	Y	N	N	Y
Words and Expressions 2	10	Y	Y	N	Y	Y	Y	Y	Y	N	N	Y
Words and Expressions 2	11	Y	Y	N	N	Y	Y	N	Y	N	N	Y

7.2.   Chapter-wise mapping of the NCERT learning outcomes and learning objectives to instruction strategies

The following sections contain the mapping of NCERT learning outcomes (see Annexure 1a) and learning objectives for reading, to the pedagogic strategies described in Chapter 4. The learning outcomes and learning objectives for Grades 6 to 10 have been mapped to one or more of the pedagogic strategies described in Section 4.3. The strategies are numbered accordingly.

Please note that the mapping to learning outcomes and strategies is indicative and generally based on a mapping already done by CBSE (Central Board of Secondary Education, 2020). Some additional learning objectives have been added to help map them to the instructional strategies mentioned in Chapter 4 above. Further, learning objectives defined by CBSE have only been modified for mapping purposes.

The text type, text format, and context categories are based on the PISA 2018 reading literacy framework.

7.2.1. Grade 6

Table 7-11: Mapping of NCERT learning outcomes to pedagogic strategies for Grade 6

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Honeysuckle	1	Who did Patrick's Homework?	Narration	Continuous	Personal	Recognise and use different words and phrases in different contexts and enhance vocabulary through the exercise given in the text.	**EL06.RC.04**: uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	**4.3.5** Visual representation
						Recognise and use word-meanings with the help of the crossword puzzle given in the text.		
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		
						Comprehend the text and answers questions based on comprehension and inference.	**EL06.RC.03**: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills	**4.3.4** Questioning
						Frame and write the answers on their own in the notebooks based on the discussion		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		
Honeysuckle	1	A House a Home	Narration	Continuous	Personal	Read the second stanza of the poem and recognise the main idea of the poem.	**EL06.RC.01**: reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.	**4.3.1** Activating prior knowledge **4.3.3** Summarisation **4.3.5** Visual representation
						Relate the main idea of the poem to prior knowledge using an idea web or through carousel walk.		
						Identify the sequence of ideas/events in the poem using a sequence chart.		
						Summarize the ideas/events using paragraph summaries/one-line summaries.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Honeysuckle	2	How the Dog Found Himself A New Master!	Narration	Continuous	Personal	Identify different collective nouns in connection with animals and enhance their vocabulary with the help of the exercise given in the text.	**ELO6.RC.04**: uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	**4.3.5** Visual representation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		
						Comprehend the text and answer questions based on comprehension and inference.	**ELO6.RC.03**: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	**4.3.4** Questioning
						Frame and write the answers on their own in the notebooks based on the discussion.		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		
Honeysuckle	2	The Kite	Narration	Continuous	Personal	Recognise and use different action words and phrases in different contexts and enhance vocabulary through the exercise given in the text.	**ELO6.RC.04**: uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	**4.3.5** Visual representation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		

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NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Honeysuckle	3	Taro's Reward	Narration	Continuous	Personal	Recognise and use different words and phrases in different contexts and enhance vocabulary through the exercise given in the text.	**ELO6.RC.04**: uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	**4.3.5** Visual representation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		
						Comprehend the text and answer the questions based on comprehension and inference.	**ELO6.RC.03**: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	**4.3.4** Questioning
						Frame and write the answers on their own in the notebooks based on the discussion		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		
Honeysuckle	3	The Quarrel	Narration	Continuous	Personal	Read the second stanza of the poem and understand the main idea of the poem.	**ELO6.RC.01**: reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.	**4.3.1** Activating prior knowledge **4.3.3** Summarisation **4.3.5** Visual representation
						Relate the main idea of the poem to prior knowledge using an idea web or through carousel walk.		
						Summarise the ideas/events using paragraph summaries/one-line summaries.		
						Identify the sequence of ideas/events in the poem using a sequence chart.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Honeysuckle	4	An Indian - American Woman in Science: Kalpana Chawla	Exposition	Continuous	Personal	Recognise and use new words and phrases in their own language and express themselves in grammatically correct language through the exercise given in the text.	**ELO6.RC.04:** uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	**4.3.5** Visual representation
						Recognise and use word-meanings with the help of the exercises given in the text.		
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		
						Comprehend the text and answer questions based on comprehension and inference.	**ELO6.RC.03**: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	**4.3.4** Questioning
						Frame and write the answers on their own in the notebooks based on the discussion		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		
Honeysuckle	4	Beauty	Narration	Continuous	Personal	Identify and use different adjectives and phrases in different contexts and enhance vocabulary through the exercise given in the text.	**ELO6.RC.04**: uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	**4.3.5** Visual representation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Honeysuckle	5	A Different Kind of School	Narration	Continuous	Personal	Recognise and use different words and phrases in different contexts and enhance vocabulary through the exercise given in the text.	**ELO6.RC.04**: uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	**4.3.5** Visual representation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		
						Comprehend the text and answer the questions based on comprehension and inference.	**ELO6.RC.03**: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	**4.3.4** Questioning
						Frame and write the answers on their own in the notebooks based on the discussion.		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		
Honeysuckle	5	Where Do All the Teachers Go?	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the poem.	**ELO6.RC.03**: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	**4.3.1** Activating prior knowledge **4.3.3** Summarisation **4.3.5** Visual representation
						Relate the information about teachers and their lives with prior knowledge using an idea web or through carousel walk.		
						Identify and use different adjectives and phrases in different contexts and enhance vocabulary through the exercise given in the text.	**ELO6.RC.04**: uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	**4.3.5** Visual representation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Honeysuckle	6	Who I Am	Exposition	Continuous	Personal	Recognise and use new words and phrases in their own language and express themselves in grammatically correct language through the exercise given in the text.	**ELO6.RC.04:** uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	**4.3.5** Visual representation
						Recognise and use word-meanings with the help of the exercises given in the text.		
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO6.RC.03**: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	**4.3.4** Questioning
						Comprehend the text and answers questions based on comprehension and inference.		
						Frame and write the answers on their own in the notebooks based on the discussion		
Honeysuckle	6	The Wonderful Words	Narration	Continuous	Personal	Read the second stanza of the poem and analyse the main idea of the poem.	**ELO6.RC.01**: reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.	**4.3.1** Activating prior knowledge **4.3.3** Summarisation **4.3.5** Visual representation
						Relate the main idea of the poem to prior knowledge using an idea web or through carousel walk.		
						Summarise the ideas/events using paragraph summaries/one-line summaries.		
						Identify the sequence of ideas/events in the poem using a sequence chart.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Honeysuckle	7	Fair Play	Narration	Continuous	Personal	Recognise and use new words and phrases in their own language and express themselves in grammatically correct language through the exercise given in the text.	**ELO6.RC.04:** uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	**4.3.5** Visual representation
						Recognise and use word-meanings with the help of the exercises given in the text.		
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		
						Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion	**ELO6.RC.03**: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	**4.3.4** Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Honeysuckle	8	A Game of Chance	Narration	Continuous	Personal	Relate to the inherent idea of the story and with their personal experience.	**ELO6.RC.01**: reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.	**4.3.1** Activating prior knowledge **4.3.3** Summarisation **4.3.5** Visual representation
						Connect prior knowledge to the main idea of the story using an idea web, prediction guide or through carousel walk.		
						Identify the sequence of ideas/events in the story using a sequence chart.		
						Analyse the characters in the story using character webs.		
						Summarise the story using a story map or through paragraph summaries.		
						Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion	**ELO6.RC.03**: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	**4.3.4** Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Honeysuckle	8	Vocation	Narration	Continuous	Personal	Read the second stanza of the poem and analyse the main idea of the poem.	**ELO6.RC.01**: reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.	**4.3.1** Activating prior knowledge **4.3.3** Summarisation **4.3.5** Visual representation
						Relate the main idea of the poem to prior knowledge using an idea web or through carousel walk.		
						Summarise the ideas/events using paragraph summaries/one-line summaries.		
						Identify the sequence of events/ideas in the poem using a sequence chart.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Honeysuckle	9	Desert Animals	Exposition	Continuous	Personal	Analyse the information in connection with several desert animals.	**ELO6.RC.01**: reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.	**4.3.1** Activating prior knowledge **4.3.3** Summarisation **4.3.5** Visual representation
						Relate the main idea to prior knowledge about desert animals/adaptation using idea web, prediction guides or through carousel walk.		
						Summarise the ideas/events using paragraph summaries.		
						Identify the sequence of ideas/events in the text using a sequence chart.		
						Comprehend the text and answer questions based on comprehension and inference.	**ELO6.RC.03**: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	**4.3.4** Questioning
						Frame and write the answers on their own in the notebooks based on the discussion		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Honeysuckle	9	What If	Narration	Continuous	Personal	Read the poem and interpret the main idea of the poem.	**ELO6.RC.01**: reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.	**4.3.1** Activating prior knowledge **4.3.3** Summarisation **4.3.5** Visual representation
						Relate the main idea of the poem to prior knowledge.		
						Summarise the ideas/events.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Honeysuckle	10	The Banyan Tree	Narration	Continuous	Personal	Analyse the relationship between the banyan tree and the narrator by reading and comprehending the text.	**ELO6.RC.01**: reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.	**4.3.1** Activating prior knowledge **4.3.3** Summarisation **4.3.5** Visual representation
						Relate the main theme of the text to prior experience.		
						Summarise the text.		
						Analyse the characters in the text.		
						Comprehend the text and answer questions based on comprehension and inference.	**ELO6.RC.03**: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	**4.3.4** Questioning
						Frame and write the answers on their own in the notebooks based on the discussion.		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
A Pact with the Sun	1	A Tale of Two Birds	Narration	Continuous	Personal	Use new words and phrases in own language and be able to express in grammatically correct language through the exercise given in the text.	**ELO6.RC.04**: uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	**4.3.5** Visual representation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO6.RC.03**: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	**4.3.4** Questioning
						Comprehend the text and answer questions based on comprehension and inference.		
						Frame and write the answers on their own in the notebooks based on the discussion		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
A Pact with the Sun	2	The Friendly Mongoose	Narration	Continuous	Personal	Use new words and phrases in their own language and express themselves in grammatically correct language through the exercise given in the text.	**ELO6.RC.04**: uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	**4.3.5** Visual representation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		
						Comprehend the text and answers questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion	**ELO6.RC.03**: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	**4.3.4** Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
A Pact with the Sun	3	The Shepherd's Treasure	Narration	Continuous	Personal	Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.	**ELO6.RC.04:** uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	**4.3.5** Visual representation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
A Pact with the Sun	4	The Old Clock Shop	Narration	Continuous	Personal	Use some words in context by imagining themselves as ray and making a diary entry about how he dealt with the situation.	**ELO6.RC.01**: reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.	**4.3.1** Activating prior knowledge **4.3.3** Summarisation **4.3.5** Visual representation
						Relate the main theme of the text to prior experience.		
						Summarise the text.		
						Analyse the characters in the text.		
						Comprehend the text and answers questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion	**ELO6.RC.03**: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	**4.3.4** Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
A Pact with the Sun	5	Tansen	Narration	Continuous	Personal	Analyse how Tansen was in his childhood by reading and comprehending the text	ELO6.RC.01: reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.	**4.3.1** Activating prior knowledge **4.3.3** Summarisation **4.3.5** Visual representation
						Analyse how Tansen grew popular, by reading and comprehending the text		
						Analyse how Tansen rose to the challenge by reading and comprehending the text.		
						Relate the main theme of the text to prior knowledge.		
						Summarise the text.		
						Analyse the characters in the text.		
						Comprehend the text and answers questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion	ELO6.RC.03: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	**4.3.4** Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
A Pact with the Sun	6	The Monkey and the Crocodile	Narration	Continuous	Personal	Relate to the main idea and the moral of the story by reading the text.	ELO6.RC.01: Reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences in order to demonstrate reflection skills.	4.3.1 Activating prior knowledge 4.3.3 Summarisation 4.3.5 Visual representation
						Summarise the text.		
						Analyse the characters in the text.		
						Comprehend the text and answer questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion	ELO6.RC.03: Responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	4.3.4 Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
A Pact with the Sun	7	The Wonder Called Sleep	Exposition	Continuous	Personal	Use different words and phrases in different contexts and enhance vocabulary through the exercise given in the text.	ELO6.RC.04: uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	4.3.5 Visual representation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		
						Comprehend the text and answer the questions based on comprehension and inference. frame and write the answers on their own in the notebooks based on the discussion	ELO6.RC.03: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	4.3.4 Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
A Pact with the Sun	8	A Pact with the Sun	Narration	Continuous	Personal	Use different words and phrases in different contexts and enhance vocabulary through the exercise given in the text.	ELO6.RC.04: uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	4.3.5 Visual representation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		
						Comprehend the text and answer the questions based on comprehension and inference. frame and write the answers on their own in the notebooks based on the discussion	ELO6.RC.03: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	4.3.4 Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
A Pact with the Sun	9	What Happened to the Reptiles	Narration	Continuous	Personal	Read the text and also search on net and make a chart of the qualities of all the animals mentioned in the chapter	ELO6.RC.02: reads from notice board, newspaper, Internet, tables, charts, diagrams and maps etc. in order to seek information and summaries it for the reader/listener in his/her own words	4.3.3 Summarisation 4.3.5 Visual representation
						Summarise the characteristics of animals		
						Comprehend the text and answer the questions based on comprehension and inference.	ELO6.RC.03: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	4.3.4 Questioning
						Frame and write the answers on their own in the notebooks based on the discussion		
						Write in their own words 'in what way is Pambupatti village different from other villages?'		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
A Pact with the Sun	10	A Strange Wrestling Match	Narration	Continuous	Personal	Learn to use different words and phrases in different contexts and enhance vocabulary through the exercise given in the text.	ELO6.RC.04: uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts in order to demonstrate understanding of their appropriate application in language.	4.3.5 Visual representation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		
						Comprehend the text and answer the questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion	ELO6.RC.03: responds to a variety of questions on familiar and unfamiliar texts, verbally and in writing in order to demonstrate comprehension skills.	4.3.4 Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

7.2.2. Grade 7

Table 7-12: Mapping of NCERT learning outcomes to pedagogic strategies for Grade 7

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
An Alien Hand	1	The Tiny Teacher	Exposition	Continuous	Personal	Use the internet, library, the text and other resources to gather and share information about the qualities, habitat, their eating habits, role of different ants in a colony.	ELO7.RC.01: answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning
						Analyse the text to recall, paraphrase, summarize, extract and infer answers to questions based on the text. Frame and write answers based on the discussions and reading of the text.		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
An Alien Hand	2	Bringing up Kari	Narration	Continuous	Personal	Recognize the importance of pets.	ELO7.RC.01: answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.	4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation
						Locate the main ideas and message of the text – to respect and love animals as friends.		
						Analyse the text to recall, paraphrase, summarize, extract and infer answers to questions based on the text.		
						Frame and write answers based on the discussions and reading of the text.		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
An Alien Hand	3	The Desert	Exposition	Continuous	Personal	Use the internet, library, text and other resources to gather information about the climatic conditions, habitat, vegetation and life in deserts.	ELO7.RC.01: answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning
						Read, recall, summarize, and paraphrase.		
						Infer information from the text and answer questions based on it.		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		
						Summarise and present desert fables they have read and researched before the class.	ELO7.RC.08: reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. in order to demonstrate extensive reading skills.	4.3.1 Activation of prior knowledge 4.3.2 Prediction 4.3.3 Summarisation
						Connect the theme of the text to prior knowledge		
						Engage with texts by previewing them and making predictions		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
An Alien Hand	4	The Cop and the Anthem	Narration	Continuous	Personal	Read and locate the main ideas of the text. Interpret and discuss how winter symbolizes change, and that everyone, be it animals or human, prepares themselves for seasonal change.	ELO7.RC.01: answers questions orally and in writing on a variety of texts – both, familiar as well as unfamiliar.	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation
						Read, recall, summarize, and paraphrase. Infer, analyse information from the text and answer questions based on it.		
						Frame questions on their own that indicate comprehension at the inferential and evaluative levels.		
						Apply critical and creative thought in thinking of problems in different and unusual ways, evaluate and find new solutions, or generate new ideas		
						Locate the sequence of events and draw out the main message of the text (the importance of realizing one's mistakes, and making efforts to improve).		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
An Alien Hand	5	Golu Grows a Nose	Narration	Continuous	Personal	Analyse qualities of characters, and how they shape their experiences, for e.g. - Golu, a baby elephant, was full of questions and his curiosity led to dangerous experiences. Relate the character to personal life and experiences, and present/ show them or discuss those experiences in groups.	ELO7.RC.02: raises and responds to questions based on texts (from books or other resources) and out of curiosity	4.3.1 Activation of prior knowledge 4.3.2 Prediction 4.3.4 Questioning 4.3.3 Summarisation
						Locate central ideas of the text and describe the sequence of events.		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		
						Discuss the meeting of two animals.	ELO7.RC.04: identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material in order to demonstrate comprehension of text and sequencing skills.	4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation
						Identify the message from the text to not trust strangers and believe them blindly.		
						Read, recall, summarize, and paraphrase events.		
						Infer, analyse information from the text and answer questions based on it.		
						Frame questions on their own that indicate comprehension at the inferential and evaluative levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
An Alien Hand	6	I Want Something in a Cage	Narration	Continuous	Personal	Identify how to analyse mood and atmosphere in a text, for e.g. - though the shop had a variety of pets but still the atmosphere of the shop was dull and cheerless. Describe details provided in the text.	ELO7.RC.02: raises and responds to questions based on texts (from books or other resources) and out of curiosity	4.3.3 Summarisation 4.3.4 Questioning
						Frame questions on their own that indicate the ability to infer moods and emotions.		
						Identify sequence of events and central ideas of the text (freedom).	ELO7.RC.05: thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation
						Analyse the character of the prisoner, and relate human beings and animals' desire to not be caged.		
						Read, recall, summarize, and paraphrase events. Infer, analyse information from the text and answer questions based on it.		
						Frame questions on their own that indicate comprehension at the inferential and evaluative levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
An Alien Hand	7	Chandni	Narration	Continuous	Personal	Read a text and locate its main ideas, sequence of events and character qualities and motivations for e.g. - though Chandni was looked after well, she wanted something more than love; she wanted freedom, and she was ready to pay a high price for it. Recall, summarize, and paraphrase events. Infer, analyse, and evaluate information from the text and answer questions based on it. Frame questions on their own that indicate comprehension at the inferential and evaluative levels. Recognize the central idea of the text (the importance of freedom) and relate it to earlier chapters with similar message. Critically evaluate and justify: "in spite of all facilities why did Chandni crave for freedom?"	ELO7.RC.04: identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual Representation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
An Alien Hand	8	The Bear Story	Narration	Continuous	Personal	Recognize the sequence of events in the text. Locate the central idea or message of a text and apply it to life and personal experiences (understand the importance of love & care for the young ones, be of any creature). Compare and contrast with other chapters such as 'I want something in a cage', 'Chandni' etc. to identify and assess differences in plot and messaging. Compare and contrast with 'the jungle book' where the reverse happens. Review, recall, rephrase, and paraphrase the events. Analyse, interpret, and evaluate information from the text and answer questions based on it. Frame questions on their own that indicate comprehension at the inferential and evaluative levels.	ELO7.RC.04: identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
An Alien Hand	9	A Tiger in the House	Narration	Continuous	Personal	Understand that young ones of all creatures require love, care and attention and are basically playful and friendly in nature. Compare and contrast with other chapters such as 'the bear story', 'I want something in a cage', 'Chandni' etc. to recognize and assess differences in plot and messaging.	ELO7.RC.04: identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation
						Compare and contrast with 'the jungle book' where the reverse happens.		
						Review, recall, rephrase, and paraphrase the events. Analyse, interpret, and evaluate information from the text and answer questions based on it.		
						Frame questions on their own that indicate comprehension at the inferential and evaluative levels.		
						Analyse and assess events in a text and qualities of characters to draw conclusions. Discuss nature vs nurture and recognize that every creature has an inherent nature, and sooner or later it tends to act according to it.	ELO7.RC.05: thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	4.3.1 Prediction 4.3.4 Questioning 4.3.5 Visual representation
						Review, analyse, and evaluate information from the text and answer questions based on it express and justify opinion about 'domesticating' wild animals and keeping them in zoos. Debate on nature vs nurture.		
						Write an article about freedom of wild animals. Locate progression and sequence of events in the story. Assess and evaluate conditions of nurture, i.e. need for proper care, food, love & attention required by creatures in a zoo.		
						Frame questions on their own that indicate comprehension at the inferential and evaluative levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
An Alien Hand	10	An Alien Hand	Narration	Continuous	Personal	Recognize and classify the genre of science fiction, and its elements. Identify the science fiction trope of commenting on something familiar by placing it in an unfamiliar set up. For e.g. – using the story to highlight the importance and value of the life sustaining environment on earth. Locate the central ideas and events of the text.	ELO7.RC.04: identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material	4.3.2 Prediction 4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation
						Review, recall, rephrase, and paraphrase the events. Analyse, interpret, and evaluate information from the text and answer questions based on it.		
						Identify and analyse qualities and motivations of characters.		
						Frame questions on their own that indicate comprehension at the inferential and evaluative levels.		
						Apply critical and imaginative thought to problem solving by thinking in different and unusual ways about problems. Recognize character dilemmas, plot turns and how they are resolved. Assess and evaluate important ideas of the text. For e.g. to teach discipline to children.	ELO7.RC.05: thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	4.3.1 Activation of prior knowledge 4.3.2 Prediction 4.3.4 Questioning 4.3.5 Visual representation
						Frame questions on their own that indicate comprehension at the inferential and evaluative levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
Honeycomb	1	The Three Questions	Narration	Continuous	Personal	Locate the central ideas and events of the text recognizing qualities of a character and plot development. Analyse, interpret, and evaluate information from the text and answer questions based on it. Frame questions on their own that indicate comprehension at the inferential and evaluative levels. Apply critical and imaginative thought to problem solving by thinking in different and unusual ways about problems. Assess and evaluate the main ideas of the text. For e.g. - the significance of the present, the person who is important at present and the task or work done at present.	ELO7.RC.05: Thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	4.3.1 Activation of prior knowledge 4.3.2 Prediction 4.3.4 Questioning 4.3.5 Visual representation
Honeycomb	1	The Squirrel	Narration	Continuous	Personal	Explain, process details of physical and behavioural characteristics of the squirrel Recall, paraphrase events. Analyse, interpret, and evaluate information from the text and answer questions based on it. Frame questions on their own that indicate comprehension at the literal, inferential and evaluative levels.	ELO7.RC.01: answers questions orally and in writing on a variety of texts	4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
Honeycomb	2	A Gift of Chappals	Narration	Continuous	Personal	Locate main ideas of the text, for e.g. - the value of pets, reaction to various unfamiliar situations and acts of charity.	ELO7.RC.04: identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material	4.3.1 Activation of prior knowledge 4.3.5 Visual representation
						Assess qualities of characters and their motivations, and write character-sketches.		
						Analyse situations and evaluate responses to them. recognize the importance of empathy, and apply it in situation based scenarios (given from the text/ extrapolatory/ group discussion)		
Honeycomb	2	The Rebel	Narration	Continuous	Personal	Apply creative and critical thought towards problem solving. Recognize multiple perspectives evidenced in the text. Analyse and respond to open-ended questions from the text.	ELO7.RC.01: answers questions orally and in writing on a variety of texts	4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation
						Recall, summarize, and paraphrase. Assess and infer answers to questions from the text orally and in written form.		
						Locate the central message of the text, i.e. it is possible to have different opinions on the same situation. Discuss and relate multiple perspectives and reactions from their personal experiences.	ELO7.RC.02: raises and responds to questions based on texts (from books or other resources) and out of curiosity	4.3.1 Activation of prior knowledge 4.3.5 Visual representation or 4.3.3 Summarisation 4.3.4 Questioning
						Frame questions on their own that indicate comprehension at the literal, inferential and evaluative levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
Honeycomb	3	Gopal and the Hilsa Fish	Narration	Continuous	Personal	Recognize the genre of folk tales and graphic text (comic strip). Use the text, library, internet to gather information about the importance of Hilsa fish in eastern culture.	ELO7.RC.08: reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. (extensive reading)	4.3.1 Activation of prior knowledge 4.3.2 Prediction
						Apply creative thought towards problem solving.	ELO7.RC.05: thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	4.3.4 Questioning 4.3.5 Visual representation
						Identify and assess the central ideas/ message of the text, for e.g. - to stand up for yourself or other people, and remain calm even in the face of considerable provocation.		
Honeycomb	3	The Shed	Narration	Continuous	Personal	Recognize the main ideas and mood of the poem, that is, the fears and insecurities of a small child in the in the poem.	ELO7.RC.01: answers questions orally and in writing on a variety of texts	4.3.4 Questioning 4.3.5 Visual representation
						Frame questions on their own that indicate comprehension at the literal, inferential and evaluative levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogical strategies
Honeycomb	4	The Ashes That Made Trees Bloom	Narration	Continuous	Personal	Recognize elements of a Japanese folk tale. Compare with Indian folk tale studied earlier. Assess important ideas from the text for e.g. - the importance of good values in Asian culture. Recognize and locate character and plot development, and sequence of events. Assess, analyse, and infer answers to questions based on the text.	ELO7.RC.04: identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material	4.3.1 Activation of prior knowledge 4.3.2 Prediction 4.3.5 Visual representation
						Develop vocabulary, apply various meanings to the same word, and recognize subtle differences between similar words.	ELO7.RC.07 infers the meaning of unfamiliar words by reading them in context	4.3.1 Activation of prior knowledge 4.3.5 Visual representation
						Apply critical and creative thought to problem solving in textual and extrapolatory situations.	ELO7.RC.05: thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	4.3.1. Activation of prior knowledge
						Assess important ideas of the story, such as to stand up for yourself or other people, and remain calm even in the face of considerable provocation.		
Honeycomb	4	Chivvy	Narration	Continuous	Personal	Locate the main ideas, events and their sequencing in the text. Draw out messages such as the importance of good manners and etiquette at home and public places. Recall, analyse, assess, and infer answers based on questions from the text.	ELO7.RC.01: answers questions orally and in writing on a variety of texts	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
						Frame questions on their own that indicate comprehension at the literal, inferential and evaluative levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeycomb	5	Quality	Narration	Continuous	Personal	Locate the main ideas, plot and character development in the text such as the importance of 'quality' in the world of competition and consumerism in reference to the main character of the story.	ELO7.RC.05: thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	4.3.4 Summarisation 4.3.5 Visual representation
						Perform a role play on what has led to his downfall in spite of his abilities as a good bootmaker.		
						Develop vocabulary, apply various meanings to the same word, and recognize subtle differences between similar words.	ELO7.RC.07 infers the meaning of unfamiliar words by reading them in context	4.3.1 Activation of prior knowledge 4.3.5 Visual representation
Honeycomb	5	Trees	Narration	Continuous	Personal	Locate the main ideas and events of the text. Assess its message of the importance and uses of trees.	ELO7.RC.01: answers questions orally and in writing on a variety of texts	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
						Frame questions on their own that indicate comprehension at the literal, inferential and evaluative levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeycomb	6	Expert Detectives	Narration	Continuous	Personal	Recognize the genre and elements of an Indian mystery story	ELO7.RC.04: identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material	4.3.2 Prediction
						Speaking skills- role play and dramatize selected events of the chapter.		
						Develop vocabulary, apply various meanings to the same word, and recognize subtle differences between similar words.	ELO7.RC.01: answers questions orally and in writing on a variety of texts	4.3.4 Questioning
						Frame questions on their own that indicate comprehension at the literal, inferential and evaluative levels.		
						Apply critical and creative thought to problem solving, and generate new solutions. Recognize and assess character dilemmas and plot twists and how they are resolved.	ELO7.RC.05: thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	4.3.1 Activation of prior knowledge 4.3.5 Visual representation
Honeycomb	6	Mystery Of The Talking Fan	Narration	Continuous	Personal	Recognize and apply rhyming words and rhyme scheme of the poem.	ELO7.RC.01: answers questions orally and in writing on a variety of texts	4.3.4 Questioning
						Frame questions on their own that indicate comprehension at the literal, inferential and evaluative levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeycomb	7	The Invention Of Vita-Wonk	Narration	Continuous	Personal	Recognize genre and elements of a science fiction and fantasy tale. Locate main ideas, events and their sequencing as well as assess development of key characters.	ELO7.RC.04: identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material	4.3.2 Prediction 4.3.5 Visual representation
						Apply critical and creative thought to problem solving, within the text and extrapolated scenarios. Plot and character dilemmas, and assess how they are/ can be resolved.	ELO7.RC.05: thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
						Recognize and analyse main ideas of a text, such as to stand up for yourself or other people, and remain calm even in the face of considerable provocation.		
Honeycomb	7	Dad And The Cat And The Tree	Narration	Continuous	Personal	Recognize and analyse mood and tone of the poem. Demonstrate appreciation of the humour by recognition of poetic techniques, style and its ideas.	ELO7.RC.01: answers questions orally and in writing on a variety of texts	4.3.4 Questioning
						Frame questions on their own that indicate comprehension at the literal, inferential and evaluative levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeycomb	8	Fire: Friend and Foe	Expository	Continuous	Personal	Analyse and recognize symbolism, for e.g. - the symbolism of fire (fire is a friend and a dangerous enemy. fire is a boon if it is kept under control but can be dangerous if we are careless).	ELO7.RC.01: answers questions orally and in writing on a variety of texts	4.3.2 Prediction 4.3.4 Questioning 4.3.5 Visual representation
						Locate the main ideas of the text. Evaluate the title of the text.		
						Frame questions on their own that indicate comprehension at the literal, inferential and evaluative levels.		
Honeycomb	8	Meadow Surprises	Narration	Continuous	Personal	Locate and relate the main ideas of the text, i.e. that nature is an important aspect of our life. Analyse and assess responsibility the text places on us, i.e., it offers us a lot so we need to maintain the balance.	ELO7.RC.01: answers questions orally and in writing on a variety of texts	4.3.1 Activation of prior knowledge 4.3.4 Questioning
						Frame questions on their own that indicate comprehension at the literal, inferential and evaluative levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeycomb	9	A Bicycle in Good Repair	Narration	Continuous	Personal	Apply critical and creative thought to problem solving, vis-à-vis plot development and character dilemmas. Assess qualities of characters and their development in the story, and write character sketches. Assess message of the story, i.e. to say a definitive 'no' to the person who may unwittingly hurt us.	ELO7.RC.05: thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
Honeycomb	9	Garden Snake	Narration	Continuous	Personal	Locate the main ideas of the poem, for e.g. - to appreciate nature and its creatures rather than getting scared of it Frame questions on their own that indicate comprehension at the literal, inferential and evaluative levels.	ELO7.RC.01: answers questions orally and in writing on a variety of texts	4.3.4 Questioning 4.3.5 Visual representation
						Compare and contrast poisonous and non-poisonous snakes, and express the analysis in the form of paragraph writing.	ELO7.RC.05: thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	4.3.3 Summarisation 4.3.5 Visual representation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeycomb	10	The Story Of Cricket	Exposition	Continuous	Personal	Compare and contrast dimensions and description of the equipment used in ancient and modern cricket	ELO7.RC.05: thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	4.3.4 Questioning 4.3.5 Visual representation
						Locate the main ideas of the text and events therein, i.e. the origin (England) and growth of cricket in India.		
						Assess and analyse the reasons for the popularity and growth of cricket on Indian and international grounds.		
						Write descriptions of people related to cricket.	ELO7.RC.01: answers questions orally and in writing on a variety of texts	4.3.4 Summarisation 4.3.4 Questioning
						Frame questions on their own that indicate comprehension at the literal, inferential and evaluative levels.		

7.2.3. Grade 8

Table 7-13: Mapping of NCERT learning outcomes to pedagogic strategies for Grade 8

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeydew	1	The Best Christmas Present In The World	Narration	Continuous	Personal	Locate the aesthetic and historical significance of antiques, co-relate to and give examples of more personalized and local experiences of collection of such items.	ELO8.RC.02: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning
						Evaluate consequences of war (death and destruction), and describe the significance of peace and humanity even during war.		
						Perform a role play on why it is necessary to be kind and loving to strangers.		
Honeydew	1	The Ant And The Cricket	Narration	Continuous	Personal	Recognize and classify the genre of a fable (short stories, usually with animals as characters, conveying a moral), recall and discuss familiar fables and relate fables to real life experiences.	ELO8.RC.06: reads, compares, contrasts, thinks critically and relates ideas to life	4.3.1 Activation of prior knowledge 4.3.2 Prediction 4.3.3 Summarisation 4.3.4 Questioning
						Infer, deduce and analyse qualities of characters, such as the cricket as being too lazy to work for himself and then too scared of dying of hunger; the ant's attitude towards work and motto of never borrowing or lending.		
						Categorize the poem as a fable and describe its entire theme and moral		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeydew	2	The Tsunami	Narration	Continuous	Personal	Study and assess the impact of natural calamities (destruction, loss of life and property). Use the internet, library and other sources to gather information about the tsunami and it's after effects. Summarise the main points.	ELO8.RC.02: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation
						Evaluate qualities of a character - courage, care and compassion - and the theme of a story.		
						Determine how giant waves killed thousands of people and yet the animals survived.		
Honeydew	2	Geography Lesson	Narration	Continuous	Personal	Read the poem and evaluate its central idea that the poet finds the earth as one, but the people living on this earth are divided for selfish reasons of their own.	ELO8.RC.06: reads, compares, contrasts, thinks critically and relates ideas to life	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
						Contrast and appraise how a city appears from different perspectives – how it looks planned when the jet is in the sky, and compare with how it appears unplanned from the ground.		
						Understand the geographical importance of having cities near rivers		
						Locate/ conclude the message of one world, one people after reading and understanding the poem, and extrapolate on the importance of peace between countries		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeydew	3	Glimpses Of The Past	Narration	Continuous	Personal	Use internet, library and other resources to familiarise themselves with the theme of the chapter which is based on Indian history. Discuss and describe their research and share knowledge of history of British rule. Summarise the key points.	ELO8.RC.02: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation
						Analyse and summarize the role that blind beliefs and superstitions played in framing the history of India. Contrast with beliefs and superstitions still prevalent in India. Recognize key figure like Ram Mohan Roy and his contribution to Indian society.		
						Locate the main idea, sequence of events and co- relate ideas, themes and issues to background knowledge.		
						Justify the value of freedom and the responsibility that comes with freedom		
Honeydew	3	Macavity The Mystery Cat	Narration	Continuous	Personal	Identify the origin of the poem (that Macavity is a character of the poet's book 'old possum's book of practical cats'; the poet, T.S. Eliot's love for cats etc.) and locate the poet's intention (to express his admiration for Sherlock Holmes).	ELO8.RC.02: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	4.3.2 Prediction 4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation
						Develop vocabulary, describe the character of Macavity, and justify descriptive terms used for the cat like feline, highly domed head, feline, monster of depravity etc.		
						Assess and evaluate the quality of mystery given to the cat through terms like 'the hidden paw' and 'the master criminal' and how the cat manages to outwit anyone trying to catch him		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeydew	4	Bepin Choudhury's Lapse Of Memory	Narration	Continuous	Personal	Discuss the chain of events leading to the realisation that Bepin Babu has forgotten some part of his past	ELO8.RC.02: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
						Share similar stories of lapses in memory and relate to the chapter		
						Identify and assess Chunilal's role in the story and how he persuades Bepin Babu to visit Ranchi		
						Deduce and analyse the theme of the lesson - always help a friend in need.		
						Compare, think critically and relate the idea of not being able to recall someone or something in real life situations	ELO8.RC.05: identifies details, characters, main idea and sequence of ideas and events while reading	4.3.1 Activation of prior knowledge 4.3.5 Visual representation
						Start framing the sequence of events and identify the main idea of where the lapse of memory began		
						Draw out the sequence leading to the final conclusion		
Honeydew	4	The Last Bargain	Narration	Continuous	Personal	Read the poem. Analyse the title of the poem (how a child offering nothing can be the bargain that makes the speaker a free man)	ELO8.RC.05: identifies details, characters, main idea and sequence of ideas and events while reading	4.3.2 Prediction 4.3.4 Questioning 4.3.5 Visual representation
						Locate and identify the sequence of events which lead the speaker to the child in the end.		
						Evaluate theme/ message of the poem that power, money and beautiful things cannot win us happiness; justify how innocence and simplicity is the key to happiness.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeydew	5	The Summit Within	Narration	Continuous	Personal	Use internet, library and other sources to read up information and determine the reasons for climbing mountains and climbing Mount Everest in particular. Summarise the reasons.	ELO8.RC.02: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	4.3.2 Prediction 4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation
						Assess and justify the title. Construct sequence of events (realise that there is another summit to be reached, which is higher and more difficult to achieve - the internal summit)		
						Locate the central idea of the story - to face life's ordeals with determination		
Honeydew	5	The School Boy	Narration	Continuous	Personal	Use internet, library and other resources to collect information about the poet, William Blake. Recognize voice and perspective in the poem (Blake has written from the perspective of a young boy who doesn't like school).	ELO8.RC.06: reads, compares, contrasts, thinks critically and relates ideas to life	4.3.2 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
						Recognize and categorize the boy's feelings while going to school. Justify his feelings (he feels sorrowful as he wants to enjoy summer).		
						Critique and assess the way schools impart education (for the boy, school is like a prison which does not allow his creativity to flourish). Refer and provide examples from the poem. Relate to and contrast with personal life and experience.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeydew	6	This is Jody's fawn	Narration	Continuous	Personal	Locate main ideas and sequence of events. Assess why it was necessary to save the fawn after killing the doe.	ELO8.RC.02: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning
						Locate main ideas and sequence of events. Evaluate that nothing in the world comes free of cost. Relate this idea to different contexts and experiences.		
						Develop a sympathetic attitude towards animals, and express it through discussions.		
						Analyse and appraise the qualities of characters and their motivations, e.g. - the duck as being too bored in the pond and scared of never being able to know what is beyond the pond; the duck's willingness to adjust himself to the kangaroo in order to explore the world with him		
						Locate sequence of events such as how the kangaroo and the duck hop around the world.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeydew	7	A Visit To Cambridge	Narration	Continuous	Personal	Locate main ideas and the theme of the chapter - have faith in yourself	ELO8.RC.02: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
						Assess and analyse why Stephen Hawking has proved to be an inspiration for people; evaluate his advice to concentrate on what one is good at		
Honeydew	7	When I Set Out For Lyonnesse	Narration	Continuous	Personal	Use internet, library and other resources to gather information about the poet and the time the poem was written. Evaluate that the poem has an open end, leaving the readers to understand what might have changed the life of the poet forever.	ELO8.RC.05: identifies details, characters, main idea and sequence of ideas and events while reading	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
						Locates sequence of events in the poem, and changing moods and perspectives of the speaker. Identify and assess that something within the poet has changed and that change is visible to all around him when he returns.		
						Develop vocabulary, including old English words like 'durst', 'bechance' etc. used in the poem and show ability to use it appropriately in other contexts, making their own sentences.	ELO8.RC.07: infers the meaning of unfamiliar words by reading them in context	4.3.5 Visual representation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeydew	8	A Short Monsoon Diary	Narration	Continuous	Personal	Use internet, library and other resources to gather information about the writer, Ruskin Bond. Share information about his works, his style of writing and his love for nature and summarise the main points.	ELO8.RC.02: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning
						Locate main ideas and sequence of events. Observe and explain how Ruskin Bond portrays the silent miracles of nature and life's little joys and regrets.		
						Critically evaluate the use of poetry in the middle of a prose chapter. Combine two types of writing.		
						Discuss and share ideas on how monsoon can be enjoyed even while staying indoors	ELO8.RC.06: reads, compares, contrasts, thinks critically and relates ideas to life	4.3.1 Activation of prior knowledge 4.3.3 Summarisation
						Gather, share and discuss information about a variety of animals, birds and insects which can be seen in the monsoon		
						Narrate the differences at the beginning and at the end of monsoon		
						Present arguments on why people have faith in blind beliefs and superstitions		
Honeydew	8	On The Grasshopper And Cricket	Narration	Continuous	Personal	Locate the main ideas of the poem. Recognize and analyse the poet's observation on the beauty of earth during summer and winter.	ELO8.RC.05: identifies details, characters, main idea and sequence of ideas and events while reading	4.3.4 Questioning 4.3.5 Visual representation
						Work in groups of two or four and reflect on each line. Identify and analyse what the grasshopper represents and appraise beauty of the summer. Frame their own questions indicating understanding at an evaluative level.		
						Work in groups of two or four and reflect on each line. Identify and analyse what the cricket represents. Appraise beauty of extremely cold freezing days. Frame their own questions indicating understanding at an evaluative level.		
						Compare and contrast the beauty found on earth as represented by the grasshopper and by the cricket; interpret variations of beauty represented in nature.	ELO8.RC.06: reads, compares, contrasts, thinks critically and relates ideas to life	4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation
						Justify how 'beauty is in the eyes of the beholder'. paraphrase the poem		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeydew	9	The Great Stone Face - I	Narration	Continuous	Personal	Define a prophecy. Relate the belief in prophecies to personal or localized experiences, and share them. Describe the Great Stone Face and the luck that it brought to the people living in the village.	ELO8.RC.02: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.5 Visual representation
						Analyse the characters of Gathergold and Blood-and-Thunder. Analyse qualities of Ernest.		
						Locate main ideas and sequence of events, including why Gathergold and Blood-and-Thunder were not actually the Great Stone Face.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Honeydew	10	The Great Stone Face - II	Narration	Continuous	Personal	Draw connection with The Great Stone Face – I. Recall, develop and analyse Ernest's character.	ELO8.RC.02: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
						Delineate sequence of events. Identify qualities of characters such as the poet, and why the poet is not the Great Stone Face.		
						Understand the sequence of all events, leading to the final conclusion. Review and interpret the prophecy.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
It So Happened	1	How The Camel Got His Hump	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO08.RC.02**: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	**4.3.4** Questioning
						Summarise the ideas/events.	**ELO08.RC.05**: identifies details, characters, main idea and sequence of ideas and events while reading	**4.3.3** Summarisation **4.3.5** Visual representation
						Analyse characters and make inferences based on context.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
It So Happened	3	The Selfish Giant	Narration	Continuous	Personal	Use prior experience of reading stories to predict what might happen next at important plot points	**ELO08.RC.06**: reads a variety of texts for pleasure, e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)	**4.3.2** Prediction
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO08.RC.02**: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	**4.3.4** Questioning
						Summarise the ideas/events.	**ELO08.RC.05**: identifies details, characters, main idea and sequence of ideas and events while reading	**4.3.3** Summarisation **4.3.5** Visual representation
						Analyse characters and make inferences based on context.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
It So Happened	2	Children At Work	Narration	Continuous	Personal	Relate the main idea to prior knowledge about child labour	**ELO08.RC.06**: reads, compares, contrasts, thinks critically and relates ideas to life	**4.3.1** Activation of prior knowledge
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO08.RC.02**: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	**4.3.4** Questioning
						Summarise the ideas/events.	**ELO08.RC.05**: identifies details, characters, main idea and sequence of ideas and events while reading	**4.3.3** Summarisation **4.3.5** Visual representation
						Analyse characters and make inferences based on context.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
It So Happened	4	The Treasure Within	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO08.RC.01**: reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.	**4.3.4** Questioning
						Summarise key ideas/events from the excerpt.	**ELO08.RC.05**: identifies details, characters, main idea and sequence of ideas and events while reading	**4.3.3** Summarisation **4.3.5** Visual representation
						Relate the main theme of the text to prior knowledge about ideas of school and learning	**ELO08.RC.06**: reads, compares, contrasts, thinks critically and relates ideas to life	**4.3.1** Activation of prior knowledge

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
It So Happened	5	Princess September	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO08.RC.02**: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	**4.3.4** Questioning
						Summarise key ideas/events from the story.	**ELO08.RC.05**: identifies details, characters, main idea and sequence of ideas and events while reading	**4.3.3** Summarisation **4.3.5** Visual representation
						Analyse characters and make inferences based on context.		
						Use prior experience of reading stories to predict what might happen next at important plot points.	**ELO08.RC.06**: reads a variety of texts for pleasure, e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)	**4.3.2** Prediction

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
It So Happened	6	The Fight	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO08.RC.02**: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	**4.3.4** Questioning
						Summarise key ideas/events from the story.	**ELO08.RC.05**: identifies details, characters, main idea and sequence of ideas and events while reading	**4.3.3** Summarisation **4.3.5** Visual representation
						Analyse characters and make inferences based on context.		
						Use prior experience of reading stories to predict what might happen next at important plot points.	**ELO08.RC.06**: reads a variety of texts for pleasure, e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)	**4.3.2** Prediction

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
It So Happened	7	The Open Window	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO08.RC.02**: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	**4.3.4** Questioning
						Summarise key ideas/events from the story.	**ELO08.RC.05**: identifies details, characters, main idea and sequence of ideas and events while reading	**4.3.3** Summarisation **4.3.5** Visual representation
						Analyse characters and make inferences based on context.		
						Use prior experience of reading stories to predict what might happen next at important plot points.	**ELO08.RC.06**: reads a variety of texts for pleasure, e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)	**4.3.2** Prediction

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
It So Happened	8	Jalebis	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO08.RC.02**: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	**4.3.4** Questioning
						Summarise key ideas/events from the story.	**ELO08.RC.05**: identifies details, characters, main idea and sequence of ideas and events while reading	**4.3.3** Summarisation **4.3.5** Visual representation
						Analyse characters and make inferences based on context.		
						Use prior experience of reading stories to predict what might happen next at important plot points.	**ELO08.RC.06**: reads a variety of texts for pleasure, e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)	**4.3.2** Prediction
						Relate the main idea of the story to prior knowledge and ideas about honesty	**ELO08.RC.06**: reads, compares, contrasts, thinks critically and relates ideas to life	**4.3.1** Activation of prior knowledge

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
It So Happened	10	The Comet -II	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO08.RC.02**: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	**4.3.4** Questioning
						Summarise key ideas/events from the story.	**ELO08.RC.05**: identifies details, characters, main idea and sequence of ideas and events while reading	**4.3.3** Summarisation **4.3.5** Visual representation
						Analyse characters and make inferences based on context.		
						Use prior experience of reading stories to predict what might happen next at important plot points.	**ELO08.RC.06**: reads a variety of texts for pleasure, e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)	**4.3.2** Prediction

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
It So Happened	11	Ancient Education System of India	Exposition	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO08.RC.02**: asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)	**4.3.4** Questioning
						Summarise key ideas/events from the text.	**ELO08.RC.05**: reads textual/non-textual materials in English/Braille with comprehension	**4.3.3** Summarisation **4.3.5** Visual representation
						Use prior experience of reading stories to predict what might happen next at important plot points.	**ELO08.RC.06**: reads a variety of texts for pleasure, e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)	**4.3.2** Prediction
						Relate the main idea of the text to prior knowledge and ideas about Indian education system	**ELO08.RC.06**: reads, compares, contrasts, thinks critically and relates ideas to life	**4.3.1** Activation of prior knowledge

7.2.4. Grade 9

Table 7-14: Mapping of NCERT learning outcomes to pedagogic strategies for Grade 9

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Beehive	1	The Fun They Had	Narration	Continuous	Personal	Identify a variety of genres for pleasure specifically science fiction and compare and contrast them Answer questions based on comprehension and inference Frame their own questions that show understanding at the inferential and literal levels.	ELO9.RC.05: explains specific features of different literary genres for interpretation and literary appreciation	4.3.4 Questioning 4.3.5 Visual representation
Beehive	1	The Road Not Taken	Narration	Continuous	Personal	Answers questions based on comprehension and inference Frame their own questions that show understanding at the inferential and literal levels.	ELO9.RC.01: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	4.3.4 Questioning

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Beehive	2	The Sound of Music – I. Evelyn Glennie	Narration	Continuous	Personal	Read and respond to the textual elements- plot, the style of writing and the genre.	ELO9.RC.04: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	4.3.2 Prediction 4.3.4 Questioning 4.3.5 Visual representation
						Analyse the characterization and other elements of the story		
Beehive	2	The Sound of Music – II. The Shehnai of Bismillah Khan	Narration	Continuous	Personal	Identifies the essential components of the story.	ELO9.RC.04: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	4.3.1 Activation of prior knowledge 4.3.5 Visual representation
						Critically analyse the theme and moral value imparted through the story.		
Beehive	2	The Wind	Narration	Continuous	Personal	Respond to the poem and identify the difference between a translation and an original work in English	ELO9.RC.02: reads silently with comprehension, interprets layers of meaning	4.3.2 Prediction 4.3.4 Questioning 4.3.5 Visual representation
						Discuss Subramania Bharati's style of writing, the title, and its layers of meaning.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogic strategies
Beehive	3	The Little Girl	Narration	Continuous	Personal	Evaluate the characteristics of the protagonist- a very emotional and sensitive girl affected by her father's behaviour	ELO9.RC.04: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
						Interpret the feelings of elders towards the children		
						Analyse the impulsive step taken by Kezia and the punishment received		
						Respond to the importance of trust towards parents and the impact of punishments- lead to an emotional scar		
Beehive	3	Rain On The Roof	Narration	Continuous	Personal	Respond to the poem. -admiring the bliss of nature in the form rain	ELO9.RC.04: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	4.3.1 Activation of prior knowledge 4.3.4 Questioning
						Compare the rain with tears		
						Respond to the concept of loss		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Beehive	4	A Truly Beautiful Mind	Narration	Continuous	Personal	Responds to and discusses a variety of genres for pleasure specifically science fiction and compares and contrasts them	ELO9.RC.05: explains specific features of different literary genres for interpretation and literary appreciation	4.3.4 Questioning 4.3.5 Visual representation
						Answer questions based on comprehension and inference and frames their own questions to show understanding at the literal and inferential levels		
Beehive	4	The Lake Isle Of Innisfree	Narration	Continuous	Personal	Discuss the significance of adopting and observing peace and tranquillity of nature in their lives	ELO9.RC.05: explains specific features of different literary genres for interpretation and literary appreciation	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
						Respond to the genre of the poem and W. B Yeats's style of writing		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Beehive	5	The Snake And The Mirror	Narration	Continuous	Personal	Discuss a variety of genres for pleasure specifically science fiction and compare and contrast the genres	ELO9.RC.05: explains specific features of different literary genres for interpretation and literary appreciation	4.3.4 Questioning 4.3.5 Visual representation
						List and interpret the incidents of the story		
Beehive	5	A Legend Of The Northland	Narration	Continuous	Personal	Discuss the culture, lifestyle, and belief of the people. understanding Phoebe Cary's style of writing	ELO9.RC.05: explains specific features of different literary genres for interpretation and literary appreciation	4.3.1 Activation of prior knowledge 4.3.2 Prediction 4.3.4 Questioning
						Discuss the genre of a legend		
						Relate to common symbols used in the poem		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Beehive	6	My Childhood	Narration	Continuous	Personal	Discuss a variety of genres for pleasure specifically autobiography and compare and contrast the genres	ELO9.RC.05: explains specific features of different literary genres for interpretation and literary appreciation	4.3.4 Questioning 4.3.5 Visual representation
						Answer questions based on understanding of the topic and frame their own questions to show the understanding at literal and inferential levels		
Beehive	6	No Men Are Foreign	Narration	Continuous	Personal	Draw the inferences, and appreciates the essence of the poem.	ELO9.RC.02: reads silently with comprehension, interprets layers of meaning	4.3.1 Activation of prior knowledge 4.3.2 Prediction 4.3.4 Questioning
						Discuss the layers of meaning in the poem		
						Identify the symbols in the poem		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Beehive	7	Packing	Narration	Continuous	Personal	Identify and discuss a variety of genres for pleasure, specifically comedy and humour and compare and contrast the genres	ELO9.RC.04: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	4.3.2 Prediction 4.3.4 Questioning 4.3.5 Visual representation
						Evaluate the plot, the style of writing and the humorous element of the topic		
Beehive	7	The Duck And The Kangaroo	Narration	Continuous	Personal	Discuss the genre of the poem and Edward Lear's style of writing.	ELO9.RC.05: explains specific features of different literary genres for interpretation and literary appreciation	4.3.4 Questioning 4.3.5 Visual representation
						Analyse elements of nonsense verse		
						Discuss significance of the use of animal's poem as a fable and elements of Nonsense verse	ELO9.RC.05: explains specific features of different literary genres for interpretation and literary appreciation	4.3.4 Questioning

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Beehive	8	Reach For The Top - I. Santosh Yadav	Narration	Continuous	Personal	Evaluate the trials and tribulations of a young girl from a backward community and the struggles to achieve her goals	ELO9.RC.04: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	4.3.2 Prediction 4.3.4 Questioning
Beehive	8	Reach For The Top - I. Maria Sharapova	Narration	Continuous	Personal	Evaluate the trials and tribulations of a young girl living away from her mother in a strange land to pursue her dreams	ELO9.RC.04: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	4.3.2 Prediction 4.3.4 Questioning
Beehive	8	On Killing A Tree	Narration	Continuous	Personal	Draw the inferences, and appreciates the essence of the poem.	ELO9.RC.02: reads silently with comprehension, interprets layers of meaning	4.3.1 Activation of prior knowledge 4.3.2 Prediction 4.3.4 Questioning
						Discuss the layers of meaning in the poem		
						Identify the symbols in the poem and interpret them		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Beehive	9	The Bond Of Love	Narration	Continuous	Personal	Respond to a variety of genres for pleasure specifically comedy and humour and compare and contrast the genres	ELO9.RC.04: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	4.3.2 Prediction 4.3.4 Questioning 4.3.5 Visual representation
						Analyse the plot, the style of writing and the emphasis on the child like characteristics displayed by the pet.		
Beehive	9	The Snake Trying	Narration	Continuous	Personal	Draw the inferences, and appreciates the essence of the poem	ELO9.RC.02: reads silently with comprehension, interprets layers of meaning	4.3.4 Questioning
						Interpret the layers of meaning in the poem		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Instruction Strategy
Beehive	10	Kathmandu	Narration	Continuous	Personal	Respond to the descriptive style of writing and the images created in the story	ELO9.RC.04: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
Beehive	10	A Slumber Did My Spirit Seal	Narration	Continuous	Personal	Draw the inferences, and appreciate the essence of the poem.	ELO9.RC.02: reads silently with comprehension, interprets layers of meaning	4.3.1 Activation of prior knowledge 4.3.4 Questioning
						Analyse the layers of meaning in the poem		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
Beehive	11	If I Were You	Narration	Continuous	Personal	Respond to a variety of genres for pleasure, specifically drama and humour. Compare and contrast the genres	ELO9.RC.04: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	4.3.2 Prediction 4.3.4 Questioning 4.3.5 Visual representation
						Analyse the plot, the style of writing whereby the author introduces a twist in the tale		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Moments	1	The Lost Child	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.04**: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	**4.3.4** Questioning
						Use prior experience of reading stories to predict what might happen next at important plot points.	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.2** Prediction
						Summarise the ideas/events using paragraph summaries.	**ELO09.RC.02**: reads silently with comprehension, interprets layers of meaning	**4.3.3** Summarisation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Moments	2	The Adventures of Toto	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.04**: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	**4.3.4** Questioning
						Summarise the ideas/events using different summarising techniques.	**ELO09.RC.02**: reads silently with comprehension, interprets layers of meaning	**4.3.5** Visual Representation **4.3.3** Summarisation
						Identify unfamiliar words in the text, capture meaning using different graphic organisers.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Moments	3	Iswaran the Storyteller	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.04**: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	**4.3.4** Questioning
						Use prior experience of reading stories to predict what might happen next at important plot points	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.2** Prediction
						Summarise the ideas/events using different summarising techniques.	**ELO09.RC.02**: reads silently with comprehension, interprets layers of meaning	**4.3.3** Summarisation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Moments	4	In the Kingdom of Fools	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.04**: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	**4.3.4** Questioning
						Summarise the ideas/events using different summarisation techniques.	**ELO09.RC.02**: reads silently with comprehension, interprets layers of meaning	**4.3.3** Summarisation

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NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Moments	5	The Happy Prince	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.04**: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	**4.3.4** Questioning
						Summarise the ideas/events using paragraph summaries.	**ELO09.RC.02**: reads silently with comprehension, interprets layers of meaning	**4.3.5** Visual Representation **4.3.3** Summarisation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Moments	6	Weathering the Storm in Ersama	Narration	Continuous	Personal	Activate prior knowledge by reading about natural disasters and discussing what was learnt	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.1** Activating Prior Knowledge
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.02**: reads silently with comprehension, interprets layers of meaning	**4.3.4** Questioning

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Moments	7	The Last Leaf	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.04**: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	**4.3.4** Questioning **4.3.5** Visual Representation
						Identify unfamiliar words in the text, capture meaning using different graphic organisers.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Moments	8	A House Is Not a Home	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.04**: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	**4.3.4** Questioning
						Use prior experience of reading stories to predict what might happen next at important plot points	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.2** Prediction
						Summarise the ideas/events using paragraph summaries.	**ELO09.RC.02**: reads silently with comprehension, interprets layers of meaning	**4.3.3** Summarisation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Moments	9	The Accidental Tourist	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.4** Questioning
						Summarise the ideas/events using paragraph summaries.	**ELO09.RC.02**: reads silently with comprehension, interprets layers of meaning	**4.3.3** Summarisation **4.3.5** Visual Representation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Moments	10	The Beggar	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.04**: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	**4.3.4** Questioning
						Summarise the ideas/events using paragraph summaries.	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.3** Summarisation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions I	1	Text 1: The Future Cars	Exposition	Continuous	Personal	Activate prior knowledge by reading about and discussing new technologies that could change travel	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.4** Activating Prior Knowledge **4.3.4** Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		
Words and Expressions I	1	Text 2: Humanoid Robot, Sophia Back in India	Narration	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	**ELO09.RC.02**: reads silently with comprehension, interprets layers of meaning	**4.3.3** Summarisation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions I	2	Text 1: Role of Music in Life	Argumentation	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.02**: reads silently with comprehension, interprets layers of meaning	**4.3.4** Questioning
Words and Expressions I	2	Text 2: Beating the odds	Narration	Continuous	Personal	Activate prior knowledge by reading and discussing about Beethoven.	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.1** Activating Prior Knowledge **4.3.3** Summarisation
						Summarise the ideas/events using paragraph summaries.		
Words and Expressions I	2	Text 3: The Solitary Reaper	Narration	Continuous	Personal	Summarise the ideas/events using paragraph summaries.	**ELO09.RC.04**: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	**4.3.3** Summarisation
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.06**: identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme etc.	**4.3.4** Questioning

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NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions I	3	Text 1	Narration	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	**ELO09.RC.04**: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	**4.3.3** Summarisation **4.3.5** Visual Representation
						Identify unfamiliar words in the text, capture meaning using different graphic organisers.		
Words and Expressions I	3	Text 2: Poem at Thirty-Nine	Narration	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	**ELO09.RC.04**: reads literary texts for enjoyment / pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives opinion	**4.3.3** Summarisation
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.06**: identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme etc.	**4.3.4** Questioning

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions I	4	Text 1: The World as I See it	Argumentation	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	**ELO09.RC.02**: reads silently with comprehension, interprets layers of meaning	**4.3.3** Summarisation
Words and Expressions I	4	Text 2: When Einstein Wrote to Gandhi	Argumentation	Continuous	Personal	Activate prior knowledge by discussing about Einstein and Gandhi before reading the text	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.1** Activating Prior Knowledge
						Summarise the ideas/events using different summarising techniques.	**ELO09.RC.02**: reads silently with comprehension, interprets layers of meaning	**4.3.3** Summarisation
Words and Expressions I	4	Text 3: If	Argumentation	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.06**: identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme etc.	**4.3.4** Questioning

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions I	5	Text 1: The Miraculous Escape	Narration	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	ELO09.RC.02: reads silently with comprehension, interprets layers of meaning	**4.3.3** Summarisation
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		**4.3.4** Questioning

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions I	6	Text 1	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	ELO09.RC.02: reads silently with comprehension, interprets layers of meaning	**4.3.4** Questioning
Words and Expressions I	6	Text 2	Argumentation	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	ELO09.RC.01: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.4** Questioning **4.3.3** Summarisation
						Summarise the ideas/events using different summarising techniques.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions I	7	Text 1: Organising your School Bag	Argumentation	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	ELO09.RC.01: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.3** Summarisation **4.3.4** Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		
Words and Expressions I	7	Text 2: No Crocodiles	Narration	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	ELO09.RC.01: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.3** Summarisation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions I	8	Text 1	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.4** Questioning **4.3.3** Summarisation
						Summarise the ideas/events using different summarising techniques.		
Words and Expressions I	8	Text 2: Where the Mind is Without Fear	Argumentation	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	**ELO09.RC.02**: reads silently with comprehension, interprets layers of meaning	**4.3.3** Summarisation **4.3.5** Visual Representation
						Identify unfamiliar words in the text, capture meaning using different graphic organisers.		
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO09.RC.06**: identifies and appreciates significant literary elements such as – metaphor, imagery, symbol, simile, onomatopoeia, intention/point of view, rhyme scheme etc.	**4.3.4** Questioning

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions I	9	Text 1	Narration	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.3** Summarisation
Words and Expressions I	9	Text 2	Narration	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.3** Summarisation **4.3.4** Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions I	10	Text 1	Argumentation	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels. / Summarise the ideas/events using different summarising techniques. / Identify unfamiliar words in the text, capture meaning using different graphic organisers.	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.4** Questioning / **4.3.3** Summarisation / **4.3.5** Visual Representation
Words and Expressions I	10	Text 2	Narration	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.4** Questioning / **4.3.3** Summarisation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions I	11	Text 1: Interview with a Detective	Exposition	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.3** Summarisation
Words and Expressions I	11	Text 2: Sharadindu Bandyopadhyay	Description	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels. / Summarise the ideas/events using different summarising techniques.	**ELO09.RC.01**: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring	**4.3.4** Questioning / **4.3.3** Summarisation

7.2.5. Grade 10

Table 7-15: Mapping of NCERT learning outcomes to pedagogic strategies for Grade 10

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
First Flight	1	A Letter To God	Narration	Continuous	Personal	Respond to the picturesque details	EL10.RC.02: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning
						Highlight the disappointment of Lencho as the hailstorm destroys all the crops, through a discussion and reasoning and empathise with the problems faced by farmers		
						Rationalise writing a letter to God for help		
						Discuss the postmaster's act of charity to sustain Lencho's faith in God		
						Answer questions based on comprehension and inference via discussion. And independently	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.4 Questioning
						Frame their own questions to show understanding at the inferential level.		
First flight	1	Dust of Snow	Narration	Continuous	Personal	Respond to the literary nuances	EL10.RC.09: identifies significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention/point of view, rhyme scheme, etc.	4.3.4 Questioning
						Infer the merits of adopting an optimistic attitude and accept that joys and sorrows are inevitable in life.	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.4 Questioning
						Infer inherent ideas and frame their own questions to show understanding at the inferential level		
						ELO8.RC.06: reads, compares, contrasts, thinks critically and relates ideas to life		
						ELO8.RC.06: reads, compares, contrasts, thinks critically and relates ideas to life		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
First Flight	2	Nelson Mandela: Long Walk to Freedom	Narration	Continuous	Personal	Collect data and refer to history to know more about Nelson Mandela	EL10.RC.04: collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning
						Inspect the system of apartheid and develop an insight into the lives of freedom fighters		
						Discuss that the oppressed and the oppressor alike are robbed of their humanities	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.4 Questioning 4.3.5 Visual representation
						Develop ability to infer answers to questions		
						Frame their own questions to show understanding at the inferential level		
First Flight	2	A Tiger in the Zoo	Narration	Continuous	Personal	Empathise with the condition of a caged animal	EL10.RC.03: appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc.	4.3.1 Activation of prior knowledge 4.3.5 Visual representation
						Identify the actions of a tiger in jungle		
						Develop a suitable opinion about the cruelty of man towards animals	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.1 Activation of prior knowledge 4.3.4 Questioning
						Infer meaning and frame their own questions to show understanding at the inferential levels		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
First flight	3	Two stories about flying - I. His first flight	Narration	Continuous	Personal	Respond to the role of parents in preparing their children to face the challenges of the world	EL10.RC.02: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	4.3.1 Activation of prior knowledge 4.3.4 Questioning
						Analyse the message of self-reliance and strong self-belief		
						Infer answers and frame their own questions to show understanding at the inferential level	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.4 Questioning
First flight	3	Two stories about flying - II. The black aeroplane	Narration	Continuous	Personal	Identify the literary features of the text	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
						Reiterate the feasibility of weather during a flight		
						Justify that courage or grit is necessary to overcome any obstacle		
						Respond to the proverb-Where there's a will there's a way in the context of the story and life		
						Infer answers and frame their own questions to show understanding at the inferential level		
First flight	3	How To Tell Wild Animals	Narration	Continuous	Personal	Respond to the humour inherent in the close proximity with wild animals e.g. to recognize a bear is to be tightly embraced by it, the smiling face of Hyena is contrasted with a weeping face of a crocodile. The paradoxical statement that when there is nothing on the tree, there is chameleon is full of wit.	EL10.RC.03: appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc.	4.3.4 Questioning
						Infer answers and frame their own questions to show understanding at the inferential level	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.4 Questioning
First flight	3	The Ball Poem	Narration	Continuous	Personal	Reason a young child's feelings at the loss of a valuable possession and the fact that loss is inevitable	EL10.RC.03: appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc.	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
						Infer the message embedded-- to move forward in life by		
						Infer answers and frame their own questions to show understanding at the inferential level	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.4 Questioning

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
First flight	4	From The Diary Of Anne Frank	Narration	Continuous	Personal	Develop an understanding about Anne Frank- a Jewish girl witnessed horrors of Nazi rule and summarise the key points	EL10.RC.02: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	4.3.1 Activation of prior knowledge 4.3.3. Summarisation
						Analyse the anxiety of students before the result day and the various ways a teacher-student bind gets established		
						Infer answers and frame their own questions to show understanding at the inferential level	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.4 Questioning
First flight	4	Amanda!	Narration	Continuous	Personal	Analyse the situation that leads Amanda to escape into the fantasy world	EL10.RC.03: appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc.	4.3.2 Prediction 4.3.4 Questioning
						Discuss the need to narrow the generation gap and foster mutual respect and understanding	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.1 Activation of prior knowledge 4.3.4 Questioning
						Infer answers and frame their own questions to show understanding at the inferential level		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
First flight	5	The Hundred Dresses - I	Narration	Continuous	Personal	Develop awareness about the Polish American community and summarise the key points	EL10.RC.11: recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class	4.3.1 Activation of prior knowledge 4.3.3 Summarisation
						Develop awareness about bullying to comprehend aspects of the story	EL10.RC.02: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
						Create sensitivity towards insensitive actions like mocking or jeering		
						Use proverbs (" Don't judge the book by its cover". She was the 'richest' and 'most creative' girl in the class)		
						Infer answers and frame their own questions to show understanding at the inferential level	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.4 Questioning

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
First flight	6	The Hundred Dresses - II	Narration	Continuous	Personal	Analyse the intent behind the letter	EL10.RC.02: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	4.3.1 Activation of prior knowledge 4.3.2. Prediction 4.3.4 Questioning
						Identify the feeling of guilt and repentance		
						Deduce that mutual love and respect for each other is a must		
						Infer answers and frame their own questions to show understanding at the inferential level	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.4 Questioning
First flight	6	Animals	Narration	Continuous	Personal	Discuss aspects of animals; sense of self-contentment	EL10.RC.03: appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc.	4.3.1 Activation of prior knowledge 4.3.4 Questioning
						Interpret suggested aspects of animals-- clear conscience, no sense of regret, no hypocrisy, no trace of discontent, free from superstition and dogma, and equality		
						Deduce and rediscover to imbibe the virtues, return to a state of innocence and sincerity, learn to stay calm and contended, should shed false sense of respectability, refrain from practicing any discrimination in the name of God or religion and stay away from the mania of owing things	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.3 Summarisation 4.3.4 Questioning
						Infer answers and frame their own questions to show understanding at the inferential level		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
First flight	7	Glimpses of India - I. Baker from Goa	Narration	Continuous	Personal	Collect info. about Goa- churches, Goan culture, music, beaches and scenic beauty and summarise the main points	EL10.RC.04: collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.	4.3.1 Activation of prior knowledge 4.3.3 Summarisation
						Analyse the importance of the role of bakers	EL10.RC.02: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning
						Revisit childhood memories and connect with those listed in the text- love for bread, musical entry with jingling thud of the bamboo, sweetbread called bol		
						Develop understanding about the apparel and appearance of bread-sellers		
						Interpret the importance of such a business		
						Infer answers and frame their own questions that indicate understanding at the inferential level	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.4 Questioning
						Inculcate peer study and research work skills	EL10.RC.04: collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.	4.3.1 Activation of prior knowledge 4.3.3 Summarisation
						Discuss the information collected and summarise the main points		
First flight	7	Glimpses of India - II. Coorg	Description	Continuous	Personal	Identify details about the location and geographical details about Coorg and summarise them	EL10.RC.02: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	4.3.3 Summarisation 4.3.4 Questioning
						Describe distinct traditions and historical background		
						Comprehend specific details about the people of Coorg		
						Infer answers and frame their own questions that indicate understanding at the inferential level	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.4 Questioning
First flight	7	Glimpses of India - III. Tea from Assam	Narration	Continuous	Personal	Recognise how pleasure and scholarship can be combined to make knowledge effective and lasting	EL10.RC.02: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	4.3.1 Activation of prior knowledge 4.3.3 Summarisation 4.3.4 Questioning
						Present detail about the vast stretches spread across the landscape of Assam		
						Appreciate the legends connected with tea and its journey		
						Rationalise how doing one's homework before any new venture is a smart move		

							Infer answers and frame their own questions that indicate understanding at the inferential level	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.4 Questioning
							Develop and perform research to demonstrate the understanding about the text	EL10.RC.04: collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.	4.3.1 Activation of prior knowledge 4.3.3 Summarisation
							Discuss the information collected and summarise the main points		
							Demonstrate sensitivity towards the awareness of diversity	EL10.RC.11: recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class	4.3.4 Questioning
							Enhance and use critical thinking and presentation skills	EL10.RC.06: analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing	4.3.3 Summarisation
							Summarise the various cultural perspectives.		
First flight	7	The Trees	Narration	Continuous	Personal		Reiterate the importance of trees for life to survive	EL10.RC.03: appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc.	4.3.1 Activation of prior knowledge 4.3.4 Questioning 4.3.5 Visual representation
							Analyse the symbolism that establishes a relation between the trees and womanhood		
							Deduce that trees are symbolically treated as women who have been dominated, exploited and enslaved -victim of injustice and slavery in the male-chauvinistic society	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.3 Summarisation 4.3.4 Questioning 4.3.5 Visual representation
							Comprehend the text to infer answers and frame their own questions to show understanding at the inferential level		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
First flight	8	Mijbil The Otter	Narration	Continuous	Personal	Read to appreciate the use of expressions in the text	EL10.RC.02: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	4.3.4 Questioning
						Describe the journey from Basra in Iraq to London and then the encounter of the otter with the other humans including children and elders	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.1 Activation of prior knowledge 4.3.3 Summarisation
						Stimulate curiosity and engage students in conversation about pets using appropriate vocabulary		
First flight	8	Fog	Narration	Continuous	Personal	Engage in creatively expressing the understanding of the poem	EL10.RC.03: appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc.	4.3.3 Summarisation
						Summarise the poem		
						Critically analyse the theme, moral value imparted through the poem	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.1 Activation of prior knowledge 4.3.4 Questioning
						Analyse the poem through appropriate inferential questions and frame their own inferential questions that show understanding of the poem		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
First flight	9	Madam Rides The Bus	Narration	Continuous	Personal	Recognize the importance of being sensitive towards an individual's feelings Evaluate the lessons and experiences through travelling	EL10.RC.02: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	4.3.1 Activation of prior knowledge 4.3.4 Questioning
First flight	9	The Tale Of Custard The Dragon	Narration	Continuous	Personal	Respond to the nuances in the poem Classify the different types of poems (sonnet, ballad, parable, Acrostic) and specifically detailing about Ballads.	EL10.RC.03: appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc.	4.3.4 Questioning 4.3.5 Visual representation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
First flight	10	The Sermon At Benares	Narration	Continuous	Personal	Interpret and appreciate the use of expressions in the text	EL10.RC.04: collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.	4.3.4 Questioning
						Inspect the plot, the style of writing and the genre	EL10.RC.02: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	4.3.2 Prediction 4.3.4 Questioning 4.3.5 Visual representation
						Encourage a develop a spiritual outlook		
						Discuss death as the ultimate truth.	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.4 Questioning
						Inspect the loss of a loved one, though natural, causes sorrow.		
						Infer answers through discussions and frame their own questions to show understanding at the inferential level		
First flight	10	For Anne Gregory	Narration	Continuous	Personal	Infer the contextual meaning	EL10.RC.03: appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc.	4.3.2 Prediction 4.3.4 Questioning 4.3.5 Visual representation
						Frame their own questions to indicate understanding at the inferential level.		
						Classify of types of poems (sonnet, ballad, parable, Acrostic) with emphasis on ballads. Compare and contrast them.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive examples of pedagogical strategies
First flight	11	The Proposal	Narration	Continuous	Personal	Demonstrate ability to discuss elements of drama as a form of literature. Summarise the main ideas.	EL10.RC.02: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	4.3.1 Activation of prior knowledge 4.3.3 Summarisation
						Engage in discussions about- managing conflicts, anger management, need to control the usage of language, trust, faith, understanding behaviour, forgiveness	EL10.RC.01: reads, comprehends and responds to complex texts independently	4.3.1 Activation of prior knowledge 4.3.3 Summarisation
						Participate in conversation about Russian wedding culture with appropriate vocabulary.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Footprints without Feet	1	A Triumph of Surgery	Narration	Continuous	Personal	Relate the main idea to prior knowledge about diet, nutrition and the need for exercise.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.1** Activating Prior Knowledge **4.3.4** Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		
						Summarise the ideas/events using paragraph summaries.	**ELO10.RC.02**: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	**4.3.3** Summarisation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Footprints without Feet	2	The Thief's Story	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning
						Summarise the ideas/events using paragraph summaries.	**ELO10.RC.06**: analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing	**4.3.3** Summarisation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Footprints without Feet	3	The Midnight Visitor	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning
						Use prior experience of reading stories to predict what might happen next at important plot points	**ELO10.RC.02**: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	**4.3.2** Prediction **4.3.3** Summarisation
						Summarise the ideas/events using paragraph summaries.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Footprints without Feet	4	A Question of Trust	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning
						Use prior experience of reading stories to predict what might happen next at important plot points	**ELO10.RC.02**: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	**4.3.2** Prediction **4.3.3** Summarisation
						Summarise the ideas/events using paragraph summaries.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Footprints without Feet	5	Footprints without Feet	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning
						Summarise the ideas/events using paragraph summaries.	**ELO10.RC.02**: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	**4.3.5 Visual Representation** **4.3.3** Summarisation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Footprints without Feet	6	The Making of a Scientist	Narration	Mixed	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning
						Summarise the ideas/events using paragraph summaries.	**ELO10.RC.04**: collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.	**4.3.3** Summarisation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Footprints without Feet	7	The Necklace	Narration	Continuous	Personal	Capture, describe and represent information provided in tables and graphs	**ELO10.RC.05**: evaluates content presented in print media, and in different genres / formats and presents content using symbols, graphs, diagrams, etc.	**4.3.5 V**isual Representation **4.3.3** Summarisation
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning
						Summarise the ideas/events using paragraph summaries.	**ELO10.RC.02**: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	**4.3.5 V**isual Representation **4.3.3** Summarisation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Footprints without Feet	8	The Hack Driver	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning
						Summarise the ideas/events using paragraph summaries.	**ELO10.RC.02**: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	**4.3.5 V**isual Representation **4.3.3** Summarisation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Footprints without Feet	9	Bholi	Narration	Continuous	Personal	Activate prior knowledge by discussing discrimination against women	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.1** Activating Prior Knowledge **4.3.4** Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		
						Summarise the ideas/events using paragraph summaries.	**ELO10.RC.02**: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	**4.3.3** Summarisation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Footprints without Feet	10	The Book that Saved the Earth	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning
						Summarise the ideas/events using paragraph summaries.	**ELO10.RC.02**: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	**4.3.3** Summarisation **4.3.5 V**isual Representation
						Identify unfamiliar words in the text, capture synonyms and antonyms using word maps.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions II	1	Text: The Trader and the Tailor	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.02**: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	**4.3.4** Questioning **4.3.3** Summarisation
						Summarise the ideas/events using paragraph summaries.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions II	2	Text: Sardar Patel's Call to Youth to Build Character and be Disciplined	Argumentation	Continuous	Personal	Activate prior knowledge by discussing what students know about Sardar Patel	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Activating Prior Knowledge **4.3.4** Questioning

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions II	3	Text: All About a Dog	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning
						Represent the ideas/events using story maps or other graphic organisers.	**ELO10.RC.02**: reads stories and literary texts – both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about these	**4.3.5** Visual Representation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions II	4	Text 1: Foreword from The Diary of Lena Mukhina	Narration	Continuous	Personal	Activate prior knowledge by discussing the Second World War and problems faced by cities under siege.	**ELO10.RC.07**: draws references from books, newspapers, internet etc., interprets using analytical skills	**4.3.1** Activating Prior Knowledge
						Summarise the ideas/events using paragraph summaries.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.3** Summarisation
Words and Expressions II	4	Text 2: A Journal of the Plague Year	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.07**: reads, comprehends and responds to complex texts independently interprets using analytical skills	**4.3.4** Questioning
Words and Expressions II	4	Text 2: A Journal of the Plague Year	Narration	Continuous	Personal	Identify unfamiliar words in the text, capture synonyms and antonyms using different graphic organisers.	**ELO10.RC.06**: analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing	**4.3.5** Visual Representation **4.3.3** Summarisation
						Understand diverse cultures through discussion		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions II	5	Text 1	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning
Words and Expressions II	5	Text 2: Stephen Hawking, the TV star	Narration	Continuous	Personal	Activate prior knowledge by doing research about Stephen Hawking before reading the text	**ELO10.RC.07**: draws references from books, newspapers, internet etc., interprets using analytical skills	**4.3.1** Activating Prior Knowledge
						Summarise the ideas/events using different summarising techniques.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.3** Summarisation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions II	6	Text 1	Description	Continuous	Personal	Activate prior knowledge by doing research about Wangari Mathaai before reading the text	**ELO10.RC.07**: draws references from books, newspapers, internet etc., interprets using analytical skills	**4.3.1** Activating Prior Knowledge
						Summarise the ideas/events using different summarising techniques.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.3** Summarisation
Words and Expressions II	6	Text 2	Description	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions II	7	Text 1	Narration	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.3** Summarisation
						Understand diverse cultures through discussions about how times have changed	**ELO10.RC.06**: analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing	**4.3.3** Summarisation
Words and Expressions II	7	Text 2	Description	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions II	8	Text 1: Baby Bhakat	Narration	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels. / Summarise the ideas/events using different summarising techniques.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning / **4.3.3** Summarisation
Words and Expressions II	8	Text 2: Animal Rights	Argumentation	Continuous	Personal	Summarise the ideas/events using different summarising techniques. / Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.3** Summarisation / **4.3.4** Questioning

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions II	9	Text 1: Pedalling through the Golden Years	Description	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning
Words and Expressions II	9	Text 2: Going Down Hill on a Bicycle, A Boy's Song	Narration	Continuous	Personal	Describe the information provided in the map	**ELO10.RC.05**: evaluates content presented in print media, and in different genres / formats and presents content using symbols, graphs, diagrams, etc.	**4.3.3** Summarisation

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions II	10	Text 1	Argumentation	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning **4.3.3** Summarisation
						Summarise the ideas/events using different summarising techniques.		
Words and Expressions II	10	Text 2: The Ballad of Father Gilligan	Narration	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	**ELO10.RC.03**: appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc.	**4.3.3** Summarisation **4.3.4** Questioning
						Frame questions on their own that indicate comprehension of the text at literal and inferential levels.		

NCERT Textbook	Chapter No.	Chapter Name	Text Type	Text Format	Context	Learning Objectives	Learning Outcomes	Suggestive example of pedagogic strategies
Words and Expressions II	11	Text 1: How Can We Control Anger?	Argumentation	Continuous	Personal	Summarise the ideas/events using different summarising techniques.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.3** Summarisation
Words and Expressions II	11	Text 2: On Violence	Argumentation	Continuous	Personal	Frame questions on their own that indicate comprehension of the text at literal and inferential levels.	**ELO10.RC.01**: reads, comprehends and responds to complex texts independently	**4.3.4** Questioning **4.3.3** Summarisation
						Summarise the ideas/events using different summarising techniques.		

8.   CONCLUSION

8.1.   Summary

This learning framework contributes to Indian education by introducing and unpacking competency-based education which is a valid approach to prepare students for the rapidly changing future.

Chapter 1 introduces competency-based teaching and learning. It outlines how technological advancement has drastically altered the landscape of education. The focus of education is gradually shifting from rote learning and acquisition of skills to problem solving rooted in critical thinking and creativity. Competency-based teaching and learning, with its student-centric paradigm, is identified as a useful alternative to the traditional curriculum-based pedagogy in helping students to navigate the dynamic challenges that they are expected to encounter in a technology-driven world. PISA is introduced as an internationally accepted best practice in competency-based assessment. Participation in PISA, with its strong foundation in competency-based learning framework, is identified as a useful starting point for India to embark on competency-based pedagogic practices in its classrooms.

Chapter 2 analyses the importance of the reading domain, and locates the PISA reading literacy framework within the context of language learning in Indian classrooms. By elaborating on PISA's definition of reading literacy, it shows how the parameters that constitute reading have evolved according to the dynamicity in everyday reading, especially considering the increase in digital reading in the 21st century. The organisation of the PISA reading framework, as a combination of factors related to the reader, the text and the task, is discussed in detail. Additionally, the importance of cognitive and metacognitive skills in reading and behavioural factors such as motivation, is also outlined. The final section of the chapter discusses the relevance of PISA reading literacy framework for language learning in Indian classrooms. It elaborates on how the meaning making or comprehension process in Indian classrooms is breaking down and a shift in focus for pedagogy from mere decoding and learning of vocabulary to actual reading comprehension based learning is imperative. The broad framework on reading and the cognitive processes identified by PISA are found to be useful standards for tailoring the much needed reading comprehension instruction to Indian classrooms.

Chapter 3 describes the cognitive processes captured by PISA reading assessment in detail. While there are several components that determine the nature of the assessment tasks, including the factors related to the texts and the nature of the tasks, cognitive processes that underpin reading comprehension and captured by PISA are the most relevant for a competency-based teaching paradigm. This chapter describes the process framework for PISA reading and explains each competency – Locating Information, Understanding, and Evaluating and Reflecting – assessed by the PISA reading assessment, in detail. The underlying cognitive processes within each competency are also examined systematically. Additionally, the importance of task management parameters that pertain to the metacognitive aspect of reading, including goal-setting and control over reading to monitor the progress towards the goals of the task, are discussed.

Chapter 4 tries to lay down a solid foundation for competency-based teaching and learning in language classrooms based on the PISA reading literacy framework. The chapter briefly traces the evolution of theories on reading comprehension from the traditional view to the modern cognitive view, drawing heavily on the schema theory and metacognitive perspective. It makes a case for why the PISA reading literacy framework, with its strong underpinning of cognitive view on reading, is a very useful standard for competency-based reading pedagogy. The importance of

strategy training in comprehension instruction is emphasised and the foundational cognitive strategies of reading comprehension are described in detail. Each strategy is also supported by practical methods for implementation in classrooms. Additionally, the Gradual Release of Responsibility Model is introduced as an overarching model for strategy training in classrooms. The model and the cognitive strategies are outlined in detail in the final section of this chapter.

Chapter 5 evaluates different approaches to assessment that can effectively complement competency-based learning. The issues arising from traditional approaches to assessment, which focus on marks and grades rather than a description of student proficiency, are analysed and an alternative approach recommended. The new approach uses learning progressions that contain descriptions of proficiency at various levels of attainment as a map of the domain to help identify where learners are in their learning journey and to ascertain possible next steps. The advantage that this approach offers to the teaching learning process are manifold. First, learning is considered a single process that happens across many years and therefore, the idea that learning must continue from year to year is formalised. Second, teachers are provided substantive and meaningful descriptions of student proficiency that can directly impact the teaching learning process.

This chapter uses the PISA 2018 Reading proficiency scale to exemplify a learning progression and provides sample items to further illustrate the descriptions.

Chapter 6 undertakes to help teachers translate the concept of learning progressions into meaningful practice. In order for teachers to effectively implement this approach to assessment, they must be able to place their students accurately on the scale and further, visualise the information provided by the proficiency descriptions. This chapter uses PISA Reading subscales from the 2009 assessment, based on cognitive aspects or the competencies, to provide more detailed and nuanced descriptions of different proficiency levels. As these are more elaborate than the overall summary descriptions, they provide more information for teachers to use. For every subscale, example items are reviewed in detail to illustrate the aspects that provide evidence of increase in proficiency.

Chapter 7 contains the mapping of the NCERT learning outcomes for reading to the PISA reading competencies and pedagogic strategies outlined in Chapter 4. The mapping is done in a chapter-wise fashion for Grades 6-10. The learning outcomes covered by each chapter in the NCERT English textbooks have been matched with the relevant PISA competencies and strategies that will aid in the successful attainment of each outcome in the classroom.

8.2. Recommendations for teaching

This section summarises the various recommendations that have been made to ensure effective implementation of a competency-based learning system.

Recommendation 1: Adopting the PISA conceptualisation of the Reading domain

The PISA approach to defining and organising the Reading domain is considered global best practice as it is based on cutting edge research. The PISA assessment framework for the Reading domain defines reading literacy and suggest the various components that comprise the domain. As the competencies that comprise the domain and different proficiency levels are substantively described, these can be directly adopted in a competency-based learning framework.

Recommendation 2: Teaching cognitive strategies to improve proficiency in reading comprehension

The cognitive approach views reading comprehension as a constructive process in which the reader actively constructs meanings by drawing on prior information and context, and through the flexible use of strategies. Consequently, comprehension instruction based on the cognitive view focuses on the explicit teaching of strategies that the students can adapt to read all kinds of texts. Studies have shown that when reading strategies are taught to students, it can help improve the overall performance of students in comprehension tests.

The five main strategies that can be taught in the classroom are activation prior knowledge, prediction, summarisation, questioning and use of visual representations.

Activating prior knowledge draws from schema theory which places emphasis on the use of background knowledge by readers to make sense of texts. It creates motivation and engagement in readers and encourages them to be active rather than passive readers, giving them a sense of purpose while reading. Idea webs, prediction guides and carousel walks are identified as suitable strategies to invoke prior knowledge in classrooms. According to PISA framework, activation of prior knowledge is essential for making inferences and reflecting on the content and form of texts.

Prediction helps in keeping readers engaged in reading by enabling them to make informed guesses about the text. Previewing is the commonly used method for prediction wherein the student uses various elements of the text such as pictures as well as text organisers such as headings in order to make predictions. This is particularly useful for enabling students to differentiate the key ideas from the unimportant ones. Prediction is useful in performing the PISA tasks that require readers to access and retrieve information as well as those that require readers to make inferences and draw conclusions or hypotheses. Group prediction activities and two-column sheets are useful for teaching prediction in classrooms.

Summarisation falls under the 'Understanding' competency in PISA wherein readers are expected to integrate various parts of the text to make meaning of the whole text. Summarisation enables the readers to identify the key ideas in a text and also to condense them in a coherent manner. Understanding of text structures also play a key role in the ability of students to identify main ideas and produce comprehensive summaries. Paragraph summaries, plot summaries, one-line summaries, one-minute book talk are effective ways of introducing summarisation technique in classrooms.

Questioning strategy is useful to help students to generate their own questions based on texts. This method has been shown to generate deeper level of comprehension among students. Students can be helped in the process by being introduced to the various types of questions that can arise from a text - broadly categorised as those whose answers lie within the text and those whose do not. Questioning particularly enhances the ability of students to draw inferences, which falls under the 'Understanding' competency in PISA framework.

Visual representations or graphic organisers are tools that can be used to aid in reading comprehension. Based on the competency or strategy in question, various types of graphic organisers can be used. The purpose is to enable students to organise and classify information in a way that enhances their comprehension. Common graphic organisers are story maps, character webs, comparison charts, sequence charts, cause-and-effect charts and idea-details charts.

Recommendation 3: Adopting the Gradual Release of Responsibility Model for teaching strategies

The Gradual Release of Responsibility Model can be used for the instruction of the strategies in classrooms. It proceeds in four stages with the first stage being the modelling of the strategy by the teacher, followed by collaborative practice, guided practice and finally independent practice

of strategies by the students. The objective, as the name indicates, is to slowly release the responsibility of using reading processes to students. The teacher, in this process, does not paraphrase the text for meaning making, but guides students towards becoming independent readers who can use appropriate strategies to make meaning from texts on their own. Additionally, by modelling the strategy to demonstrate their appropriate application, the metacognitive skills of the readers can also be improved.

Recommendation 4: Using learning progressions to inform the teaching learning process

As the traditional approach to assessment does not provide substantive information about the proficiency level of learners, a better approach would be to use learning progressions to provide accurate and descriptive information about learner proficiency levels. Assessments that provide such information can be more effective for the implementation of a competency-based learning system. The PISA proficiency level descriptions are empirically developed learning progressions for the domain of reading.

Competency-based learning, unlike curriculum-based learning, emphasises a student-centred approach to education. Further, it focuses on equipping students with the ability to apply what they have learnt in real-life situations. This learning framework is an effort to introduce competency-based learning to classroom teaching and learning in India in order to prepare Indian students for the rapidly changing future. These recommendations are essential for effective implementation of this approach.

It is clear that society needs to educate the new generation of learners in a different way to prepare for the great uncertainty they will face in a technology-driven world. We hope that the details of competency-based education unpacked in this learning framework will help India achieve this objective.

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ANNEXURE

Brief suggestions for teaching

The following sections briefly elucidate how specific learning outcomes for each grade from 6 to 10 can be taught in classrooms using the cognitive strategies outlined in Chapter 4. While the Gradual Release of Responsibility Model can be used to teach the strategies in classrooms, specific methods can be used during the practice of each strategy. While these have already been described in Chapter 4, this section seeks to demonstrate the methods in detail using specific text-based examples.

One learning outcome is chosen for each grade to demonstrate a strategy and its implementation. Most learning outcomes encompass a variety of skills and can be taught using a combination of these strategies. However, in order to demonstrate the application of each strategy, certain aspects of the learning outcomes are focused on and one strategy or method that is found most suitable for teaching those aspects is elaborated.

Grade 6 – Activating prior knowledge using idea web

NCERT Learning outcome:

> Reads a variety of texts in English / Braille and **identifies main ideas**, characters, sequence of ideas and events and **relates with his/her personal experiences**.

Strategy:

> Activating prior knowledge using idea web to identify the main idea and relate it to personal experiences.

PISA Competency:

> The learning outcome involves all three PISA competencies. Students are expected to:
>
> ➢ identify relevant parts of the text ('Locate information')
>
> ➢ understand the literal meaning while also connecting various parts of the text to identify main idea, sequence of events, characters ('Understand')
>
> ➢ relate the events in the text to personal experiences ('Reflect')

Example: See the text below.

Table A0-1: Sample text for Grade 6

Giant Panda Facts

Giant pandas are black and white bears that live in the mountainous forests of central China. Although scientists do not know why pandas' coats are black and white, they suspect it helps them to blend into the snowy and rocky surroundings.

The panda's scientific name Ailuropoda melanoleuca means 'black and white cat-footed animal', but a panda's feet are very different from a cat's. A panda's front paw has a special padded bone which acts a bit like a thumb. This helps the panda grip bamboo shoots as a human would. The panda then crushes the bamboo with its large molar teeth.

A wild panda's diet is almost exclusively bamboo but its stomach is capable of processing meat – occasionally it will eat small rodents. A panda's droppings may contain undigested bamboo, and the unique molar markings on the bamboo make it possible for scientists to identify the panda. Although a panda gets much of its water from bamboo, it still needs to drink from rivers. Pandas are able to swim and they often take a dip in these cold, mountainous rivers.

Adult giant pandas have few natural enemies but their cubs are sometimes preyed upon by snow leopards. Typically, pandas in the wild live 14-20 years. Those in captivity live longer – some have even been known to reach 30 years of age.

Source A-1: Copyright © 2012 Australian Council for Educational Research

In order to activate students' prior knowledge before reading the text, an idea web can be used. The teacher can present the main idea/ key topic of the text to students and ask them to note down the information they already know about the idea/topic. Figure 6-2 shows a possible idea web for the text.

Figure A0-1: Idea web for 'Giant Panda Facts'

Figure A0-1: Idea web for 'Giant Panda Facts'
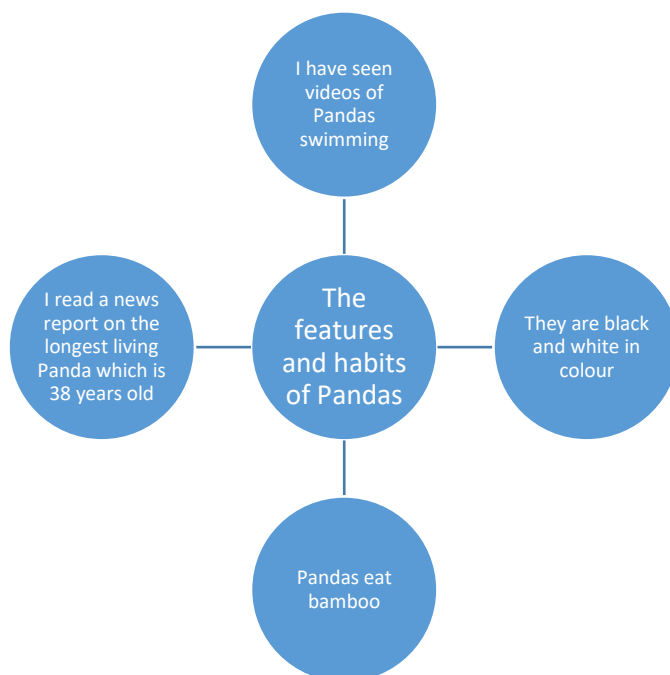
Grade 7 – Summarization using paragraph summaries

NCERT Learning Outcome:

Identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material.

Strategy:

Teaching summarisation using paragraph summaries to help students identify main idea, details, characters, and sequence of events.

PISA Competency:

The skills outlined in the learning outcome involve the PISA competencies of 'Locate information' and 'Understand'. Students are expected to:

➢ identify the relevant parts of the text ('Locate information')
➢ integrate information from various parts of the text to form an understanding of the whole text to determine the main idea, details, and the sequence of events ('Understand')

Example:

See the text below.

Table A0-2: Sample text for Grade 7

The Missing Bat

by Vaishali Shroff

Rehman Chacha had a cricket bat factory in Sangam in Kashmir. One could see cricket bats neatly stacked in rows all around his factory. The bats were made from willow trees that make the best quality bats in the world. The trees grew neatly in rows on both sides of the road that ran through Sangam.

Rehman Chacha was an old man with a hunchback who would always be on his feet to get his work done. He often frowned and used a walking stick wherever he went.

Aamir worked at Rehman Chacha's factory. His son, Ahmed, stayed with him at the factory every day after school. He would stare at the tall stacks of cricket bats in awe. He would hold the bat after Aamir had chiseled it and run his fingers across the length of the bat. Gripping it by its handle, he would swing it in the air with a flick of his wrist. He was only seven, but he dreamt of being Sachin Tendulkar someday.

One morning when Rehman Chacha opened his warehouse to take the stock out and load it onto his truck, he found that there was one bat less. That too, the one that was the biggest and the lightest!

He was furious and ordered all his men to stand in a row. "One bat is missing. Where do you think it could have gone?" Everyone looked down and shook their heads. They found it difficult to look at Chacha when he was angry.

"How can a bat disappear overnight? No one else enters the warehouse other than you all and me," screamed Rehman Chacha as everyone continued looking down.

Just then Rehman Chacha laid his eyes on Aamir. "Aha! Where is Ahmed, Aamir? He is not to be seen today."

"Ahmed is not keeping too well, Rehman Chacha. He is down with a cold and cough," Aamir answered, still looking down.

Suddenly, one by one everyone started giggling and then laughing, including Aamir.

"Why are all you shameless people laughing?" Rehman Chacha could not get any angrier now.

"We found the missing cricket bat, Chacha!" exclaimed a delighted Aamir.

Rehman Chacha was astonished. "But… but...but you have all been standing in front of me. How did you find it? Where is it?" asked Rehman Chacha.

Everyone looked down at Rehman Chacha's 'walking stick'. So did Rehman Chacha.

No one knew Rehman Chacha could laugh so loudly. And no one knew till then that he wore dentures!

Source A-2: The Missing Bat is written by Vaishali Shroff . © Pratham Books , 2014. Some rights reserved. Released under CC BY 4.0 license.

Summarisation will help students in identifying the main idea and details, along with understanding the sequence of events in the text. The teacher can encourage students to create summaries for each paragraph using simple prompts ('What is the main idea of the paragraph?', 'Which facts in the paragraph are important to remember?') that will help them understand the process of identifying the relevant details while ignoring the rest.

Consider the first paragraph in the text. If summary for the paragraph is created using prompts, it may look like this.

Table A0-3: Sample prompts and paragraph summary

Questions	Answers
What is the central idea of the paragraph?	Rehman chacha had a cricket bat factory in Sangam.
Which facts in the paragraph are important to remember?	The bats were of high quality as they were made from willow trees.
Paragraph summary: Rehman chacha had a cricket bat factory in Sangam where he made high quality bats from willow trees.	

Similarly, the teacher can encourage students to write paragraph summaries for each paragraph or section of the story. These summaries can then be collated to form a final summary for the whole story.

The final summary may read like this:

Table A0-4: Sample final summary for 'The Missing Bat'

Rehman chacha had a cricket bat factory in Sangam where he made high quality bats from willow trees. He was old and used a walking stick. Amir was a worker at the factory and his son Ahmed used to visit the factory after school. Ahmed wished to be a famous cricketer and was in awe of the cricket bats. One day, Rehman chacha found that the biggest and the lightest bat in his stock was missing. He got very angry and started questioning his workers. Just when he started suspecting that Ahmed had stolen the bat, the workers noticed that he was mistakenly holding the missing bat instead of his walking stick. Rehman chacha realised his folly and laughed at himself.

Grade 8 – Questioning using Question Answer Relationship

NCERT Learning Outcome:

Asks questions in different contexts and situations (for example, **based on the text / beyond the text / out of curiosity /** while engaging in conversation using appropriate vocabulary and accurate sentences).

Strategy:

Teaching questioning to comprehend texts by using the Question Answer Relationship technique as a tool.

PISA Competency:

The learning outcome involves all three PISA competencies. Students are expected to ask questions that are:

➢ based on explicit information in the text ('Locate information')
➢ based on implicit information in the text ('Understand')
➢ based on experiences beyond the text ('Reflect')

Example:

The steps to model questioning in classrooms and guide students through the process have been described in detail in Chapter 4 (See page 44). This section uses an example to show the various types of questions that can be asked at each stage of reading – before, during and after.

See the story 'The Missing Bat' (**Error! Reference source not found.Error! Reference source not found.**). The possible questions that can be asked at each stage of reading the text may look like this:

a. Before reading

➢ What is the title of the story? What does it tell me about what the story might be about?
➢ Who is the author of the story? Do you remember any other book by her?
➢ This story is set in Kashmir. I am very curious about the place. I wonder what their food is like. What is the name of their language, what clothes do they wear?

These are questions that elicit conversation about the text, try to fill the gap in the reader's content knowledge etc.

b. During reading
➢ I initially thought the text was about a bat that went missing. Was that right?
➢ Rehman chacha seems angry. What do you think happened to the bat?
➢ Have you ever been to a cricket bat factory? What was it like?

Questions at this stage are those that revisit the responses in the previous stage, clarificatory questions that prompt students to think further, and those that relate to the reader's life.

c. After reading
➢ If there was something in the story that you could have changed, what would it be?
➢ What would you have done if you were in Rehman chacha's place and found the bat to be missing?

Post-reading questions can be those that invite personal opinions, critical or justification questions, as well as extrapolatory or hypothetical ones.

After modelling the questioning process in this fashion while reading the story in the classroom, the teacher can also raise other questions based on the content of the text and the various

questions can then be sorted into the four QAR categories (See Page 44) to demonstrate to the students that a text can be comprehended at various levels. Once the various types of questions have been modelled, students can be encouraged to generate their own questions at each stage of reading to improve understanding.

Some possible post-reading questions for 'The Missing Bat' sorted into the four QAR categories are given below.

Table A0-5: Sample QAR table for 'The Missing Bat'

Right there	Think and search	Author and you	On your own
• Where is the story set? • What were the cricket bats made from?	• Did Ahmed like being at the factory? Why/ why not?	• Why did Rehman chacha suspect Ahmed? Can his suspicion be justified?	• Have you ever witnessed similar incidents in life?

Additionally, teachers need to ensure that students are provided a non-judgmental classroom environment which allows them to raise questions without fear. Students need not be rewarded for correct answers or right questions nor do they have to be rebuked for mistakes. The purpose should be to encourage students to develop the habit of thinking about questions.

Grade 9 – Using prediction or previewing to comprehend texts

NCERT Learning Outcome:

> Reads with comprehension the given text/materials, employing strategies like skimming, scanning**, predicting, previewing**, reviewing, inferring.

Strategy:

> Teaching prediction or previewing using two-column sheet to encourage students to read texts with deeper comprehension.

PISA Competency:

> Reading with comprehension involves both 'Locating information' and 'Understanding' competencies under PISA.

Example:

See the text below.

Table A0-6: Sample text for Grade 9

Aunt Casey

'Hey, Addo, look what I found,' she said, pulling a key from one of her many pockets. I didn't ask her where she 'found' it. It was better that I didn't know.

'Do you want to take out a rowing boat?' she asked. But a question from Aunt Casey was not a question: it was a suggestion that was always going to be enacted. She knew it, and so did I. It was her enthusiasm that made her impossible to resist; it infected all those around her, especially me.

'I know we are only supposed to be strolling along the river …' She had unlocked the shed and single-handedly pulled a boat down to the sandy bank before she had finished her sentence. '… but I thought it was high time my favourite nephew and I had a bit of fun!'

'Are you sure? After last time?' But my attempt to put the brakes on this was purely token. I was already in the boat when I questioned her. There was nothing better than hanging out with Aunt

Casey, even if it always meant me putting my life in danger, perhaps because it meant me putting my life in danger. 'Shouldn't we have life-jackets?'

But she had pushed us off.

Jumping into the boat, the bottom of her trousers sopping wet, she dismissed my arguments with a wave of her hand. She stood at the back of the boat, feet apart, rocking from side to side. She wasn't trying to scare me; she was trying to scare herself. My emotions were secondary.

'Let's head for the other bank,' she said throwing her arm in the direction of an old twisted tree, her momentum almost tipping us out of the boat. 'Be a darling and row for me. A strong, young lad like you should be able to row there in no time.'

It was at this point that I realised there were no oars in the boat. And when I pointed this out to Aunt Casey, all she could do was laugh.

Source A-3: Copyright © 2012 Australian Council for Educational Research

The teacher can use two-column sheet method (See Page 42) to help students make predictions before and while reading the story.

Given below is a sample two-column sheet for the text 'Aunt Casey'.

Table A0-7: Sample two-column sheet for 'Aunt Casey'

Predictions made	What actually happened
Addo does not like spending time with Aunt Casey.	Addo loved Aunt Casey's enthusiasm and readily joined her on the boat.
Addo does not like adventures.	Addo says that it is risk of riding the boat without life jackets that made it appealing to him.
Aunt Casey and Addo will take the rowing boat out for a ride.	They forget to take out the oars and are not able to ride the boat.

Grade 10 – Organising information using visual representations or graphic organisers

NCERT Learning Outcome:

Evaluates content presented in print media, and in different genres / formats and presents content using symbols, graphs, diagrams, etc.

Strategy:

Teach students to use suitable graphic organisers to evaluate content in different genres/ formats of text.

PISA Competency:

The learning outcome involves both 'Understand' and 'Reflect and Evaluate'. Students are expected to:

➢ comprehend the content ('Understand')
➢ reflect on texts using prior knowledge to evaluate their form and content ('Reflect and Evaluate')

Example:

See the texts below.

African Trek

The Northern Drakensberg Trek: South Africa / Lesotho

Fact file

OVERVIEW

◇ The Northern Drakensberg Trek involves crossing the northern Drakensberg escarpment at high altitudes. The route, which is approximately 40 miles (65km) long, straddles the border between South Africa and Lesotho, taking 5 strenuous days to complete. The Trek is filled with highlights, including breathtaking views over the Amphitheatre to the Devil's Tooth as you make your way to the Chain Ladder, and sunrise seen from Mponjwane, which is well worth setting your alarm for.

◇ Start: The Sentinel car park, Royal Natal National Park.

◇ Finish: The Cathedral Peak Hotel.

◇ Difficulty and Altitude: This is a high-mountain walk in one of the more remote areas of the Drakensberg Range. The going can be quite tough and the days long. Good navigation skills are essential for safe crossing.

TIMING AND SEASONALITY

◇ Best Months to Visit: April, May, June or September, October, November.

◇ Climate: Summers in the Drakensberg can be very hot and very wet. The winters are much drier, but there is always a chance of precipitation, which will probably take the form of snow on the high ground. In spring and autumn the daytime temperatures are ideal (between 60°F/15°C and 70°F/20°C), but at night will frequently drop below freezing point.

Temperature and Precipitation											
Average daily maximum temperature											
(°F)	72	70	70	66	63	60	60	63	66	68	70	70
(°C)	22	21	21	19	17	15	15	17	19	20	21	21
Average daily minimum temperature											
(°F)	55	55	54	48	46	41	41	43	46	48	52	54
(°C)	13	13	12	9	8	5	5	6	8	9	11	12

PISA 2009 ASSESSMENT FRAMEWORK – KEY COMPETENCIES IN READING, MATHEMATICS AND SCIENCE © OECD 2009

PARENTS LACK AWARENESS OF BULLYING

Only one in three parents polled is aware of bullying involving their children, according to an Education Ministry survey released on Wednesday.

The survey, conducted between December 1994 and January 1995, involved some 19,000 parents, teachers and children at primary, junior and senior high schools where bullying has occurred.

The survey, the first of its kind conducted by the Ministry, covered students from the fourth grade up. According to the survey, 22 per cent of the primary school children polled said they face bullying, compared with 13 per cent of junior high school children and 4 per cent of senior high school students.

On the other hand, some 26 per cent of the primary school children said they have bullied, with the percentage decreasing to 20 per cent for junior high school children and 6 per cent for senior high school students.

Of those who replied that they have been bullies, between 39 and 65 per cent said they also have been bullied.

The survey indicated that 37 per cent of the parents of bullied primary school children were aware of bullying targeted at their children. The figure was 34 per cent for the parents of junior high school children and 18 per cent for those of the senior high school students.

Of the parents aware of the bullying, 14 per cent to 18 per cent said they had been told of bullying by teachers. Only 3 per cent to 4 per cent of the parents learned of the bullying from their children, according to the survey.

The survey also found that 42 per cent of primary school teachers are not aware of bullying aimed at their students. The portion of such teachers was 29 per cent at junior high schools and 69 per cent at senior high schools.

Asked for the reason behind bullying, about 85 per cent of the teachers cited a lack of education at home. Many parents singled out a lack of a sense of justice and compassion among children as the main reason.

An Education Ministry official said the findings suggest that parents and teachers should have closer contact with children to prevent bullying.

School bullying became a major issue in Japan after 13-year-old Kiyoteru Okouchi hanged himself in Nishio, Aichi Prefecture, in the fall of 1994, leaving a note saying that classmates had repeatedly dunked him in a nearby river and extorted money from him.

The bullying-suicide prompted the Education Ministry to issue a report on bullying in March 1995 urging teachers to order bullies not to come to school.

OECD PISA. (2006). *PISA released items – reading.* https://www.oecd.org/pisa/38709396.pdf

The content and format of these texts can be evaluated in class using a compare and contrast chart. Through the chart, teachers can draw students' attention to important features of the texts including their type, format, organisation of content, purpose and main idea.

A sample compare and contrast chart for the texts 'African Trek' and 'Parents lack awareness of bullying' is given below.

Table A0-8: Sample compare and contrast chart

African Trek	Bullying
• Is a piece of non-fiction.	• Is a piece of non-fiction
• The information is organised in the form of an information sheet.	• The information is organised in the form of a newspaper report.
• Contains both textual and non-textual information.	• Contains only textual information.
• The main purpose is to help those who are planning to go on the Northern Drakensburg Trek.	• The main purpose is to inform the readers about the lack of awareness about bullying among parents in Japan.