

«Как найти возможности для развития читательской грамотности на уроках в школе»

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Функциональная грамотность

способность человека использовать

«все постоянно приобретаемые в течение жизни

знания, умения и навыки для решения максимально

широкого диапазона жизненных задач в различных

сферах человеческой деятельности, общения и

социальных отношений»

(Леонтьев А.А., 2003).

PISA (Programme for International Student Assessment)

Международное исследование качества чтения и понимания текста PISA (Programme for International Student Assessment) – это международное исследование математической, **читательской** и естественнонаучной грамотности .

Цель:

Оценка практических навыков учащихся и их умения применять академические знания в жизни, в отличие от других международных мониторингов (TIMSS и PIRLS), которые проверяют уровень академических знаний, заложенных в учебные программы. Сопоставление уровня навыков чтения и понимания текста учащимися различных стран мира, а также выявление различий в методике обучения читательской грамотности в национальных системах образования.

Читательская грамотность - Область оценивания:

Оцениваются **два вида чтения**: чтение с целью приобретения читательского литературного опыта и чтение с целью освоения и использования информации.

При чтении художественных и информационных (научно-популярных) текстов оцениваются читательские умения:

поиск и извлечение информации, заданной в явном виде;

интерпретация и **обобщение** информации, формулирование **выводов** ;

анализ и **оценка** содержания, языковых особенностей и структуры текста.

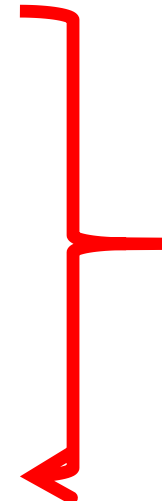


Таблица 1.

Места России в исследовании PISA

	2000	2003	2006	2009	2012	2015	2018
Математика	21–25 из 32	29–31 из 40	32–36 из 57	38–39 из 65	31–39 из 65	22–24 из 70	27–35 из 70
Естествознание	26–29 из 32	20–30 из 40	33–38 из 57	38–40 из 65	34–38 из 65	30–34 из 70	30–37 из 70
Чтение	27–29 из 32	32–34 из 40	37–40 из 57	41–43 из 65	38–42 из 65	19–30 из 70	26–36 из 70



В основной школе происходит переломный момент, который приводит к худшему усвоению программы.

Причины: экономические, социальные
территориальное неравенство

Возможные причины:

- изменения в системе образования последних лет, которые стимулируют учащихся, скорее, **запоминать** и действовать по образцу, **а не мыслить критически, анализировать**, сравнивать, экспериментировать. (ВПР, ОГЭ);
- ужесточение экспертизы учебников, которая не поддерживает инновационных подходов к учебным материалам.
- экономические кризисы

Что делать:

- проанализировать результаты PISA в разрезе конкретных типов заданий, социально-экономического статуса школ и детей.
- **сравнить задания PISA** с результатами и заданиями ЕГЭ, ОГЭ, ВПР, **учебниками**. На основе этого анализа следует выделить «западающие» навыки, группы риска, возможности быстрой коррекции.



НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ

Уровень 3

Выход за рамки текста: использование для решения различных задач:
без привлечения дополнительной информации;
с привлечением дополнительной информации



Уровень 2

Детальное понимание содержания: интерпретация информации;
сложные выводы; оценочные суждения



Уровень 1

Общее понимание:
поиск информации;
понимание основной идеи

Трудности при чтении:

Трудности формы текста:

- размер текста;
- часть информации может быть представлена не в привычной форме последовательного рассказа, а в виде схемы;
- месторасположение информации (часть информации сообщается в подписях под рисунками, сносками).

Трудности содержания:

- объём информации.
- число единиц информации, которые надо найти
- связь между отдельными блоками информации, интеграция всех содержательных линий текста
- специальные знания



CHALLENGE

Трудности при чтении:

Трудность поиска и извлечения информации

- число единиц информации, которые надо найти
- объём единиц информации, между которыми нужно сделать выбор
- объём и сложность текста

Here is a letter from a girl to a children's newspaper and the response to this letter.
For questions 1–4, choose the correct answer a or b.

My sister always spends a lot of time on the computer and I don't have the time. I don't think that's fair. What should I do?
Ann B., Norwich

Your sister may spend longer hours on the computer because of her schoolwork. If she is older than you, she may have more difficult homework to do.

You should talk to your parents and your sister. Tell your parents how you feel. They may not know that your sister spends a longer time on the computer, or they may think it is fair.

Computers are interesting and it's easy to forget all the time when you are on the Internet or playing a game. Some families buy a timer. Then all people in the family can get a bit of computer time.

- 1 What is the girl's problem?
a Her sister is not fair.

You are going to read some articles about schools in Britain. For questions 1–9, choose from the schools (A–D). The schools may be chosen more than once.

Which school:

- 1 is a comprehensive school?
- 2 is a boarding school for boys?
- 3 is a school where boys and girls study together?
- 4 is a college of further education?
- 5 offers free education?
- 6 prepares special food for pupils?
- 7 is for those who are good at sport?
- 8 concentrates on studying Maths and Information Technology?
- 9 was repaired and decorated not long ago?

- A If you're a Year 11 student, no matter whether you are a boy or a girl, thinking about what direction to take after school, or a Year 9 or 10 student consider your future aims, you'll be making important decisions that will influence the rest of your life. We offer a great range of courses for the Post Leaving Certificate and for adult students. Students who successfully complete their studies at College get the necessary *qualifications* to enter their chosen career or to continue their studies at the third level. The education is free, however, there are some sums of money that students have to pay to attend all courses, for example, for regist



число единиц информации, которые надо связать

тип связи между единицами информации, который требуется установить

необходимость делать выбор между единицами информации

характер текста: длина, абстрактность, предмет обсуждения (знаком/не знаком)

Read an article from a popular children's magazine. Answer the questions after the article.

He's about two *metres* tall, he doesn't wear any clothes and he's got red hair all over his body. People say, he lives in the Caucasus mountains, in Kazakhstan. Scientists¹ call him the Alma. Russian scientists are looking for him now.

In fact, one of the scientists has already hunted the Alma for many years. The Alma is half-man and half-monkey. He is not sociable and friendly. He can be aggressive and angry. He only comes out at night, he loves horses and he can run very fast (60 km/hr).

There are a lot of stories about him, but no one really knows where he really lives.

1. Who is the article about? Tick the correct answer.

The article is about _____

- a a scientist
- b a monkey
- c half-man and half-monkey



1 There are a lot of museums and art galleries throughout the world which contain impressive collections of ancient and contemporary art.

1) Read the texts about the world-famous museums and galleries. Which of the texts (A–D) contain the following information (1–12)? Read *Learning to learn* note No. 5 on p. 256.

1. where it is located _____
2. when it was founded
3. how many buildings it is located in
4. if it has a collection of paintings and sculptures by European masters
5. if it contains the only work of art by a world-famous master
6. whether the admission is free or not
7. if it holds temporary exhibitions
8. if it has a certain aim
9. if it has a permanent collection of applied art
10. if it collects and displays a new art form
11. if it shows the works of art from ancient times to the present day
12. if it gives an opportunity to look at contemporary art



Трудность интерпретации информации

ТИП ОСМЫСЛЕНИЯ (сравнить легче, чем построить предположение)

ТИП ВНЕТЕКСТОВОГО ЗНАНИЯ, необходимого для понимания текста (житейское/специализированное знание)

размер и абстрактность текста

educational organisations and individuals (6) ... The Society also sponsors the National Geographic Bee, an annual geographic contest for American middle-school students. Every two

years, the Society organises an international geography competition of teams (7) ... National Geographic maintains a museum which offers free entry for the public in Washington, D.C.

- A about exploration, discovery and research
- B in improving geography education
- C to different parts of the world
- D in their natural environments
- E through its five magazines
- F to care about the planet
- G from all over the world
- H with more than nine million members



житейское знание



On the outbreak of war, Appleton was appointed secretary of the department of scientific and industrial research, the senior British government post concerned with physical science. Robert Watson-Watt and his colleagues developed radar, a crucial weapon in the war, (F) _____. Appleton was knighted in 1941.

In 1947, Appleton was awarded the Nobel Prize for Physics and, two years later, moved to the University of Edinburgh to become principal and vice-chancellor, a position he held for the rest of his life. He died on 31 April 1965.

1. encouraging cooperation between leading scientists
2. received at Cambridge from the BBC station in London
3. rising and falling in an almost regular manner
4. to prove that this layer existed and its position and height above the ground were determined
5. to research on atmospheric physics mainly using radio waves
6. which reflected back shorter wavelengths in daytime as well as at night
7. working on Appleton's findings

специализированное знание

Трудность осмысления и оценки информации



Сплошной текст

размер

чёткость структуры

связь отдельных частей с общей

темой

наличие абзацев/подзаголовков и

т.п.

<p>B In the past, people got married and stayed married. Divorce was very difficult, expensive and took a long time. Today, people's views on marriage are changing. In 2012, in Great Britain there were 5.9 million people between the ages of 16 and 59 who were living</p>	<p>together without being married. Only 60 % of these couples will get married. In the past, people married before they had children, now about 40 % of children in Britain are born to unmarried parents.</p>
<p>C On average, 2.4 people live as a family in one home in Britain. This figure is smaller than in most other European countries. Today there are more single-parent families in Britain than there were before. This is mainly due to more</p>	<p>marriages ending in divorce (there are 286,100 marriages and 160,000 divorces in Britain each year) but some women are also choosing to have children as lone parents without being married.</p>

Несплошной текст

объём информации

тип связи между частями (простые списки/сложноорганизованные реестры)

форматирование частей текста

месторасположение искомой

информации (основной текст/сноска)



What?/Where?	Looking after groups of American children in a summer camp/the USA www.campamerica.co.uk www.bunac.org.uk	Exploring sea life/a coral reef in Fiji www.coralcay.org www.ecovolunteer.org.uk	Au pair*/Switzerland www.childint.co.uk www.aupair-connections.co.uk	Fruit picking/France www.picking-jobs.com www.anyworkanywhere.com
Why?	It will improve your leadership and communication skills, and you can travel.	You want to do something to protect the environment.	Nannying abroad can provide you with valuable experience for a career in childcare. You can work on your language skills.	A chance to work in the great outdoors.
How much?	It will cost you £400 and you'll receive pocket money at the end.	An eight-week expedition could cost between £1,300 and £2,400.	Meals will be provided and you can expect to earn around £30-£50 a week.	You'll usually get a room to live in and food, and some pocket money.
Good for ...	Sporty types who enjoy working with kids.	If you have a great interest in ecology and the protection of animals and plants.	People who love kids and are prepared to live with a family of strangers.	Those who love spending time outdoors.
Inappropriate for ...	Those who don't fancy spending summer with a group of kids.	Those who get seasick.	Those who value their freedom.	Those who hate early mornings.

Трудность чтения сплошного/ несплошного текста

Трудность чтения сплошного/несплошного текста

Сплошной текст

Трудность: наличие или отсутствие точного указания, в какой части текста надо искать ответ

Учим

2) Read this review to learn about bookcrossing. Answer the following questions while reading the review. (reading for specific information)

Love Your Books? Then Set Them Free!

Review by nickyturnill — written on 09.03.06 — Rating: ***** (5 of 5 possible stars)

1) When was bookcrossing created?

2) Who began the practice of bookcrossing?

3) What is bookcrossing?

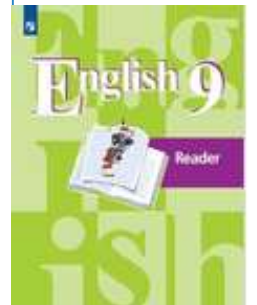
4) What is the aim of bookcrossing.com?

5) Who can be a member of bookcrossing.com?

6) What do the members of the site do?

In September 2005 I read a review about bookcrossing. I was very interested and joined immediately. I am an active member of bookcrossing.com, a free online book club. Bookcrossing site was created in April 2001 by Ron Hornbaker, and since then it has grown into a global movement. Bookcrossing has already entered the Oxford English Dictionary where it is defined as “the practice of leaving a book in a public place to be picked up and read by others, who then do the same.” The term is originated from the website bookcrossing.com, which began and encouraged the practice. Bookcrossing.com’s aim is to “make the whole world a library.”

On the site 500,000 members from different countries of the world share books and discuss them. About 4 million books have been registered on the site now. It makes it very unlikely that you won’t find what you



Трудности формы текста:

2. Children often have lunch at school.

1) Do school lunches differ around the world? (reading for the main idea)

Britain

Here is a report of Bronwen from Morey.

"I thought it would be interesting to have school dinners for a week and check out the varieties of healthy foods served at my school.

It turned out to be quite surprising!

Hotdogs and chips are served every day. You can often buy burgers and pizzas. I got a baked potato on Monday but my friends got chips and laughed at me. On Tuesday I got *spaghetti Bolognese* but again my friends got chips. On Wednesday I treated myself with hotdog and chips. My friends all got chips again. I got a sandwich on Thursday and on Friday because there were only chips, burgers and hotdogs on the menu. I asked the dinner ladies what meals were the most popular and they said chips and burgers."

есть заголовки
понятно, в какой части текста
надо искать ответ



France

It is easier to find *grilled* chicken with green beans on the menu than burgers or sausages. You can get chips only one day a week, to go with salmon lasagna while pizza is served with a green salad. Drinks are healthy, as you can only get water.

The US

Children in US schools really don't like the food they are given. People have said that the lunches kids get in schools aren't very healthy, they help to make them gain weight. Around 20% of US schools offer fast food like McDonalds*.

Norway

No child in Norway gets a school meal. If they want to eat at lunchtime they have to take in a packed lunch. Most packet lunches are open sandwiches with cheese or *salami*. Children who don't take packed lunches can go the whole day without eating anything. So some people are now arguing Norwegian schools should have canteens, but only ones that sell healthy food.

The Ukraine

Children in the Ukraine get three courses for their lunch, often starting with soup before a main course and a dessert. But because the country is so poor, the quality of food isn't always the best. But almost all the meals are made in the school kitchens from fresh *ingredients*.

2) Read the articles again and fill in the table. Add information about Russia. (reading for specific information/making notes)

Country	Britain	France	The USA	Norway	The Ukraine	Russia
Food						
Drinks						

Трудности формы несплошного текста:

3) Read the information about sodium and answer the following questions. (reading for specific information/understanding graphic)

1. What is sodium? What word can we use in place of the word sodium?
2. Why is it dangerous to eat a lot of sodium?
3. What is the daily limit for sodium?
4. How much sodium should people eat daily?
5. Where does most of the sodium in our diet come from?
6. What are some ways to cut sodium in your diet?
7. How many grams of salt does a twelve-year-old person eat?

5. Where does most of the sodium in our diet come from?

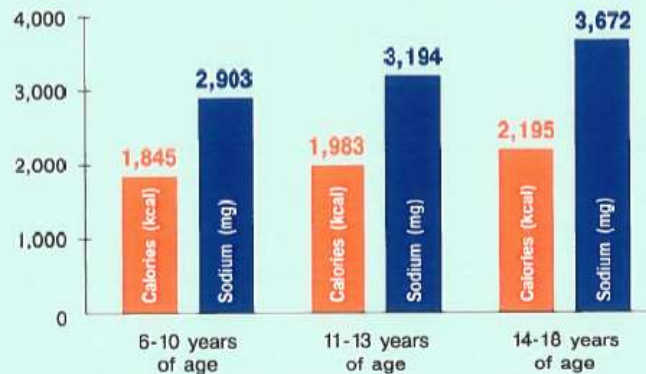
6. What are some ways to cut sodium in your diet?

Sodium Facts

We all need a little sodium if we want our bodies to work *correctly*. People should eat less than 2,300 mg of sodium each day as a part of a healthy and balanced diet. The body needs 1,500 mg each day. *Practically* all Americans eat more sodium than they need. If you eat a high sodium diet, there is a risk for heart disease and for heart attacks. This disease kills about 610,000 Americans each year. To cut sodium is a great goal for all family members. It may prevent heart disease later in life.

How much sodium do children eat?

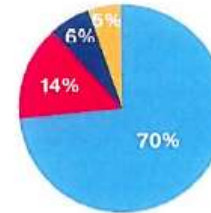
Most children are eating too much sodium daily, and teens are eating foods higher in sodium than younger children.



HOW TO CUT SODIUM

- Prepare your own food when you can.
- Buy fresh, frozen or no-salt-added canned vegetables
- Use fresh sandwich ingredients when you can. Choose fresh or frozen meat in place of canned, smoked and prepared meat (like sausages)
- Choose unsalted nuts and snack products (like crackers) for yourself. Or, have a carrot.
- Choose healthy snacks. They are baked chips; fruit and vegetables; yogurt.

Sodium in your diet



- from prepared and packaged foods
- present in natural food
- when we add salt to food in home preparation
- when we add salt at the table

CHOOSE WISELY

Food	Sodium Range (mg)
1 piece of white bread	80—230
1 piece of pizza	510—760
1 cheeseburger	710—1690

Is it Salt, or is it Sodium?

Sodium chloride is the chemical name for salt.

The words 'salt' and 'sodium' mean practically the same. We can use one in place of the other.

We get ninety percent of the sodium in the form of salt. One gram of salt is 390 milligrams of sodium.

месторасположение информации (график, часть информации сообщается в подписях под рисунками, сносками)



Что означает, что учитель готов к развитию функциональной грамотности в учебном процессе?

Учитель

- **овладел основными понятиями, связанными с функциональной грамотностью**
- **овладел практики формирования и оценки функциональной грамотности** (различение процессов формирования и оценки функциональной грамотности)
- **понимает роль учебных задач как средства формирования функциональной грамотности**
- **умеет отбирать / разрабатывать учебные задания для формирования и оценки функциональной грамотности**
- **овладел практиками развивающего обучения** (работа в группах, проектная и исследовательская деятельность и др.)
- **овладел технологией формирующего оценивания с учетом критериально-уровневого подхода**
- **умеет работать в команде учителей, организуя межпредметное взаимодействие**

Читательское умение: найти в тексте и извлечь информацию, сообщенную в явном виде.



Задания: определить информационное пространство, где содержится необходимая информация (справочная литература, the Internet, словарь)

1. Here is an article from a children's newspaper about the programme "Farms for City Children".

1) Who started the programme? What have you learnt about this man? (reading for specific information) Read the Learning to Learn note first.

In 1976 Michael Morpurgo* and his wife Clare started the programme 'Farms for City Children'. They now have three farms: in Devon, Wales and Gloucestershire, where children from towns and cities can come and be farmers.

The children spend a week at a countryside¹ farm, during which they put on their macs* and wellies* and take part in different farmyard work.

The day begins² early at 7.15 am with chores before breakfast. Children milk cows, check the sheep, and feed the ducks and hens. After that the children work until³ lunch-time and then walk in the countryside.

Every week groups of children visit the farms and have great fun with animals there.



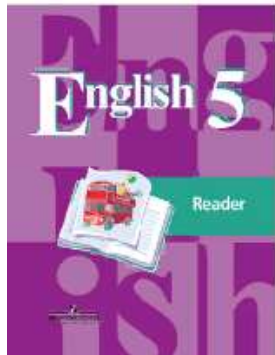
Learning to Learn

Как пользоваться справочником "Linguistic and cultural guide"

Справочник "Linguistic and cultural guide" продолжает знакомить

вас с культурой своей страны. Слова в справочнике расположены по темам. Чтобы найти в справочнике информацию

Учим



4. Here is an extract from the book *Harriet the Spy** by L. Fitzhugh.

1) Look up the following words in the LCG. What is the story about?

- Mr and Mrs Curie*
- the Trojan War*

2) Read the story and check. (reading for the main idea)

Miss Elson came into the room and the children all said, "Good morning, Miss Elson." Miss Elson answered, "Good morning, children." Then *they* all sat down.

2) Using a dictionary. Label the pictures.

- A. a tent B. a fly-sheet C. wooden floor D. a mackintosh

1



2



3



4



3) Do you think that children like the camp? Why? (reading for detail)

Читательское умение: найти в тексте и извлечь информацию, сообщенную в явном виде.



Задания: определить информационное пространство, где содержится необходимая информация (справочная литература, the Internet, словарь)

Задания: извлечь явную и скрытую информацию, составить план, таблицу, схему

8. In the story *I Am the United States* the author expresses some ideas about his country.

1) What things, places and people does the author associate with the USA? Fill in the table. Use the information on pp. 93–94, if necessary. (using reference materials, making notes)

Population	
Geography	
Education	
Industries	
Historical events	
Famous places	
Famous people: politicians inventors writers and poets army people	

I Am the United States

I was born on July 4, 1776 and the Declaration of Independence is my birth certificate. I am many things, and many people. I am the United States.

I am 212 million living souls — and the ghost of millions who have lived and died for me. I am Washington, Jefferson and Patrick Henry. I am Lee, Grant and Abe Lincoln.

I remember the Alamo and Pearl Harbor. When freedom called, I answered and stayed until it was over, over there.

I am the wheat fields of Kansas and the granite hills of Vermont. I am the fertile lands of the West, the Golden Gate and the Grand Canyon.

I am big. I sprawl from the Atlantic to the Pacific, 3 million square miles throbbing with industry. I am more than 5 million farms. I am forest, field, mountain and desert. I am quiet villages — and cities that never sleep.

Look at me and see Ben Franklin walking down the streets of Philadelphia and loaf under his arm. You can see Betsy Ross with her needle. You can see of Christmas, and hear the strains of *Auld Lang Syne* as the calendar turns.

I am 9,000 schools and colleges, and 250,000 churches where my people worship and think best. I am an editorial in a newspaper and a letter to a congressman.

I am Stephen Foster. I am Tom Edison, Albert Einstein and the Wright brothers. I am Longfellow, Harriet Beecher Stowe, Walt Whitman and Thomas Paine.

I am a nation and these are the things that I am. I am the United States.

Author unknown

Franklin, Benjamin [ˈfræŋklɪn, ˈbendʒəˌmɪn] (1706—1790) a politician, scientist and writer. He is known for his involvement in the Declaration of Independence in 1776 and for his writings.

Golden Gate, the an area of water which connects San Francisco Bay in California with the Pacific Ocean.

Grand Canyon, the [ˈgrænd ˈkænjən] an extremely large gorge cut over millions of years through the rocks of Arizona, USA.

Grant, Ulysses S. [ˈgrɑːnt, jʊˈlɪsɪz] (1822—1885) an army general and commander of the Union army during the American Civil War. He later became the 18th president of the US (1869—1877).

Henry, Patrick [ˈhenri, ˈpætrɪk] (1736—1799) a leader during the American Revolution, famous for his phrase “Give me liberty, or give me death!”.

Jefferson, Thomas [ˈdʒefəˌsən, ˈtɒməs] (1743—1826) the third president of the USA (1801—1809). Jefferson wrote a large part of the Declaration of Independence.

Kansas [ˈkænzəs] (*written abbrev.* KS) a state in the Great Plains area of Central US which produces a lot of wheat.

Lee, General Robert E. [ˈliː, dʒənərəl ˈrɒbət] (1807—1870) an army general and commander of the Confederate army during the American Civil War (1861—1865), often considered to be the best general of the war.

Lincoln, Abraham [ˈlɪŋkən, ˈeɪbrəhæm] (1809—1865) a self-educated lawyer, Republican President of the US (1861—1865).

Longfellow, Henry Wadsworth [ˈlɒŋfələʊ, ˈhenri ˈwɒdzwəθ] (1807—1882) a popular poet who is known for his long poems about US legends such as *The Song of Hiawatha*, *Paul Revere's Ride* and others.

Paine, Thomas [ˈpeɪn, ˈtɒməs] (1737—1809) an American political thinker and writer, born in England. His most famous books are *The Rights of Man* and *The Age of Reason*.

Pearl Harbor [ˈpɜːl ˈhɑːbə] an American naval base in Hawaii which was the scene of a surprise Japanese air attack in 1941 which brought the USA into the Second World War.



Читательское умение:



Вывести простое умозаключение из информации, содержащейся в тексте

На трудность таких вопросов в первую очередь влияет:

1) наличие или отсутствие у читателя установки на связывание отдельных единиц информации в единое целое, на самостоятельное восполнение всех недосказанностей;

2) величина логического разрыва между двумя единицами информации, которые читателю предстоит самостоятельно соединить;

3) сформированность умения не только понимать мысли других людей, выраженные в письменной форме, но и умения с помощью письма выражать свои собственные мысли понятно для других;

4) сформированность у читателя умения находить в тексте информацию, сообщенную в явном виде.

Если это базисное умение сформировано недостаточно, то читателю трудно вывести простое умозаключение из информации, содержащейся в тексте, просто потому, что он эту информацию может не обнаружить.

Умения
взаимосвязаны:
сложные
базируются на
более простых



an otter

In 1978 otters became protected animals, *because* they were so rare. Otter hunting, a sport since Henry II's* reign (1154-1189), also had to stop.

Today, chemicals that kill fish, pollute the river's ecosystem and the otter's food are not used. *More than that*, wildlife groups are working to build otter homes. "We've built hundreds of homes for otters and the otters like them," explains Geoff Liles of the Wildlife Trusts project.

The work of wildlife specialists has helped to make the future bright for otters in England, Wales and Scotland, *but* they are not

out of risk yet.

Вывести простое умозаключение из информации, содержащейся в тексте

Learning to learn

Союзы и союзные слова

Чтобы понять текст, связи между предложениями текста, а также связи внутри сложноподчинённых предложений, необходимо обращать внимание на союзы и союзные слова (link-words). Они могут передавать следующие связи: причину (*because, because of*), результат (*as a result*), противопоставление (*however, but*), добавление аргументов (*more than that*).

b) Fill in the gaps in the second article with the link-words. Explain your choice. (understanding relations within a text)

c) Connect two parts using the correct link-word.

As a result, because because of
However More than that

Otters were common in the rivers many years ago.
Otter hunting was popular,
The number of otters reduced

there are more otters in the country now.
they are not so common nowadays.
people put chemicals into rivers.



1. Write it right. You have learnt about otters in Britain and the USA. How are wild animals protected in Russia? Write an e-mail letter to your British friend. Use the words from the box. Follow the rules of letter writing.

in danger • common • bring back • look after


I would like to write a few words about _____.
They were _____. However _____.
_____. More than that, _____.
_____ As a result

учим логике высказывания

понимать мысли других людей, выраженные в письменной форме
с помощью письма выражать свои собственные мысли понятно для других

Читательское умение: *интегрировать и интерпретировать* идеи и информацию текста

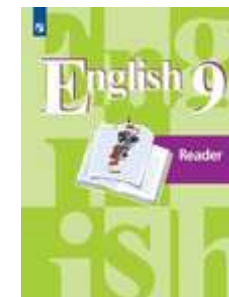


 4) What are the differences in the attitudes of Kevin and Biddy to work? Fill in the table. (reading for detail/making notes)

	Kevin	Biddy
What work did they do?		
Why did they start to work?		
What were their impressions about the work?		

Задания: интерпретировать литературные произведения, понимать мотивы поведения и поступков героев
интерпретация читателями может быть разной, так как идеи текста интегрируются с идеями читателей (поэтому не выносятся на контроль)

Установление причинно-следственных связей и умение делать обобщение и формулировать выводы – один из самых сложных приёмов
Учить выделять главную и второстепенную информацию!!!



Читательское умение: интегрировать и интерпретировать идеи и информацию текста



Задания: соотнести различные источники,

1) Look at three Emma's letters on pp. 130–132 and decide which type each of them belongs to.

- a CV
- a letter of application
- a personal letter

A.

Dear Maria,

Thanks for your letter. I'm sorry I haven't written for you about my summer job.

You asked me about my experience working in a camp shop. I'm glad to be in a 'people' type of job, talking to them. I think it's important to be responsible for a lot of people and how to deal with them. I think my experience may be useful for the future in business and law at university. I'm longing to a team and usually at work from about 10 to 12. I serve holidaymakers. I enjoy it and I know them!

Do you work during the holiday season? Will this job help you in your future career? Are summer jobs popular with teenagers in your country?

Write back soon.

Emma

B.

Name	Emma Barton
Address	12 Walton Street, Oxford OX5 9RG
Telephone	01764 867655
Date of birth	10 March 1992

Education/Qualifications
St Mary's Comprehensive School
2003–2008

Work Experience
July 2007
Shop, High Street
(part-time summer holiday job)
I was responsible for checking in and serving holidaymakers.

Skills/Qualities
Hard-working and reliable



3) Complete Emma's letter of application using the information from her personal letter and CV.

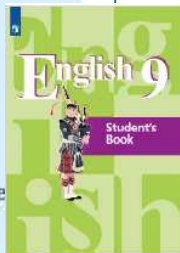
C.

12 Walton Street
Oxford
OX5 9RG
18 March 2008

Mrs M Lloyd
Director of Human Resources
The Body Shop
Great Clarendon Street
Oxford
OX2 6DP

Dear Mrs Lloyd,

I would like to apply for the position of trainee shop assistant advertised yesterday's "Observer". Please find enclosed¹ a copy of my CV.



Читательское умение: *интегрировать и интерпретировать* идеи и информацию текста



9. *Doctor Who* is a science fiction television programme on BBC. *Doctor Who* takes third place in the list of the 100 Greatest British Television Programmes of the twentieth century. Here is an extract from an interview with Christopher Eccleston who played the lead role, and Billie Piper who played the role of his companion, teenager Rose Tyler.

1) Read the interview and decide who the answers belong to. Insert the corresponding initials Ch. E. (Christopher Eccleston) or B. P. (Billie Piper). (reading for detail)

2) What attracted you to your roles?

___: The scripts² — which are written by Russell T Davies, whom I've worked with before. The character was very different from anything I'd done before ...

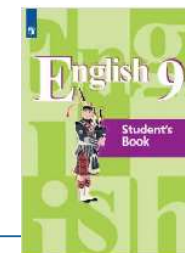
___: ... I just loved what was on the paper. I loved the script, and the idea of working with Christopher Eccleston and putting Russell T Davies' words into action ...

3) What about the scariest monsters in this series?

___: In the first episode we see the shop window dummies³ ... And that's your introduction to the spooky side and the science fiction.

___: The Daleks are frightening. Not in the way they look — as they look quite old-fashioned — but the *psychology* is very frightening. They know all about Doctor Who,

Умение: связывать элементы информации текста, опора на собственный опыт и знания;



"What is it?"
"Something like a hundred," I said. It was one hundred and two and four tenths.
"It was a hundred and two," he said.

7) What was the boy's temperature in Celsius? Use the scale below. (applying background knowledge)

Fahrenheit¹ = (9/5 °C) + 32

Celsius² = 5/9 (°F - 32)

Умение интегрировать и интерпретировать идеи и информацию текста




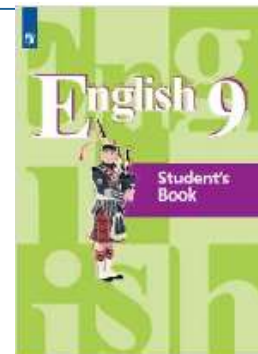
The oldest of the daily quality newspapers is "The Times". It has a reputation as one of the most *influential* newspapers in the country. It is famous for its wide **coverage** of important home, overseas and business news, its financial and sports pages. "The Guardian" is famous for its **lively** reports and its original articles. "The Independent" has a reputation for its excellent international news coverage and *reporting*. The best-selling quality daily newspaper is "The Daily Telegraph" which is known for its detailed reporting and good international news coverage, as well as its detailed coverage of sport. "The Financial Times" *specialises* in City* news but also offers some *general* news articles and reviews.

The most popular tabloids are "The Sun" and "The Daily Mirror". "The Star" is **similar** to "The Daily Mirror", but it has a greater number of young readers. "The Express" has a reputation for its lively writing and "no news" reporting. "The Mail" is the most serious of the tabloids, with its well-written articles. Both newspapers have *weekly* book reviews, women's pages and other *sections*. "The Express" and "The Mail" are different from "The Sun", "The Star" and "The Daily Mirror" and are considered "middle market".*

Almost all Sunday newspapers are national ones. The quality Sunday newspapers offer large sections on literature and the art, business and sport. They come with colour **supplements**, free magazines or television guides. The most popular Sunday newspapers are "The Sunday Times", "The Observer", which is the oldest Sunday paper, "The Sunday Telegraph" and "The Independent on Sunday". "The News of the World", which is the best-selling Sunday "popular", has a reputation for its detailed reports of crime, sports reports and its political *comment*. "The Sunday Mirror" contains popular articles on celebrities, with much gossip and many photographs. "The People" offers "true life" stories and articles. Both "The Sunday Express" and "Mail on Sunday" are similar to their daily *equivalents* in style and **content**.

As well as the national press, there are many regional and local newspapers from dailies to Sunday papers and others that are published once a week. Regional and local papers contain articles on the *community* as well as details of local theatre and cinema performances. Local papers are not divided into "popular" and "quality" papers. They are usually written in a simple style. Many local papers, which usually contain nothing but advertisements, are delivered free and are called "**free sheets**".

2.  In the text, look for sentences or parts of the sentences that can be applied to the Russian press. (applying background knowledge)



Задания: опознать в произведении иные культурные традиции, найти их сходство и различие с родными традициями

Интегрировать и интерпретировать идеи и информацию текста



На трудность таких вопросов в первую очередь влияет:

1) наличие или отсутствие у читателя установки на полное понимание текста; на постоянный мониторинг полноты и точности своего понимания,

2) когнитивная сложность тех операций, которые необходимы для того, чтобы интегрировать и интерпретировать сообщения текста;

3) эмоционально-личностная глубина повествования, которое читателю предстоит пережить в эстетической форме,

4) сформированность у читателя умения находить в тексте информацию, сообщенную в явном виде, и делать простейшие умозаключения на основе этой информации.

Если эти базисные умения сформированы недостаточно, то читателю трудно интегрировать и интерпретировать информацию текста просто потому, что он эту информацию может не обнаружить и не подвергнуть самой элементарной мыслительной обработке.



Читательское умение: **ОСМЫСЛИТЬ И ОЦЕНИТЬ** содержание и форму текста



B The USA is a larger country than Britain. There are more than sixty national parks in the USA. The Great Smoky Mountains,* the Grand Canyon* and Yellowstone Park* are the most popular of them. The Everglades, in Florida, is one of the most interesting places. Most of its *territory is covered*¹ with grass. Open water is sometimes found, and there are a lot of islands with *tropical* plants. If you visit the Everglades, you can see a lot of alligators. Be careful, they are dangerous! They are protected, because the Everglades is a national park. *Naturalists* and tourists come to see water birds, bobcats,* bears and alligators.

¹ to cover — покрывать; охватывать



The Grand Canyon, USA



The Everglades, USA

grammar for revision

Articles with geographical names

the Everglades, Florida

GS p. 189

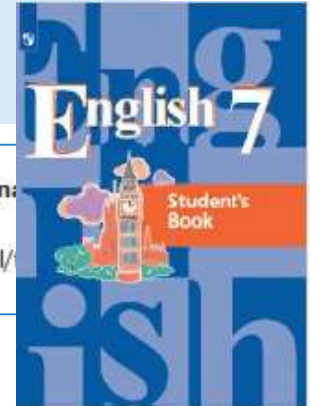
C The Lake District is the largest national park in Britain. It is popular with walkers, cyclists and people who go boating. It is one of the most beautiful and attractive places in the country. It has Windermere [ˈwɪndəməɪ], the longest lake in England, and Scafell Pike [ˌskɒfəl ˈpaɪk], the highest mountain in England.

In 1810 William Wordsworth* described the *beauty* of the Lake District in his poems. The works of Wordsworth* and other romantic poets *attracted* visitors to the lakes. And now the Lake District is one of the most popular tourist places in Britain. Here you can enjoy fishing in the rivers and lakes, boating on the quiet waters or walking and cycling along the shores of the lakes. There's something for everyone!



Задания: сопоставить авторские идеи с идеями и информацией из других источников

2. **E** In the whole class. What have you learnt about the national parks in the USA and Britain?
www.us-national-parks.net • www.nationalparks.gov.uk • www.wildrussia.org/html/




Cecilia Perner
U E 2) Interpret the comparisons the author makes. (interpreting figurative language)
E 3) Choose the comparison you like best and explain why you chose it. (expressing personal opinion)


Задания: критический взгляд на прочитанное: посмотреть на текст со стороны, соотнести написанное автором со своей собственной картиной мира;



Читательское умение: **ОСМЫСЛИТЬ И ОЦЕНИТЬ** содержание и форму текста



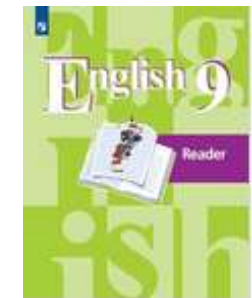
Задания: создать свой текст с опорой на читательский и жизненный опыт

 2) What are the books for? How does the author of the poem answer this question?

 3) Who is the main character of the poem? Suggest an alternative title for the poem.
(understanding the main idea)

  4) What conclusions can we come to after reading the letter? Mark the sentences below with
A (if they are the author's opinion);
F (fact);
P (opinion of other people).

- 1) For practising shorthand it is useful to write a diary in this way. _____
- 2) Mina's diary won't be interesting for other people. _____
- 3) Journalists try to remember conversations. _____
- 4) A person can remember everything that was said or happened during the day. _____
- 5) Mina has some plans for the future. _____
- 6) Jonathan isn't in England. _____
- 7) It is interesting to travel abroad. _____



Задания: отделить свою точку зрения от позиции автора, аргументировать и то и другое

Читательское умение: **ОСМЫСЛИТЬ И ОЦЕНИТЬ** содержание и форму текста



3. Mr Wilson in the story *The Red-Headed League* by A. Conan Doyle* got an unusual job.

1) How did Mr Wilson get his job? What did he tell Sherlock Holmes and Dr Watson about it? (reading for detail)

“**T**his was the beginning of all.

TO THE RED-HEADED LEAGUE. The Red-Headed League has one place open with a salary of four pounds a week for simple work. All red-headed men who are older than twenty-one years can apply.”

And I decided to go there. Fleet Street was full of men with red hair. Soon we found ourselves in the office. There was nothing in the room but two chairs and a long table, behind which sat a small man whose hair was redder than mine. He said some words to everybody who came up. Then our turn came. ‘This is Mr Wilson,’ said my assistant. ‘And he wants to work for the League.’ ‘I think this work is his,’ the other answered. ‘I don’t remember when I’ve seen anything so fine.’ ‘My name,’ said he, ‘is Duncan Ross. Have you a family, Mr Wilson?’

I answered that I had not.

His face became sad. But a few minutes later he said that it would be all right. ‘When will you be able to start working?’

‘Well, I don’t know, because I have a business already,’ said I.

‘Never mind about it, Mr Wilson!’ said my assistant. ‘I’ll be able to look after that for you.’

‘What would be the working hours?’ I asked.

Задания: сформулировать суждение, которое основано на знаниях, идеях, установках, выходящих за рамки текста.

4) What was good about the job that Mr Wilson got? What was not so good? (making value judgments)

5) What was suspicious about the job advertisement and the job interview? What should Mr Wilson have done? (making value judgments)



Читательское умение:



Оценивать содержание и форму текста

На трудность таких вопросов в первую очередь влияет:

- 1) умение соотносить авторское высказывание с собственным мнением;
- 2) умение различать авторскую позицию и свои взгляды,
- 3) наличие или отсутствие у читателя установки на форму текста, привычка обращать внимание на каждую деталь формы как на существенный смыслообразующий элемент;
- 4) знания о смыслообразующих элементах формы текста – как художественного, так и информационного;
- 5) эмоциональная и когнитивная сложность тех элементов содержания, в которые «упакованы» сообщения текста (эта сложность определяется зазором между личным опытом читателя и предметной ситуацией, описанной в тексте);

б) сформированность у читателя умения находить в тексте информацию, сообщенную в явном виде, делать простейшие умозаключения на основе этой информации, интегрировать и интерпретировать идеи и информацию текста.

Если эти базисные умения сформированы недостаточно, то читателю трудно почувствовать и осмыслить связи формы и содержания текста просто потому, что он недостаточно полно и точно ориентируется в содержании.



Анализировать тексты разных форматов

Задания: - анализировать несплошные тексты,
- представлять содержание в виде таблицы ,
содержание таблицы в виде текста

Задания: анализировать текст- описание, текст-повествование, текст-инструкцию и т.п.

3) What subjects did each member of the family suggest that Gerald should study? (reading for specific information/making notes)

The member of the family	The subject

4) What books did Gerald study from? (reading for specific information/making notes)

The subject	The book

5) What was Gerald Durrell's* favourite lesson? Why? (using reference materials)



5. The Everglades is a special place in the USA.
1) Read three extracts about the Everglades and decide where they are taken from (identifying the type of text):

- a story (*Lost in the Everglades* by Tricia Workman);
- an encyclopaedia;
- an Internet advertisement.

A The Everglades are *subtropical wetlands* in the US state of Florida. The idea of a national park for the Everglades appeared in 1928. But the park opened in 1947. Now it protects the largest **wilderness**¹ area near the Mississippi River. One month before the opening of the park, a book *The Everglades: River of Grass* by Marjory Stoneman Douglass* appeared in which the writer characterized the Everglades as a river instead of a swamp.² Now all people call the Everglades “river of grass”.

B There are many different experiences that a visitor can have at Everglades National Park. You can come for a few hours or a week. Camping, boating, walking, having a picnic or more of a wilderness experience are all possible. Many have enjoyed exploring some of the 156 miles (251 km) of canoe and walking trails.¹ You may spend a morning photographing the birds, an afternoon walking and seeing the alligators, an evening enjoying the *warmth* of your campfire.² You can find schedules and information here on the park website.

C The Everglades are not the swamp I had imagined. No other place on Earth is like it. This is a great “river of grass”. We floated in the canoe through grass, passed some islands. We saw large turtles, a snake, birds, raccoons and otters there. Suddenly we heard a strange noise and came eye to eye with an alligator as big as our canoe. It swam lazily in front of us, then disappeared under the water. At night we heard the noises of *mosquitoes*, frogs and alligators. “This hasn’t changed for thousands of years,” I thought. It wasn’t going to be a fun night, but it would be interesting to spend a night in this great wilderness.



Задания: использовать словари

Работать с текстами для различных жизненных ситуаций

Задания: проанализировать текст для личной ситуации, чтобы удовлетворить практические или интеллектуальные личные интересы.

2. When British people want to know what's on TV, they read either TV/radio guides, magazines like the *TV Times* or go online.

Read through the TV Guide for the BBC 1, BBC 2, and Channel 4 programmes and answer the following questions. (reading for specific information)

- 1) What programmes can TV viewers get their news from on Friday evening?
- 2) Are there any documentaries on BBC 2 on Friday evening?
- 3) Which programme on BBC 2 is entirely about music?
- 4) Which programme on BBC 1 may be interesting for sports fans?
- 5) What kinds of shows can TV viewers watch on BBC 1 and BBC 2?
- 6) What programmes on BBC 2 are about gardening?
- 7) Give examples of a "dramedy" and a sitcom.
- 8) What soap opera is on Channel 4?

Friday evening

BBC 1

6.00pm BBC News

6.30pm Regional News Programmes

7.00pm The ONE Show
(Magazine programme)

Live topical show, in which personalities including Dan Snow and Dominic Littlewood uncover the UK's most fascinating stories. Reporters Angelica Bell and Colin Jackson are also on hand to look at issues affecting people across Britain. Presented by Adrian Chiles and Christine Bleakly.

7.30pm A Question of Sport

Sue Barker hosts the quick-fire quiz, with 1997 snooker world champion Ken

Doherty, Bolton Wanderers footballer Gary Speed, and others.

8.00pm EastEnders (Soap)

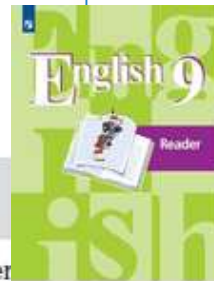
8.30pm The Green Green Grass (Comedy)
Guest starring June Whitfield.

9.00pm Have I Got News for You

Michael Aspel hosts the satirical news quiz, with guest panelists Sara Cox and Reginald D Hunter joining regular team captains Paul Merton and Ian Hislop.

9.30pm The Armstrong & Miller Show

Comedy sketch show, starring Alexander Armstrong and Ben Miller.



3. Role play. Here are two instructions for beauty products. You don't quite understand them.



Styling Mousse

Directions: Shampoo and dry hair. Squeeze mousse into hand. Apply from front to back. Style as wanted.



Green Tea Foot Soak

Directions: Add generous amount to warm water. Soak feet for 5-10 min. Avoid contact with eyes. Can cause eye irritation.

Работать с текстами для различных жизненных ситуаций

5 **In your culture.** Here are some facts of the population of Russia in 2002–2010.

! **E** 1) What were the main population trends?

	2002	2010
Population	145,166,700	142,905,200
Urban population	73.3%	73.7%
Rural population	26.7%	26.3%
Number of cities	1098	1100
	+ 1286 urban settlements	
Number of villages	155,3	153,1



Задания: соотнести текст для общественной ситуации и сделать выводы (официальные документы);
в основной общеобразовательной школе сложно

АКАДЕМИЧЕСКОЕ ЗАДАНИЕ И ЗАДАНИЕ ДЛЯ ФОРМИРОВАНИЯ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ: ОСНОВНЫЕ ОТЛИЧИЯ

Традиционные академические задания строятся по принципу «от способа – к задаче»

Проблема отсутствует, есть учебный вопрос

Контекст отсутствует или учебный

Охватывает предметные умения

Задания для формирования функциональной грамотности: «от задачи – к способу»

Проблема реальная, явно выраженная

Контекст внеучебный

Охватывает оцениваемые компетентности

Эффективность и разумность использования времени на уроке для развития умения читать



Важно не количество времени на обучение чтению, а качество проводимого обучения, используемые методы обучения, профессионализм учителя.

3. Mr Wilson in the story *The Red-Headed League* by A. Conan Doyle* got an unusual job.

1) How did Mr Wilson get his job? What did he tell Sherlock Holmes and Dr Watson about it? (reading for detail)

“This was the beginning of all.

TO THE RED-HEADED LEAGUE. The Red-Headed League has one place open with a salary of four pounds a week for simple work. All red-headed men who are older than twenty-one years can apply.”

Установка перед текстом. Проблемный вопрос.

- Phrasal verbs**
- T (who came up)
 - F
 - T
 - F
 - T (to look after)
 - F
 - T (thought over)
 - T (went on)
 - T.

3) **Vocabulary.** Are the following statements True (T) or False (F)? Prove it from the story. (reading for detail/identifying familiar lexical items: phrasal verbs)

- 1) Duncan Ross spoke to everybody who arrived. _____
- 2) Mr Wilson went into details talking about his family. _____
- 3) Mr Wilson turned out to be the person who was chosen. _____
- 4) Mr Wilson found out information about the Red-Headed League. _____
- 5) Mr Wilson's assistant promised to take care of the business. _____
- 6) The work dealt with translating the Encyclopedia. _____
- 7) When Mr Wilson seriously considered the matter, he was unsure about that job. _____
- 8) That work continued day after day. _____
- 9) One day Mr Wilson arrived and found out the truth. _____

4) What was good about the job that Mr Wilson took? (making value judgments)

5) What was suspicious about the job advertisement? What should Mr Wilson have done? (making value judgments)

Упражнения «2 в 1» (навыки / умения)

Вопросы для размышления

Организация учебной деятельности

1. Как организована учебная деятельность на уроках в школе? Какова доля самостоятельной деятельности учащихся на уроке, направленная на индивидуальное решение задач (под руководством или без руководства учителя), на работу в парах или группах, на работу с источниками информации в Интернет среде?

2. Как организована учебная деятельность вне школы? Какие домашние задания получают учащиеся? Как часто их просят найти новые способы решения задач, в задачах, которые решались в классе, предложить идеи или мнения, отличающиеся от тех, которые уже обсуждались, найти разные источники информации по определенной теме, сравнить и обсудить проблемы надежности и противоречивости информации?

Федеральное государственное бюджетное научное учреждение
**ИНСТИТУТ СТРАТЕГИИ
РАЗВИТИЯ ОБРАЗОВАНИЯ**
РОССИЙСКОЙ АКАДЕМИИ ОБРАЗОВАНИЯ

Сетевой комплекс информационного взаимодействия субъектов Российской Федерации в
проекте «Мониторинг формирования функциональной грамотности учащихся»

Главная О проекте **Демонстрационные материалы** Банк заданий Конференции, семинары, форумы

Демонстрационные материалы

Читательская грамотность	Читательская грамотность
Математическая грамотность	Математическая грамотность
Естественнонаучная грамотность	Естественнонаучная грамотность
Финансовая грамотность	Финансовая грамотность
Глобальные компетенции	Глобальные компетенции
	Креативное мышление



Для обсуждения представлены демонстрационные материалы для оценки функциональной грамотности учащихся 5 и 7 классов по шести составляющим функциональной грамотности:

Спасибо за внимание!

