



OBJEM

Reading Literacy

The Definition and Building Blocks



National
Education
Institute
Slovenia



OBJEM



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION,
SCIENCE AND SPORT



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DEFINITION OF READING LITERACY

Reading literacy is an ever-evolving competence of an individual to understand, critically evaluate and use written information. This competence includes developed reading skills, (critical) understanding of what is being/has been read, understanding reading as a value and a person's motivation for reading, and other building blocks of reading literacy. As such, it is the foundation of all other literacies and is crucial for self-realisation of an individual and successful (co)operation within a society.

STARTING POINTS FOR THE DEVELOPMENT AND EVALUATION of individual building blocks of reading literacy **of all subjects**

1. All building blocks are being developed in relation to goals and contents of all subject areas.
2. Each building block is being developed as a part of the whole.
3. The starting point for the development of all building blocks are texts (written, spoken, audio, video, etc.) of all curriculum subjects/subject areas. The types of texts vary, and their complexity increases throughout the educational programmes within the scope of the contents, its level of abstractedness (also related to terminology), the depth and linguistic complexity.
4. Integration means that the building block, which is acquired in a certain educational cycle, continues to develop even though this is not specifically stated.
5. The building blocks are developed systematically, that is intentionally and well thought out throughout the implemented curriculum and in teaching of all subjects.
6. In the development of building blocks, the development level, previous knowledge, needs and characteristics of each child or learner should be taken into account.
7. The building blocks are being developed as a process over a longer period of time therefore the description of expected achievement refers to the end of the educational cycle.

BUILDING BLOCKS OF READING LITERACY

Reading literacy (a foundation for the development of abilities of individuals) is a constantly evolving competence that a learner demonstrates by mastering the following building blocks of literacy:

1. Speaking
2. Motivation to read
3. Understanding the concept of reading material
4. Phonological and phonemic awareness
5. Vocabulary
6. Reading fluency
7. Reading comprehension
8. Responding to texts and producing texts
9. Critical reading

Legend of abbreviations

RL – Reading literacy in the development of Slovene language instruction

EC – Educational Cycle

OBJEM – Ozaveščanje, Branje, Jezik, Evalvacije, Modeli (Awareness, Reading, Language, Evaluation, Models); a 2017–2022 project

Building block 1: SPEAKING

Elements of the building block:

- non-verbal communication skills
- using speech in different speech situations, for different purposes and in different situations
- using expressions for emotions/mental states
- linguistic competence (lexical competence; syntactic/grammatical competence; describing, narrating, explaining, justifying; pronunciation¹ skills)

PRE-SCHOOL EDUCATION		BASIC EDUCATION			UPPER SECONDARY EDUCATION Age 15–19
Age 1–3	Age 3–6	FIRST EDUCATIONAL CYCLE Age 6–9	SECOND EDUCATIONAL CYCLE Age 9–12	THIRD EDUCATIONAL CYCLE Age 12–15	
<p>The child demonstrates that he/she:</p> <ul style="list-style-type: none"> • can understand and use nonverbal communication • can understand and use words and phrases, • can understand and use incomplete/short sentences, • can understand and use long and compound sentences, • can create his/her first texts, • can describe pictures, • can narrate using a picture book or collage, • can use different types of words • can speak in different situations (e.g., in social, symbolic play) and for diverse purposes (asking questions, establishing relationships and liaising with people, giving instructions, etc.). 	<p>The child demonstrates that he/she:</p> <ul style="list-style-type: none"> • can understand and use long/compound sentences, • can understand and use more complex texts, • can use standard pronunciation of phonemes and words, • can tell stories, • can observe and describe in greater detail, • can talk about true events and experiences, • can tell imaginative stories, • can describe events • can speak in diverse situations (e.g., in social and symbolic play) and for various purposes (for asking questions, establishing relationships and liaising with people, giving instructions, describing emotional and mental states, etc.). 				

1 **Pronunciation skills:** knowing and using standard pronunciation

2 **Different types of words:** nouns, verbs, adjectives, pronouns, prepositions, adverbs

Building block 2: MOTIVATION TO READ

Elements of the building block:

- Interest in reading
- Positive attitude to reading³ different texts types⁴ (genres)
- Reading self-efficiency
- Choice of printed and other information sources depending on the reading purpose
- Use of different locations of reading sources

PRE-SCHOOL EDUCATION		BASIC EDUCATION			UPPER SECONDARY EDUCATION
Age 1–3	Age 3–6	FIRST EDUCATIONAL CYCLE Age 6–9	SECOND EDUCATIONAL CYCLE Age 9–12	THIRD EDUCATIONAL CYCLE Age 12–15	Age 15–19
<p>The child demonstrates that he/she:</p> <ul style="list-style-type: none"> • is willing and ready to listen and read, • can keep attention and respond to the text while reading together, • can thumb through reading material, • can seemingly read, • is immersed and can persist in an individual or group listening and storytelling activity, • is willing to share, read and listen, • together with an adult can use literary and non-literary materials and different media and visits libraries. 	<p>The child demonstrates that he/she:</p> <ul style="list-style-type: none"> • is willing to tell and listen to stories and poems or (to thumb...) to thumb through reading material⁵, • can tell (read) a story to others, using pictures, • can listen attentively to various texts from the beginning to the end, • knows and can use locations of reading sources (e.g., reading corner). 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can choose various reading materials, • is immersed in reading, • can persist in reading, • can monitor his/her reading achievement and plan improvement, • knows and can use locations of reading sources (school library, internet). 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can choose reading material according to his/her interest and purpose, • can persist in reading lengthy texts, • can monitor and evaluate reading achievement against criteria (given or own) and plan improvement, • can evaluate his/her motivation to read, • can use locations of reading sources (school library, internet). 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can choose reading materials according to his/her interest and purpose, • can persist in reading lengthy and more complex texts in all subjects, • can plan, monitor and evaluate his/her reading achievement and devise improvement strategies, • can evaluate his/her motivation to read a variety of texts and knows what influences it, and based on that, plans improvement, • knows and can use printed and digital reading sources, • can use locations of printed and digital sources. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can choose reading materials according to his/her interest, intertextual experience, reading purpose (cognitive, ethical or aesthetic) and the quality of texts, • can persist in reading lengthy, complex texts, • masters skills of a strategic reader⁶, • can plan, monitor and evaluate his/her reading skills and strives to improve them, • knows and can use printed and digital reading sources sensibly, • can choose reading materials in other/foreign languages according to his/her interest.

3 **Positive attitude to reading** different types of texts for different purposes; reading to learn, reading literature (developing reading culture)

4 **Different text types:** narrative, descriptive and creatively reproduced texts

5 **Various reading material:** informational and literary picture books and other materials

6 **Strategic reader:** is a flexible, independent, efficient reader who consciously chooses and uses different reading strategies for different purposes and reading goals.

Building block 3: UNDERSTANDING THE CONCEPT OF READING MATERIAL

Elements of the building block:

- Orientation in reading material
- Relating verbal and nonverbal/pictorial elements in the text
- Knowing and mastering reading direction
- Comprehensive reading⁷ of multimodal/multimedia texts⁸
- Knowing printed and digital materials

PRE-SCHOOL EDUCATION		BASIC EDUCATION			UPPER SECONDARY EDUCATION Age 15–19
Age 1–3	Age 3–6	FIRST EDUCATIONAL CYCLE Age 6–9	SECOND EDUCATIONAL CYCLE Age 9–12	THIRD EDUCATIONAL CYCLE Age 12–15	
<p>The child demonstrates that he/she:</p> <ul style="list-style-type: none"> • can thumb through reading material, • can distinguish between verbal and nonverbal part of texts, • is oriented in the book (the beginning and the end of the book), • can distinguish between reading and writing, • can draw/write and communicate in his/her own way. 	<p>The child demonstrates that he/she:</p> <ul style="list-style-type: none"> • knows the direction of reading (left to right, top to bottom), • can understand what nonverbal and what verbal elements of a text convey, • can distinguish between a letter, a number and a word, • can understand multimodal/multimedia text according to his/her developmental stage. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • knows and can use different reading sources (printed, audio, digital, interactive), • can identify basic information in reading material/book (title, author, illustrator), • can distinguish between a sentence and a text. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can understand the difference between various reading materials (printed, audio, digital/interactive) and can read accordingly, • can use different linear and selective reading strategies, • can read multimodal/multimedia texts comprehensively. 		

⁷ **Comprehensive reading** of multimodal texts: composing meaning from verbal and nonverbal elements, e.g., illustrations, considering relationships or interactions between them (awareness of the meaning of multimodality/various components)

⁸ **Multimodal/multimedia/multi-code texts**: Contain text and illustrations, pictures, photographs, graphs, diagrams, concept maps, tables, formulas, maps, musical notations etc.

Building block 4: PHONOLOGICAL AND PHONEMIC AWARENESS

Elements of the building block:

- Phonological and phonemic discrimination⁹
- Phonological and phonemic analysis¹⁰
- Knowing and using standard pronunciation and appropriate sentence intonation

PRE-SCHOOL EDUCATION		BASIC EDUCATION			UPPER SECONDARY EDUCATION
Age 1–3	Age 3–6	FIRST EDUCATIONAL CYCLE Age 6–9	SECOND EDUCATIONAL CYCLE Age 9–12	THIRD EDUCATIONAL CYCLE Age 12–15	Age 15–19
	<p>The child demonstrates that he/she:</p> <ul style="list-style-type: none"> • can identify sounds and phonemes and distinguish between them, • can articulate/pronounce phonemes correctly, • can identify the first and the last phoneme in a word, • can break down words into phonemes, • can distinguish long words from short, • can segment words into syllables, • can identify the first and the last syllable in a word, • can identify and form rhyming words, • can make new words from the same set of phonemes. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can distinguish between phonemes and corresponding letters, • can break down multisyllable words into phonemes, • can blend phonemes into a word, connect words into a sentence, sentences into a short text, • can make new words by adding and deleting phonemes, • can use appropriate sentence intonation. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can distinguish between standard and non-standard pronunciation, • can use appropriate sentence intonation. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can distinguish between standard and non-standard pronunciation and understand the difference between them, • can use appropriate sentence intonation. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can distinguish between standard and non-standard pronunciation and understand the difference between them, • can use appropriate sentence intonation¹¹.

⁹ **Phonological and phonemic awareness:** awareness of the length of words and discriminating phonemes (from each other)

¹⁰ **Phonological and phonemic analysis:** segmenting words into (individual) syllables and into individual phonemes

¹¹ **Sentence intonation:** I speak in such a way that others can understand whether I am narrating, asking, expressing wishes, demands, etc.

Building block 5: VOCABULARY

Elements of the building block:

- Knowing words and understanding their meaning in text reception and production/creation
- Vocabulary acquisition and growth for:
 - Successful reading comprehension,
 - Learning and
 - Communication
- Use of printed and digital language resources (reference sources, web portals ...)

PRE-SCHOOL EDUCATION		BASIC EDUCATION			UPPER SECONDARY EDUCATION
Age 1–3	Age 3–6	FIRST EDUCATIONAL CYCLE Age 6–9	SECOND EDUCATIONAL CYCLE Age 9–12	THIRD EDUCATIONAL CYCLE Age 12–15	Age 15–19
<p>The child demonstrates that he/she:</p> <ul style="list-style-type: none"> • can understand simple verbal/spoken messages, • can name/label familiar people, objects and phenomena in his/her environment or in visual materials, • can communicate with two- or three-word messages, • can play with words. 	<p>The child demonstrates that he/she:</p> <ul style="list-style-type: none"> • can understand words in lengthy, more complex sentences, • can understand the meaning of words in concrete situations and stories, • can understand and use most words in everyday situations in his/her environment, • can use appropriate interrogatives, • can understand and use expressions for mental states (to know, to remember, to understand, etc.) • can understand and use polite expressions, • can understand and use specific vocabulary from the fields of his/her interest. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • knows, understands and can use specific vocabulary of different curriculum subject areas, • can understand new and less familiar words using contextual clues or with external help, • can use simple printed or digital sources (a pictorial, or a thematic dictionary), • can use a new word to make a sentence, • can use acquired vocabulary to form various spoken and written texts. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • knows, can understand and use specific vocabulary of different subject areas, • can guess meaning of words/phrases using contextual clues, • can find explanation of new and less familiar words in printed and digital language reference sources, • can compose spoken and written messages using the acquired vocabulary. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • knows, understands and can use specific vocabulary/technical terms of different subject areas, • can infer the meaning of unfamiliar words using contextual clues or look up for/find meaning in printed and online language reference sources and on language web portals, • can understand idioms and figuratively used words, according to his/her age, • knows and can use strategies to determine the meaning of (unfamiliar) words, • can use the acquired vocabulary to compose new texts. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can use the acquired specific vocabulary/technical terms of different subject areas meaningfully and by using them demonstrates his/her understanding of different technical subject areas and their concepts, • can compose texts using the acquired vocabulary, appropriate to various situations and purposes, and follows the principles of good style (liveliness, conciseness, clarity, etc.)

Building block 6: READING FLUENCY

Elements of the building block:

- Decoding written texts¹²
- Reading accuracy
- Reading speed
- Rhythm
- Expressiveness

PRE-SCHOOL EDUCATION		BASIC EDUCATION			UPPER SECONDARY EDUCATION Age 15–19
Age 1–3	Age 3–6	FIRST EDUCATIONAL CYCLE Age 6–9	SECOND EDUCATIONAL CYCLE Age 9–12	THIRD EDUCATIONAL CYCLE Age 12–15	
		<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can fluently read printed or handwritten texts in an undertone or aloud, with infrequent pauses or repetitions and with appropriate rhythm (in accordance with the reading material), • while reading aloud he/she can correctly articulate phonemes, • can connect words into phrases/sentences using sentence intonation. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can fluently read unfamiliar texts (automatically; aloud and silently), • can use sentence intonation, • can read 70-80 words per minute when reading aloud and 120 words per minute when reading silently, • can read his/her own handwriting, • can read with infrequent pauses, inappropriate intervals or repetitions (95-98% accuracy) and at a steady and appropriate pace. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can read lengthy and complex texts fluently and meaningfully, using standard pronunciation, • can adapt his/her decoding and reading speed to the text characteristics, • can take into account the vocal aspects of speech delivery (pauses, accent, intonation, voice colour) when reading aloud. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can read different texts fluently, meaningfully, clearly and with standard pronunciation, • can use vocal and visual aspects of speech while reading aloud (intonation, speed, colour, register, pauses).

¹² Decoding is the process of transforming letters into sounds (phonemes) to make syllables and words. The result is a correctly pronounced word.

Building block 7: READING COMPREHENSION

Elements of the building block:

- Reading/listening comprehension
- Searching, comparing, ordering, organising information in texts
- Inferring, understanding gist
- Summarising and evaluating texts
- Using reading strategies
- Awareness of one's reading process

PRE-SCHOOL EDUCATION		BASIC EDUCATION			UPPER SECONDARY EDUCATION
Age 1–3	Age 3–6	FIRST EDUCATIONAL CYCLE Age 6–9	SECOND EDUCATIONAL CYCLE Age 9–12	THIRD EDUCATIONAL CYCLE Age 12–15	Age 15–19
<p>The child demonstrates that he/she:</p> <ul style="list-style-type: none"> • can relate spoken words to nonverbal clues, • can verbally respond to verbal and nonverbal messages. 	<p>The child demonstrates that he/she:</p> <ul style="list-style-type: none"> • can follow instructions and directions, • can respond to text verbally and nonverbally, • can answer questions meaningfully and ask questions, • can narrate using pictures and other materials. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can answer questions about the text at different levels of understanding, • can identify the topic, the context of the text development and the author's (communicative) purpose, • can identify important information, • can understand the main ideas of texts, • can ask questions related to texts, • can provide oral summaries of texts, • can use reading comprehension strategies. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can answer questions at different levels of understanding, • can identify important information and details, • can summarise the text in his/her own words, • can present information using different presentation types, • can understand 90-95 % of the words in the text, • can relate the text to his/her own experience, • can use simple (some learners also more complex) reading strategies to understand various types of texts. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can recognise the purpose, topic, main ideas and the context of text development, • can identify essential information and details, • can recognise relationships between pieces of information in a text, • can form questions about a text or information contained in a text at all levels of understanding, • can answer questions at different levels of understanding, • can independently summarise texts, 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can recognise the type and structure of texts, understand the author's purpose and the theme/topic, • can identify key words/phrases in texts and summarise important information, • can form questions about texts at all levels of understanding and provides answers, • can independently summarise and paraphrase texts,



Building block 7: READING COMPREHENSION

Elements of the building block:

- Reading/listening comprehension
- Searching, comparing, ordering, organising information in texts
- Inferring, understanding gist
- Summarising and evaluating texts
- Using reading strategies
- Awareness of one's reading process

PRE-SCHOOL EDUCATION		BASIC EDUCATION			UPPER SECONDARY EDUCATION Age 15–19
Age 1–3	Age 3–6	FIRST EDUCATIONAL CYCLE Age 6–9	SECOND EDUCATIONAL CYCLE Age 9–12	THIRD EDUCATIONAL CYCLE Age 12–15	
				<ul style="list-style-type: none"> • can clarify information in texts, provide supporting evidence from texts, and formulate hypotheses, • can persist on complex reading tasks, • can select and apply appropriate simple and complex reading comprehension strategies, • becomes aware of his/her own process of reading and learning by reading. 	<ul style="list-style-type: none"> • can classify, compare, interpret information in texts, draw conclusions, evaluate, formulate hypotheses, etc., also in several texts simultaneously, • can persist on complex reading tasks, • knows various reading strategies and applies them appropriately to all types of texts, • can apply knowledge of appropriate reading processes and strategies, • becomes aware of his/her own reading processes and learning by reading, • can understand texts at an appropriate level of difficulty in his/her home languages or in his/her first foreign language.

Building block 8: RESPONSE TO A TEXT AND TEXT PRODUCTION

Elements of the building block:

- Creating meaningful and appropriate spoken and written texts about the texts one has heard or read
- Using texts one has read or heard in new situations
- Using appropriate strategies to create/compose (spoken/written) texts

PRE-SCHOOL EDUCATION		BASIC EDUCATION			UPPER SECONDARY EDUCATION
Age 1–3	Age 3–6	FIRST EDUCATIONAL CYCLE Age 6–9	SECOND EDUCATIONAL CYCLE Age 9–12	THIRD EDUCATIONAL CYCLE Age 12–15	Age 15–19
<p>The child demonstrates that he/she:</p> <ul style="list-style-type: none"> • can respond verbally and nonverbally to what he/she has heard and seen, • can speak about experiencing what he/she has heard or seen, • can illustrate in different ways what he/she has heard or seen, • can arrange nonverbal material from a story/activity into a meaningful sequence. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can create a variety of texts, • can ask questions and express an opinion on the text he/she has heard or read, • can talk in his/her own words about text he/she has heard or read, • can continue a story, predict an outcome/resolution, • can respond to texts he/she has heard or read in different ways (through visual art, dance, play, drama, etc.). 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can form diverse, clear and comprehensible texts orally and in writing, • can make various predictions based on information in the text, • can express his/her perception and feelings about what he/she has heard, read or seen, • can create texts in handwriting and in a digital form and improve them according to the teacher and peer feedback. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can summarise information in texts he/she has read or heard, • as a response to what he/she has read or heard can generate correct and appropriate spoken and written texts of various types¹³, • can explain and discuss what he/she has read or heard, • can evaluate texts, shape and explain his/her attitude and support his/her opinion with evidence from the texts, • can justify his/her answers and other types of response to texts, 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can discuss what he/she has read or heard and support his/her views with evidence from texts, • can compose correct and appropriate texts of various types orally and in writing, • can explain, analyse, summarise, evaluate texts using various strategies, • can convert texts or their parts into nonverbal messages/ visualisations (e.g., a graph), • can support his/her answers or other types of response to what he/she has read or heard, • can create texts in handwriting and in a digital form. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can discuss texts that he/she has read and support his/her views with evidence from the texts and from the context, • can explain the main ideas of texts, analyse and summarise them using various strategies, • can create various meaningful, stylistically accomplished and linguistically correct texts, • in his/her texts he/she can include his/her experience, knowledge, interest etc., • in a text development he/she can take into account the purpose, recipient, situation and features of text types/genres,

¹³ Various types of texts: descriptive, narrative, expository, argumentative, etc.



Building block 8: RESPONSE TO A TEXT AND TEXT PRODUCTION

Elements of the building block:

- Creating meaningful and appropriate spoken and written texts about the texts one has heard or read
- Using texts one has read or heard in new situations
- Using appropriate strategies to create/compose (spoken/written) texts

PRE-SCHOOL EDUCATION		BASIC EDUCATION			UPPER SECONDARY EDUCATION Age 15–19
Age 1–3	Age 3–6	FIRST EDUCATIONAL CYCLE Age 6–9	SECOND EDUCATIONAL CYCLE Age 9–12	THIRD EDUCATIONAL CYCLE Age 12–15	
			<ul style="list-style-type: none"> • can create texts in handwriting and in a digital form, and improve them according to the teacher and peer feedback. 		<ul style="list-style-type: none"> • can understand and correctly use references, notes and comments, sources, etc. as part of the text, • can create texts in handwriting and in a digital form and improve them according to the teacher and peer feedback, • when composing texts, he/she can choose and apply appropriate strategies.

Building block 9: CRITICAL READING

Elements of the building block:

- Identifying, assessing, evaluating information, facts and opinions in texts as well as the author's writing style
- Developing one's opinion on a text and supporting it with arguments
- Evaluating texts against given criteria
- Setting criteria for critical text evaluation
- Critical use of resources

PRE-SCHOOL EDUCATION		BASIC EDUCATION			UPPER SECONDARY EDUCATION
Age 1–3	Age 3–6	FIRST EDUCATIONAL CYCLE Age 6–9	SECOND EDUCATIONAL CYCLE Age 9–12	THIRD EDUCATIONAL CYCLE Age 12–15	Age 15–19
<p>The child demonstrates that he/she:</p> <ul style="list-style-type: none"> • can identify the main idea/message of a simple story. 	<p>The child demonstrates that he/she:</p> <ul style="list-style-type: none"> • can recognise imaginary and real world in texts and the roles of the main (literary) characters in stories, • can identify/ understand the main idea, • can ask questions based on texts, • can express an opinion on the texts he/she has heard or seen. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can recognise imaginary and real world in texts, • using information in a text, he/she can identify the topic and the main ideas, • can express an opinion on the texts he/she has read, • can evaluate texts according to his/her experience and feelings, • can ask questions about texts, • can draw simple conclusions using information in texts. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can distinguish between facts and opinions, • can identify the topic and main ideas and evaluate them according to his/her experience, perceptions and feelings, • can support his/her opinion about texts with evidence from texts, • can ask higher-order questions about texts, • can draw conclusions using information in texts. 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can analyse and evaluate the text contents and provide arguments, • can distinguish between facts and opinion, • can form his/her opinion and support it using information and evidence in text, • can critically evaluate different parts of texts (e.g., nonverbal elements), • can critically evaluate information in texts against given or his/her own criteria, • can compare several texts with each other and evaluate them against criteria, 	<p>The learner demonstrates that he/she:</p> <ul style="list-style-type: none"> • can relate information in different text types with one another and critically evaluate them, • can support his/her opinion and illustrate them with examples, • can identify important information in less obvious details, implied in text or overshadowed by misleading information, • can evaluate what he/she has read against provided or own evaluation criteria, • can evaluate relevance and acceptability of statements in texts, • can form hypotheses and identify arguments in texts,



Building block 9: CRITICAL READING

Elements of the building block:

- Identifying, assessing, evaluating information, facts and opinions in texts as well as the author's writing style
- Developing one's opinion on a text and supporting it with arguments
- Evaluating texts against given criteria
- Setting criteria for critical text evaluation
- Critical use of resources

PRE-SCHOOL EDUCATION		BASIC EDUCATION			UPPER SECONDARY EDUCATION Age 15–19
Age 1–3	Age 3–6	FIRST EDUCATIONAL CYCLE Age 6–9	SECOND EDUCATIONAL CYCLE Age 9–12	THIRD EDUCATIONAL CYCLE Age 12–15	
				<ul style="list-style-type: none"> • can independently formulate assumptions based on information in texts, and support them, • can independently, purposefully, critically and responsibly select and use various resources. 	<ul style="list-style-type: none"> • can recognise weak argumentations and avoid them in text development, • can critically use information to solve new problems, • can critically assess and use traditional and new assistive technologies for reading and writing and resources.

Reading Literacy

The Definition and Building Blocks

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Authors: Milena Kerndl, Sandra Mršnik, Nina Novak, Romana Fekonja, Mira Hedžet Krkač, Mihaela Kerin, Darinka Rosc Leskovec, Marija Sivec, Nives Zore, Vladimir Milekšič, Andreja Čuk, Mirjam Stanonik, Bernarda Gaber, Andreja Bačnik, Janja Cotič Pajntar, Urška Fekonja Peklaj, Polona Vilar, Alenka Kavčič, Lara Godec Soršak, Dragica Haramija, Mira Krajnc Ivič, Karmen Svetlik, Sanja Slapar, Tjaša Prudič, Ksenija Leban, Nina Papež, Mateja Ceket Odar

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