Муниципальное бюджетное общеобразовательное учреждение

«Средняя школа №21»

Методическая разработка

«ДИАГНОСТИКА ФУНКЦИОНАЛЬНОЙ ЧИТАТЕЛЬСКОЙ ГРАМОТНОСТИ ШКОЛЬНИКОВ

В РАМКАХ ПРЕДМЕТА АНГЛИЙСКИЙ ЯЗЫК»

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Язык является важнейшим инструментом познания мира и общения между людьми. При обучении иностранному языку главную роль играет формирование коммуникативных компетенций.

Важно, чтобы при обучении иностранному языку формируемые компетенции были практико-ориентированными и способствовали саморазвитию учащегося и реализации его как самостоятельной успешной личности.

Кроме того, современное общество предъявляет высокие требования к уровню подготовки ученика и использует для диагностики новые современные методики и показатели.

В условиях современного развития общества наиболее важным является формирование функциональной грамотности и диагностика уровня её развития.

Под функциональной грамотностью понимают «способность человека использовать умения чтения и письма в условиях его взаимодействия с социумом».

Выделяют такие направления функциональной грамотности как математическая, читательская, естественно-научная, финансовая грамотность, глобальные компетенции и креативное мышление.

Остановимся на читательской грамотности. Это базовое направление функциональной грамотности. Читательские умения формируются в старшем дошкольном возрасте и начальной школе и интенсивно развиваются в средней школе. На формирование функциональной читательской грамотности направлена работа на всех предметах школьной программы, но одним из наиболее значимых направлений в этом процессе является работа на уроках иностранного языка.

В рамках предмета «английский язык» идет подготовка учащихся по четырем видам речевой деятельности: аудирование, говорение, чтение и письмо. Чтение является ключевым направлением при формировании всех остальных видов деятельности, так для выполнения заданий необходимо прочитать эти задания, понять их, выяснить, что нужно сделать, обладать достаточным словарным запасом и уровнем развития когнитивных функций.

В процессе школьного обучения в последние годы выделяют понятие «функциональное чтение», которое отличается от традиционного понятия «чтение», обозначающего процесс получения информации, средство письменного общения, уровень интеллектуального развития. Функциональное чтение отличается целью получения определенной информации для выполнения конкретных задач.

При обучении английскому языку выделяют следующие виды функционального чтения:

Поисковое (Scanning);

Просмотровое (Skimming/reading for general comprehension);

Детальное (Reading for details/for deep comprehension);

Чтение между строк (Inference);

Ознакомительное (Extensive reading);

Изучающее (Intensive reading).

Первый важный навык чтения, формируемый на уроках английского языка – это Skimming, или reading for general comprehension. Целью подобного чтения является беглое знакомство с текстом с целью поиска ответа на конкретный вопрос. Данный вид чтения мы часто используем в жизни при просмотре обзоров книг и фильмов, чтобы получить общую информацию, стоит ли читать произведение или смотреть фильм. Просмотровое чтение полезно, так как, ознакомившись с текстом, детям легче его понять более детально. Для данного вида чтения используются задания на подбор заголовка, соединение текста и картинки.

Поисковое чтение (Scanning или Reading for specific information) предполагает быстрый просмотр текста с целью с целью извлечения необходимой информации. Подобный вид чтения используется при просмотре программ, оглавлений, статьи или книги для поиска требуемого отрывка. Данный вид чтения экономит время. При выполнении упражнений требуется найти определенную дату, имя, название, или задания True/False элементарного уровня.

Reading for details/ for deeper comprehension используется для глубокого понимания текста и ответа на детальные вопросы. Это самый привычный и традиционный вид чтения с глубоким пониманием и полным чтением. Для отработки и проверки данного вида чтения используются задания True/False, ответы на вопросы, исправление утверждений, соединение высказываний с говорящим при работе с диалогами, задания на множественный выбор. Считается, что для детального чтения достаточно понимания 80% текста.

Чтение между строк (Inference) не предполагает полного понимания текста. Обычно навык используется для понимания смысла из ситуации в целом, понимания того, что хотел донести до нас автор. Это высший уровень развития читательских навыков. Задания на данный вид чтения представляют из себя философские вопросы по тексту, перефразированные вопросы и задания.

Ознакомительное (extensive) чтение направлено на первичное ознакомление с содержанием текста. Хороший уровень сформированности данного вида чтения помогает детям быстро просматривать тексты на экзаменах и получать общее представление о содержании.

Изучающее (Intensive reading) чтение необходимо в жизни для внимательного изучения текста, извлечения необходимой информации. Данный вид чтения используется при чтении научной литературы, прочтении правил, законов. Важно учить детей выделять главное при таком чтении, составлять план, конспект, таблицу, диаграмму для более эффективного восприятия и запоминания информации.

На уроках английского языка формируются все типы чтения. Более того, в рамках проведения диагностики проверяется уровень сформированности читательских умений. Мы предлагаем проводить в конце года итоговую диагностику по чтению, которая направлена на проверку развития функциональной читательской грамотности как ключевого показателя успешности овладения познавательными навыками. Нами была разработана система итоговых контрольных работ для учащихся основной школы (5 – 9 класс) для проверки сформированности функционального чтения на разных этапах обучения. Для каждого класса нами разработаны задания, дифференцированные по уровню сложности и направленные на диагностику умений учащихся применять различные виды чтения при работе с текстом. Тексты взяты с сайта <https://lingua.com/english/reading/> и адаптированы для основной школы.

**5 класс**

**Read the text and do the tasks.**

My name is Tom. I live in a house near the mountains. I have two brothers (Mike and Jack) and sister Polly, and I was born last. My father teaches mathematics, and my mother is a nurse at a big hospital. My brothers are very smart and work hard in school. My sister is a nervous girl, but she is very kind. My grandmother also lives with us. She came from Italy when I was two years old. She has grown old, but she is still very strong. She cooks the best food!

My family is very important to me. We do lots of things together. My brothers and I like to go on long walks in the mountains. My sister likes to cook with my grandmother. On the weekends we all play board games together. We laugh and always have a good time. I love my family very much.

1. **Choose the best title.**
2. Holidays in the mountains
3. My wonderful family
4. The place where I live
5. **Match word combinations and their translations.**

|  |  |
| --- | --- |
| 1. to do lots of things together 2. to teach mathematics 3. to be very smart 4. to be nervous 5. to live with us 6. to play board games | 1. жить с нами 2. быть умным 3. играть в настольные игры 4. преподавать математику 5. нервничать 6. заниматься делами вместе |

1. **Say if these sentences are TRUE (T) or FALSE (F).**
2. I live in the house near the river.
3. My mother works at hospital and she is a nurse.
4. My aunt came from Italy.
5. The family play board games on Saturdays and Sundays.
6. We don’t do lots of things together.
7. **Choose the right answer.**
8. Who works hard in school?
9. Tom
10. Tom’s sister
11. Tom’s brothers
12. Where did Tom’s granny come from?
13. Italy
14. Spain
15. France
16. What do they do on the weekends?
17. play board games
18. play football
19. play computer games
20. Who is the best cooker in the family?
21. Tom’s father
22. Tom’s mother
23. Tom’s granny
24. Who is the youngest child in the family?
25. Mike and Jack
26. Polly
27. Tom

**6 класс**

**Read the text and do the tasks.**

**My name is John**

Hi! Nice to meet you! My name is John Smith. I am 19 and a student in college. I go to college in New York. My favorite courses are Geometry, French, and History. English is my hardest course. My professors are very friendly and smart. It’s my second year in college now. I love it!

I live in a big house on Ivy Street. It’s near the college campus. I share the house with three other students. Their names are Bill, Tony, and Paul. We help each other with homework. On the weekend, we play football together.

I have a younger brother. He just started high school. He is 14 and lives with my parents. They live on Mulberry Street in Boston. Sometimes they visit me in New York. I am happy when they visit. My Mom always brings me sweets and candy when they come. I really miss them, too!

1. **Match the words and their meanings.**

|  |  |
| --- | --- |
| 1. college campus 2. to share the room 3. each other 4. high school 5. course 6. second year in college 7. miss them | 1. друг друга 2. курс 3. скучать по ним 4. территория колледжа 5. проживать вместе 6. старшая школа 7. второй курс колледжа |

1. **Put the sentences in the right order.**
2. Sometimes my parents visit me.
3. I live in the house with three other students.
4. I study Geometry, French and History.
5. My house is on Ivy Street.
6. My brother lives with my parents.
7. **Complete the sentences.**
8. I study in …
9. Boston
10. London
11. New York
12. The hardest course is …
13. French
14. English
15. Geometry
16. We help each other with …
17. the housework
18. the homework
19. the house chores
20. My brother lives on …
21. Mulberry Street
22. Ivy Street
23. Green Street
24. **Give the title to each part of the text.**
25. My college friends.
26. My family likes to visit me.
27. I’m a student in a college.

**7 класс**

**Read the text and do the tasks.**

**At school**

Lucas goes to school every day of the week. He has many subjects to go to each school day: English, art, science, mathematics, gym, and history. His mother packs a big backpack full of books and lunch for Lucas.

His first class is English, and he likes that teacher very much. His English teacher says that he is a good pupil, which Lucas knows means that she thinks he is a good student.

His next class is art. He draws on paper with crayons and pencils and sometimes uses a ruler. Lucas likes art. It is his favorite class.

His third class is science. This class is very hard for Lucas to figure out, but he gets to work with his classmates a lot, which he likes to do. His friend, Kyle, works with Lucas in science class, and they have fun.

Then Lucas gets his break for lunch. He sits with Kyle while he eats. The principal, or the headmaster as some call him, likes to walk around and talk to students during lunch to check that they are all behaving.

The next class is mathematics, which most of the students just call math. Kyle has trouble getting a good grade in mathematics, but the teacher is very nice and helpful.

His fourth class is gym. It is just exercising.

History is his last class of the day. Lucas has a hard time staying awake. Many lessons are boring, and he is very tired after doing gym.

1. **Put the subjects as in Lucas’s timetable.**
2. Gym
3. Science
4. Break for lunch
5. English
6. Math
7. History
8. Art
9. **Read the text again and say which is:**
10. his favourite class
11. his third class
12. hard class
13. last class
14. class where he has troubles
15. **Match the action and the meaning.**

|  |  |
| --- | --- |
| 1. to figure out 2. to get a good grade 3. to pack 4. to get to work 5. to stay awake | 1. to get good marks 2. to collect things 3. to understand 4. to be active 5. to start |

1. **Answer the questions.**
2. What is the class that is Lucas’ teacher tells him he is a good pupil?
3. Art
4. English
5. Mathematics
6. Science
7. What class that Lucas goes to is all about exercising?
8. Art
9. Lunch Break
10. English
11. Gym
12. What is the one where Lucas draws on paper with pencils and crayons and sometimes uses a ruler?
13. Art
14. History
15. English
16. Math
17. Who is the person that check on the students during lunch to make sure that all the students are well behaved?
18. Teacher
19. His friend
20. Principal
21. His mother
22. **Decide if sentences are TRUE (T) or FALSE (F).**
23. Lucas has a lot of subjects every day.
24. Lucas’s math teacher says that he is a good student.
25. Science is hard for the boy.
26. Kyle works with Lucas in science class and they sit together during the lunch break.
27. Many lessons are easy for Lucas.

**8 класс**

**Read the text and do the tasks.**

**Days of the week**

There are seven **days of the week,**or uniquely named 24-hour periods designed to provide scheduling context and make time more easily measureable. Each of these days is identifiable by specific plans, moods, and tones.

**Monday**is viewed by many to be the "worst" day of the week, as it marks the return to work following the weekend, when most full-time employees are given two days off. Most students attend school in the morning and return home in the afternoon (usually from about eight until three or seven until two), and most workers go to work in the morning and return home in the evening (usually from nine to five or eight to four).

**Tuesday**is the second day of the week, and is in many ways similar to Monday. Not a whole lot of changes, schedule-wise, between Tuesday and Monday; most individuals go to school or work and return home to watch television, play video games, make plans with friends, spend time with family, read, or engage in a similar leisure-related activity.

**Wednesday**is the third day of the week, and serves as the "middle" of the work week; some individuals refer to Wednesday as "hump day," as once its workday is complete, employees will have passed the work-week "hump," and will be on the downturn, as only two days on the job will remain in the week.

**Thursday**is the fourth day of the week, and is viewed favorably by many, as it's rather close to the end of the work week.

**Friday**is the fifth day of the week, and marks the end of the workweek and school-week for the vast majority of employees and students. By Friday afternoon/evening, most students/workers cannot wait to leave and go home, as they won't have to report back to school/work until Monday.

**Saturday**is perhaps the most highly regarded day of the week. Because Sunday follows it (and there is presumably no work or school to attend, for most individuals), everyone is free to stay out (or awake) until late at night, having fun with plans or other leisure-related activities. To be sure, Saturday is generally thought of as a day to partake in hobbies that couldn't otherwise be enjoyed during the regular week.

**Sunday**is the final day of the week, and is used by most as a day of rest. Fewer late-night plans are made on Sundays, compared to Saturdays, as most individuals have to wake up for work or school on Monday morning.

1. **Say which day of the week is:**
2. the worst
3. a hump day
4. the end of the work week
5. the most highly regarded
6. final day
7. **Find the equivalents in the text.**

|  |  |
| --- | --- |
| 1. similar 2. leisure-related 3. the vast majority of 4. employee 5. otherwise | 1. the big part of 2. the same 3. past time activities 4. in another way 5. a worker |

1. **Find the answer to the questions in the text.**
2. Which day is the last school-week for the vast majority of school children?
3. Which day marks the returning to work?
4. Which day is thought to be the nearest to the end of the week?
5. Which day is everyone free to stay out till late night?
6. Which day will the employees have only to days till the weekend?
7. **Guess the name of the week and put the sentences in the right order.**

1. This day is close to the weekend.

2. It is similar to the first day of week.

3. The least favourite day of the week.

4. The day previous to the first workday.

5. The day to enjoy hobbies and free time.

6. The students look forward to the end of this day.

7. The day is considered as the “top” of the week.

**9 класс**

**London**

London is a famous and historic city. It is the capital of England in the United Kingdom. The city is quite popular for international tourism because London is home to one of the oldest-standing monarchies in the western hemisphere. Rita and Joanne recently traveled to London. They were very excited for their trip because this was their first journey overseas from the United States.

Among the popular sights that Rita and Joanne visited are Big Ben, Buckingham Palace, and the London Eye. Big Ben is one of London’s most famous monuments. It is a large clock tower located at the northern end of Westminster Palace. The clock tower is 96 meters tall. Unfortunately, Rita and Joanne were only able to view the tower from the outside. The women learned that the tower’s interior is undergoing renovations until 2021.

Fortunately, the London Eye, the city’s famous Ferris wheel, was open to the public. The London Eye is situated along the southern shores of the Thames River. This attraction stands 135 meters high. It is one of London’s most well-known spots for gaining aerial views of the city. Each capsule of the Ferris wheel can hold up to 25 passengers. When their capsule stopped at the top of the Ferris wheel, the women took spectacular panoramic photographs of the beautiful cityscape below.

The last place that Rita and Joanne visited was Buckingham Palace, the home of the Queen of England. The women were impressed by the palace’s incredible architecture and historical value. Both Rita and Joanne enjoyed watching the Queen’s guards outside the palace. These guards wore red tunic uniforms, shiny black boots, and bearskin hats. Despite the women’s attempts to catch the attention of the guards, the guards are specifically trained to avoid distractions. Because of this, the guards ignored the women completely.

Joanne and Rita had an amazing time visiting the city of London, and they are inspired to seek more international travel destinations in the future.

1. **Match the words with their definitions.**

|  |  |
| --- | --- |
| 1. The London Eye 2. Buckingham Palace 3. Big Ben 4. The Thames 5. The Queen’s Guards | 1. A river in London 2. Soldiers in red uniform and bearskin hats 3. The name of the clock and the bell 4. The Queen’s residence in London 5. The biggest and most famous wheel in Europe |

1. **Choose the right variant.**
2. \_\_\_\_\_\_\_\_\_ is the home to the oldest standing monarchy in Europe.
3. Madrid
4. Paris
5. London
6. \_\_\_\_\_\_\_\_\_ is a large clock tower located at the northern part of Westminster Palace.
7. The West Tower
8. Big Ben
9. The Big John
10. The London Eye is situated on the \_\_\_\_\_\_\_\_\_\_ bank of the river Thames.
11. Southern
12. Northern
13. Western
14. \_\_\_\_\_\_\_\_\_ was the last place that Rita and Joanna visited.
15. Buckingham Palace
16. Westminster Palace
17. The Ferris Wheel
18. Rita and Joanna liked watching \_\_\_\_\_\_\_\_\_
19. The Queen’s servants
20. The Queen’s Guards
21. The black ravens
22. **Say TRUE (T) / FALSE (F) / NOT STATED (NS)**
23. Rita and Joanna have recently travelled to the capital of Britain.
24. They had already visited a lot of countries abroad.
25. The women were inside the Clock Tower.
26. The women liked incredible architecture of Buckingham Palace.
27. The guards tried to catch the attention of Joanna and Rita.
28. **Put the sentences in the logic order.**
29. The girls spent unforgettable time in London.
30. It was the girl’s first journey overseas the US.
31. They were impressed by the Buckingham Palace’s architecture.
32. The Clock Tower is the one of the London’s most famous monuments.
33. The women photographed the beautiful landscape while visiting the Ferris Wheel.

**The Keys**

**5 класс**

1. b – My wonderful family
2. 1) f 2) d 3) b 4) e 5) a 6) c
3. 1) F 2) T 3) F 4) T 5) F
4. 1) c 2) a 3) a 4) c 5) c

**6 класс**

1. 1) d 2) e 3) a 4) f 5) b 6) g 7) c
2. 5, 3, 1, 2,4
3. 1) c 2) b 3) b 4) a
4. 1 – c, 2 – a, 3 – b

**7 класс**

1. 4, 7, 2, 3, 5, 1, 6
2. 1) Art
3. Science
4. Science
5. History
6. Mathematics
7. 1) c 2) a 3) b 4) e 5) d
8. 1) b 2) d 3) a 4) c
9. 1 T 2 F 3 T 4 T 5 F

**8 класс**

1. 1) Monday

2) Wednesday

3) Friday

4) Saturday

5) Sunday

1. 1) b 2) c 3) a 4) e 5) d
2. 1) Friday

2) Monday

3) Thursday

4) Saturday

5) Wednesday

IV. 1 – 3) Monday

2 – 2) Tuesday

3 – 7) Wednesday

4 – 1) Thursday

5 – 6) Friday

6 – 5) Saturday

7 – 4) Sunday

**9 класс**

1. 1) e 2) d 3) c 4) a 5) b
2. 1) c 2) b 3) a 4) a 5) b
3. 1) T 2) NS 3) F 4) T 5) F
4. 1 – 5

2 – 1

3 – 4

4 – 2

5 – 3

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