

Exhibit 6.4: Emphasis in Early Grades on Reading Skills and Strategies

Exhibit 6.4 provides information about the reading curricula in fourth grade schools. Principals were given a list of the reading skills and strategies assessed by PIRLS 2016 and asked to indicate at what grade these skills were first emphasized for at least 50 percent of the students. The grade shown in Exhibit 6.4 for the reading skill or strategy is the median grade reported by the principals in each country. For example, at least half the students in every country are in schools emphasizing the first three skills by first grade—knowing letters of the alphabet, letter-sound relationships, and reading words. In many countries, at least half the students are in schools emphasizing locating information and finding main ideas by the second grade. By the third grade, at least half the students in a number of countries are in schools emphasizing comparisons of texts with personal experience or other texts, and by the fourth grade are emphasizing looking at text structure and author’s perspective.

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Students Categorized by Principals' Reports

Country	Grade by Which Skill or Strategy Is Emphasized for at Least 50% of the Students (Country Median)													
	Knowing Letters of the Alphabet	Knowing Letter-Sound Relationships	Reading Words	Reading Isolated Sentences	Reading Connected Text	Locating Information Within the Text	Identifying the Main Idea of a Text	Explaining or Supporting Understanding of a Text	Comparing a Text with Personal Experience	Comparing Different Texts	Making Predictions About What Will Happen Next in a Text	Making Generalizations and Drawing Inferences Based on a Text	Describing the Style or Structure of a Text	Determining the Author's Perspective or Intention
Australia	1	1	1	1	1	1	1	1	1	1	1	2	2	2
Austria	1	1	1	1	1	2	2	2	2	3	3	4	4	4
Azerbaijan	1	1	1	1	2	2	2	2	3	3	3	4	4	4
Bahrain	1	1	1	1	2	2	3	2	3	3	3	4	4	4
Belgium (Flemish)	1	1	1	1	1	2	2	2	2	3	2	3	4	4
Belgium (French)	1	1	1	1	2	2	2	2	3	3	2	3	4	4
Bulgaria	1	1	1	1	1	2	2	2	3	3	3	3	3	4
Canada	1	1	1	1	1	1	2	2	2	2	1	2	3	3
Chile	1	1	1	1	1	2	2	2	2	2	2	2	3	3
Chinese Taipei	1	1	1	1	2	2	3	3	3	4	3	4	4	4
Czech Republic	1	1	1	1	1	2	2	2	2	3	2	3	4	4
Denmark	1	1	1	1	1	2	2	3	2	3	2	3	3	4
Egypt	1	1	1	2	3	3	4	4	4	4	N	N	N	N
England	1	1	1	1	1	1	1	1	1	2	1	2	2	3
Finland	1	1	1	1	2	2	2	3	3	3	3	3	4	4
France	1	1	1	1	2	2	2	3	3	3	3	4	4	4
Georgia	1	1	1	1	1	2	2	2	3	3	3	3	4	4
Germany	1	1	1	1	1	2	2	2	3	3	3	3	4	4
Hong Kong SAR	1	1	1	1	1	2	2	3	3	4	3	4	4	4
Hungary	1	1	1	1	2	2	2	2	2	3	2	3	3	4
Iran, Islamic Rep. of	1	1	1	1	2	2	3	3	4	4	4	4	4	4
Ireland	1	1	1	1	1	1	2	2	2	3	1	3	3	4
Israel	1	1	1	1	1	1	2	2	2	2	2	2	2	3
Italy	1	1	1	1	1	2	2	2	2	3	3	3	4	4
Kazakhstan	1	1	1	1	1	2	2	2	2	2	2	2	3	3
Kuwait	1	1	1	1	2	2	4	3	4	4	4	4	N	4
Latvia	1	1	1	1	1	1	1	1	1	2	1	2	3	2
Lithuania	1	1	1	1	1	2	2	2	2	2	2	2	3	3
Macao SAR	1	1	1	1	2	2	3	3	4	4	3	4	4	4
Malta	1	1	1	1	1	1	2	1	2	2	2	3	3	4
Morocco	1	1	1	1	2	3	4	4	N	N	N	N	N	N
Netherlands	1	1	1	1	1	2	2	2	2	3	2	3	4	4
New Zealand	1	1	1	1	1	1	1	1	1	2	1	2	2	3
Northern Ireland	r	1	1	1	1	1	1	2	2	2	1	2	3	3
Norway (5)	1	1	1	1	2	2	2	2	2	3	2	3	4	4
Oman	1	1	1	1	1	2	2	2	3	3	3	4	4	4
Poland	1	1	1	1	1	1	2	2	2	3	2	3	4	3
Portugal	1	1	1	1	1	2	2	2	2	2	2	3	3	3
Qatar	1	1	1	1	2	2	2	2	3	3	3	3	3	4
Russian Federation	1	1	1	1	1	1	2	2	2	2	2	2	3	3
Saudi Arabia	1	1	1	1	2	3	3	3	4	4	4	4	4	4
Singapore	1	1	1	1	1	1	2	2	2	3	1	3	3	4
Slovak Republic	1	1	1	1	1	2	2	2	2	3	2	3	4	4
Slovenia	1	1	1	1	2	2	3	3	3	3	3	3	4	4
South Africa	r	1	1	1	2	2	3	3	3	4	3	4	4	4
Spain	1	1	1	1	1	1	2	2	2	3	2	3	4	4
Sweden	1	1	1	1	1	1	2	1	1	2	1	2	3	3
Trinidad and Tobago	1	1	1	1	1	2	2	2	2	3	2	3	3	4
United Arab Emirates	1	1	1	1	2	2	2	2	3	3	3	3	4	4
United States	1	1	1	1	1	1	1	2	1	2	1	2	2	2
International Mode	1	1	1	1	1	2	2	2	2	3	2	3	4	4

SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2016

N = Not by Grade 4

An "r" indicates data are available for at least 70% but less than 85% of the students. An "s" indicates data are available for at least 50% but less than 70% of the students.

Exhibit 6.4: Emphasis in Early Grades on Reading Skills and Strategies (Continued)

Country	Grade by Which Skill or Strategy Is Emphasized for at Least 50% of the Students (Country Median)													
	Knowing Letters of the Alphabet	Knowing Letter-Sound Relationships	Reading Words	Reading Isolated Sentences	Reading Connected Text	Locating Information Within the Text	Identifying the Main Idea of a Text	Explaining or Supporting Understanding of a Text	Comparing a Text with Personal Experience	Comparing Different Texts	Making Predictions About What Will Happen Next in a Text	Making Generalizations and Drawing Inferences Based on a Text	Describing the Style or Structure of a Text	Determining the Author's Perspective or Intention
Benchmarking Participants														
Buenos Aires, Argentina	1	1	1	1	1	2	3	2	2	3	2	3	4	4
Ontario, Canada	1	1	1	1	1	1	1	2	1	2	1	2	2	2
Quebec, Canada	1	1	1	1	2	2	3	2	3	3	2	3	4	4
Denmark (3)	1	1	1	1	1	2	2	3	2	3	2	3	3	4
Norway (4)	1	1	1	1	2	2	2	3	2	3	2	3	4	4
Moscow City, Russian Fed.	1	1	1	1	1	1	2	2	2	2	2	2	3	3
Eng/Afr/Zulu - RSA (5)	1	1	1	1	2	2	2	3	3	3	3	3	4	4
Andalusia, Spain	1	1	1	1	1	1	2	2	2	3	2	3	3	4
Madrid, Spain	1	1	1	1	1	1	2	2	2	3	2	3	3	4
Abu Dhabi, UAE	1	1	1	1	2	2	2	2	3	3	3	3	4	4
Dubai, UAE	1	1	1	1	1	2	2	2	2	3	2	3	4	4

SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2016