

Exhibit 8: Comprehension Processes Emphasized in the Intended Language/Reading Curriculum

Reported by National Research Coordinators

Country	Focusing on and Retrieving Explicitly Stated Information		Making Straightforward Inferences			Interpreting and Integrating Ideas and Information			Evaluating and Critiquing Content and Textual Elements	
	Retrieving Explicitly Stated Information from a Sentence or Phrase	Locating and Reproducing Details from a Clearly Defined Section of Text	Connecting Two or More Pieces of Information or Ideas	Identifying Main Ideas	Recognizing Plot Sequences and Character Traits	Describing the Overall Message or Theme	Comparing Information Within and Across Texts	Making Generalizations and Drawing Inferences with Text Support	Describing the Style or Structure of Text	Determining the Author's Perspective or Intention
Australia	●	●	●	●	●	●	●	●	●	●
Austria	⊙	⊙	○	⊙	⊙	⊙	⊙	○	○	○
Azerbaijan	⊙	⊙	⊙	●	⊙	●	⊙	⊙	○	○
Bahrain	●	⊙	○	●	⊙	○	○	○	○	○
Belgium (Flemish)	⊙	⊙	⊙	●	⊙	●	⊙	⊙	●	●
Belgium (French)	●	●	⊙	⊙	⊙	⊙	⊙	⊙	○	○
Bulgaria	●	○	○	●	⊙	⊙	⊙	⊙	⊙	●
Canada	●	●	●	●	●	●	●	●	●	●
Chile	●	●	⊙	⊙	⊙	⊙	⊙	⊙	○	○
Chinese Taipei	●	●	●	●	●	●	⊙	⊙	⊙	⊙
Czech Republic	●	●	○	●	●	○	○	●	●	○
Denmark	●	●	●	●	●	●	⊙	●	●	●
Egypt	●	⊙	○	⊙	⊙	⊙	⊙	○	○	○
England	●	●	●	●	●	●	●	●	●	●
Finland	⊙	○	⊙	⊙	⊙	⊙	⊙	○	⊙	○
France	●	●	●	●	⊙	●	○	●	⊙	○
Georgia	●	●	●	●	●	●	●	●	●	⊙
Germany	●	●	●	●	●	●	●	⊙	●	⊙
Hong Kong SAR	●	●	○	●	●	●	⊙	●	●	●
Hungary	●	●	●	●	●	●	●	●	●	●
Iran, Islamic Rep. of	●	●	●	●	⊙	●	●	⊙	⊙	⊙
Ireland	●	●	●	●	●	⊙	⊙	●	○	○
Israel	⊙	●	●	●	●	⊙	⊙	●	⊙	⊙
Italy	●	⊙	⊙	●	●	●	⊙	⊙	⊙	●
Kazakhstan	●	●	●	●	●	●	●	●	⊙	⊙
Kuwait	●	●	⊙	⊙	○	○	○	○	○	○
Latvia	●	●	●	●	●	●	⊙	⊙	⊙	○
Lithuania	●	●	⊙	●	●	●	⊙	⊙	○	⊙
Macao SAR	●	●	●	●	●	⊙	⊙	⊙	⊙	⊙
Malta	●	●	●	●	●	●	⊙	●	⊙	○
Morocco	●	⊙	⊙	●	⊙	⊙	○	○	⊙	⊙
¹ Netherlands	●	●	●	●	⊙	●	⊙	⊙	⊙	○
New Zealand	●	●	●	●	●	●	●	●	●	●
Northern Ireland	●	●	●	●	●	●	●	●	●	●
Norway (5)	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	○
Oman	⊙	⊙	○	●	⊙	●	●	⊙	●	⊙
Poland	-	-	-	-	-	-	-	-	-	-
Portugal	●	●	⊙	⊙	●	●	⊙	⊙	⊙	●
Qatar	●	●	●	●	●	●	●	●	●	●
Russian Federation	●	●	●	●	●	●	⊙	●	●	●
Saudi Arabia	●	⊙	●	●	●	●	●	●	●	⊙
Singapore	●	●	●	●	●	●	●	●	⊙	⊙
Slovak Republic	●	●	⊙	●	●	⊙	⊙	⊙	⊙	⊙
Slovenia	●	●	●	●	●	●	⊙	⊙	●	⊙
South Africa	⊙	●	⊙	●	●	⊙	○	⊙	○	⊙
Spain	●	●	●	●	●	●	●	●	●	●
Sweden	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙

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

● Major Emphasis ⊙ Some Emphasis ○ Little or No Emphasis

A dash (-) indicates data not provided.

¹ The Netherlands has no national curriculum. Given information is based on the reading methods used in schools provided by educational publishers.

Exhibit 8: Comprehension Processes Emphasized in the Intended Language/Reading Curriculum (Continued)

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Trinidad and Tobago	○	●	○	●	●	○	○	●	○	○
United Arab Emirates	○	○	○	○	○	○	○	○	○	○
United States	●	●	●	●	●	●	●	●	●	●
Benchmarking Participants—Responses Pertain to Benchmarking Provinces/Regions/Emirates/States										
Buenos Aires, Argentina	●	●	●	●	●	●	●	●	○	○
Ontario, Canada	●	●	●	●	●	●	●	●	●	●
Quebec, Canada	●	●	●	○	●	○	●	●	○	○
Denmark (3)	●	●	●	●	●	●	○	●	●	●
Norway (4)	○	○	○	○	○	○	○	○	○	○
Moscow City, Russian Fed.	●	●	●	●	●	●	●	●	●	●
Eng/Afr/Zulu - RSA (5)	○	●	○	●	●	○	○	○	○	○
Andalusia, Spain	●	●	○	●	○	●	○	○	○	○
Madrid, Spain	●	●	●	●	●	●	●	●	●	●
Abu Dhabi, United Arab Emirates	○	○	○	○	○	○	○	○	○	○
Dubai, United Arab Emirates	○	○	○	○	○	○	○	○	○	○

● Major Emphasis ○ Some Emphasis ○ Little or No Emphasis

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