

Exhibit 5: Emphasis on Digital Reading in the Language/Reading Curriculum

Reported by National Research Coordinators

Country	Emphasis in the Language/Reading Curriculum on Digital Reading			Description and Context of Digital Reading in the Curriculum
	Strategies for Reading Digital Texts	Looking Up Information to Research a Topic	Critical Evaluation of Internet Information	
Australia	●	○	○	There is a stronger emphasis on the critical evaluation and use of information from digital sources from Year 5 onwards.
Austria	○	○	○	-
Azerbaijan	○	○	○	-
Bahrain	○	○	○	-
Belgium (Flemish)	○	○	○	Digital reading is not explicitly mentioned in two of the three national curricula.
Belgium (French)	○	○	○	-
Bulgaria	○	○	○	-
Canada	○	●	●	The amount of emphasis placed on digital reading in the language/reading curriculum varies across provinces. A new curriculum is being developed in Alberta, which will include outcomes related to digital reading. In Ontario, the language curricula include a media literacy strand. In Quebec, efforts are underway to integrate digital reading more fully in the French curriculum.
Chile	○	○	○	Since 2015, the Study Texts unit of the Ministry of Education has been implementing the delivery of complementary digital resources within the textbooks. The digital resources are used by teachers by their own criteria. One of the goals of the national curriculum emphasizes the need to search for information on the Internet, but this is not an area that has been profoundly worked in the curriculum, nor in the schools.
Chinese Taipei	○	○	○	-
Czech Republic	○	○	○	-
Denmark	○	●	●	Starting from grade 0, information technology and digital media play a crucial role both regarding teaching content and tools. They are covered as a separate Skills and Knowledge Objective in the national curriculum.
Egypt	○	○	○	-
England	○	○	○	Digital reading is not mentioned in the National Curriculum.
Finland	○	●	○	In the new curriculum, implemented in 2016, there is major emphasis on reading digital texts and evaluating information on the Internet. However, these were not emphasized in the 2004 curriculum.
France	○	○	○	-
Georgia	○	○	○	-
Germany	○	○	○	The emphasis on digital reading varies by state. In North Rhine-Westphalia, for example, the core curriculum for German in primary school includes descriptions of competencies for the use of digital media. However, the relative role that digital media plays in the curriculum is rather minor, although increasingly more prominent as states revise their curricula.
Hong Kong SAR	○	○	○	-
Hungary	○	○	○	-
Iran, Islamic Rep. of	○	○	○	-
Ireland	○	○	○	As the current primary school language curriculum was developed in the 1990s, it places limited emphasis on digital reading. However, more recent policy changes such as the Digital Strategy for Schools 2015-2020 and the new language curriculum for the junior grades include a focus on electronic and digital text. Students are encouraged to engage with and think critically about a broad range of texts, including digital and multimodal texts.
Israel	○	●	○	-
Italy	○	○	○	In the outline of competencies to be developed at the end of the first cycle of education (grades 1-8), there is a specific reference to digital competencies. In particular, students should be able to retrieve and analyze data and information from the Web and practice informed use of ITC in order to recognize reliable information.
Kazakhstan	○	●	○	-
Kuwait	○	○	○	-
Latvia	○	○	○	-
Lithuania	○	○	○	Compulsory information technology courses start at grade 5. In primary schools, teachers can use technology for digital reading (such as computers, tablets, interactive boards, or smartphones) at their discretion.
Macao SAR	○	○	○	-
Malta	○	●	○	-
Morocco	○	○	○	Teaching and learning reading relies on the textbook as a tool to implement the curriculum. There is still some hesitation as to why and how to use ICT in reading on the part of teachers, especially the very content-dense textbooks.

● Major Emphasis ○ Some Emphasis ○ Little or No Emphasis

A dash (-) indicates data not provided.

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(Continued)**

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Netherlands	○	●	●	The Netherlands has no national curriculum, so emphasis on components of digital reading is based on the reading methods used in schools. Most schools use reading methods provided by educational publishers.
New Zealand	●	●	●	-
Northern Ireland	●	●	●	-
Norway (5)	●	●	●	-
Oman	○	○	○	-
Poland	-	-	-	-
Portugal	○	○	○	-
Qatar	●	●	○	-
Russian Federation	○	●	○	-
Saudi Arabia	●	●	●	-
Singapore	●	●	●	-
Slovak Republic	○	○	○	Digital reading is not included in the language/reading curriculum.
Slovenia	○	●	●	The strategies of digital reading differ from common reading strategies. This is the main problem in the language/reading curriculum.
South Africa	○	○	○	Less than half of schools overall have access to ICT at school. This is even lower in primary schools where very few primary schools (outside of two provinces) have ICT at school.
Spain	●	●	●	-
Sweden	●	●	●	Digital media is mentioned in the Swedish curriculum. The curriculum is currently being revised to further emphasize the use of digital media.
Trinidad and Tobago	○	●	●	-
United Arab Emirates	●	●	●	Most lessons have a reference to the use of a website. The teacher's guide is provided with links to be used by students. Students are invited to use the Web to look for information needed during their lessons to give a critical evaluation of information on the Internet.
United States	●	●	●	The curriculum emphasizes an integrated approach to reading across different types of media and subject areas. Skills are taught with the intention that students will be able to conduct research and share findings. Using technology, including the Internet, to produce and publish writing is an anchor standard in the Common Core State Standards used in most states.

Benchmarking Participants—Responses Pertain to Benchmarking Provinces/Regions/Emirates/States

Buenos Aires, Argentina	●	●	●	These strategies are listed in Annex for Digital Education of the City's Curriculum Design for Primary Schools.
Ontario, Canada	●	●	●	The Ontario Language/Français curriculum includes a media literacy strand. Students explore the impact and influence of mass media by examining various media including digital texts. Students become media literate by developing the ability to critically interpret the digital messages they read.
Quebec, Canada	○	●	●	Although digital reading is not well developed in the French, language of instruction curriculum, it is of major concern to the Ministère and work is underway to integrate it more fully into the French program and the Progression of Learning in French. The development of digital literacy skills is of key importance in the English Language Arts programs and is developed through the Media and Reading Competencies as well as in the Progression of Learning.
Denmark (3)	●	●	●	Starting from grade 0, information technology and digital media play a crucial role both regarding teaching content and tools. They are covered as a separate Skills and Knowledge Objective in the national curriculum.
Norway (4)	●	●	●	-
Moscow City, Russian Fed.	●	●	●	-
Eng/Afr/Zulu - RSA (5)	○	○	○	Less than half of schools overall have access to ICT at school. This is even lower in primary schools where very few primary schools (outside of two provinces) have ICT at school.
Andalusia, Spain	○	●	○	-
Madrid, Spain	●	●	●	-
Abu Dhabi, United Arab Emirates	●	●	●	-
Dubai, United Arab Emirates	●	●	●	Most lessons refer to the use of websites.

● Major Emphasis ● Some Emphasis ○ Little or No Emphasis