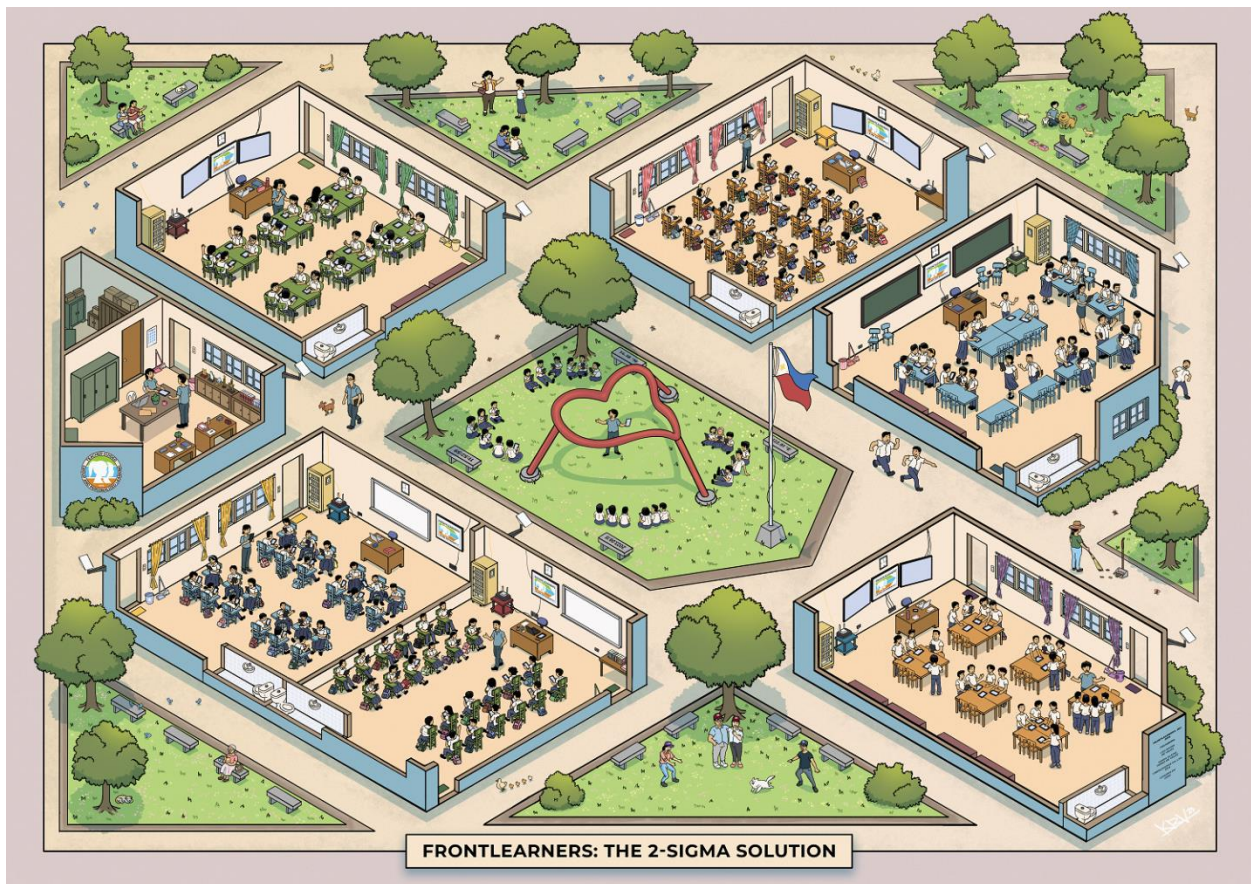




# LESSON EXEMPLARS

## Adapted PISA Released Items

### Reading Literacy



## LESSON EXEMPLAR: Reading Literacy - Chicken Forum

This exemplar provides a structured approach to teaching reading literacy using online forum posts, focusing on identifying relevant information, interpreting tone and intent, and evaluating the reliability of sources.

---

### I. Curriculum Content, Standards, and Lesson Competencies

#### 1. Content Standards

- Understanding how to navigate online forums for information retrieval.
- Recognizing how to interpret and evaluate information from digital texts, particularly in identifying reliable responses and analyzing user intent.

#### 2. Performance Standards

- By the end of the lesson, learners will be able to analyze posts in an online forum, identify the purpose and reliability of responses, and apply critical thinking to assess the relevance of information.

#### 3. Learning Competencies and Objectives

- **Identify** relevant and irrelevant information in forum discussions.
    - *Lesson Objective 1:* Determine the specific question or concern posted in a forum and identify responses that address it.
    - *Lesson Objective 2:* Recognize posts that are off-topic or intended for advertising.
  - **Evaluate** the reliability of different responses in the context of an online discussion.
    - *Lesson Objective 1:* Assess the credibility of responses based on the background of the responder (e.g., veterinarian vs. other users).
    - *Lesson Objective 2:* Distinguish between advice based on personal experience and expert knowledge.
  - **Develop Critical Thinking** in assessing online sources and user intent.
    - *Lesson Objective 1:* Discuss the intent behind each post and whether it supports or detracts from the original question.
- 

### II. Learning Resources

- **Source Material**
    - *Frontlearners, Inc. Adapted Released Items: Reading Literacy – Chicken Forum* (Adapted from OECD PISA 2025 Reading Literacy Framework)
  - **Multimedia Resources**
    - Video: "How to Evaluate Information on Online Forums" (YouTube)
- 

### III. Teaching and Learning Procedure

#### A. Activating Prior Knowledge

- **Activity:** Group Discussion – Students discuss their experiences using online forums or social media for information and advice.
- **Process Questions:**

- How do you decide if advice on a forum is trustworthy?
  - What indicators help you identify off-topic or unreliable responses?
  - **Instructional Note:** This activity prepares students to critically evaluate forum posts and the reliability of user-generated content.
- 

## B. Establishing Lesson Purpose

- **Purpose Statement:** "In this lesson, we will explore how to read and interpret online forum posts, identify relevant responses to specific questions, and evaluate the credibility of information provided by different users."
  - **Reading Activity:** Students read a series of posts from a chicken health forum, focusing on a question about administering aspirin to chickens.
  - **Discussion Prompt:** "What factors would you consider to determine if a response in an online forum is trustworthy or useful?"
- 

## C. Developing and Deepening Understanding

### 1. Post Relevance Analysis

- **Activity:** Identifying Relevant and Irrelevant Responses
- **Task:** Students analyze responses to Ivana\_88's question to determine which are directly related to her concern about giving aspirin to her hen.
- **Guiding Questions:**
  - Which posts provide relevant information, and why?
  - Are there posts that seem off-topic or self-promotional?

### 2. Evaluating Response Credibility

- **Activity:** Assessing Reliability of Information
  - **Task:** Students categorize each response based on the responder's credibility (e.g., veterinarian, experienced user, promotional user).
  - **Reflection Question:** "How can the background or intent of a responder affect the trustworthiness of their advice?"
- 

## D. Making Generalizations

- **KWL Chart Update:** Students revisit their initial KWL chart to add new insights on how to evaluate information in online forums.
  - **Reflection Activity:** One-minute paper – "Summarize what makes a forum response trustworthy and a question you still have about online information reliability."
- 

## IV. Evaluating Learning: Formative Assessment

### A. Matching Exercise

- Match each user response with its intent (e.g., helpful, promotional, irrelevant) and relevance to the question.

### B. Short Answer

1. Explain why Frank's response is more reliable than the others.
  2. Describe one way to identify a self-promotional response in an online forum.
- 

## V. Teacher's Reflection

### Reflection Guide:

- **Teaching Principles:** How did the lesson activities help students improve their ability to evaluate online information?
- **Student Engagement:** Were students able to analyze user intent and relevance effectively?
- **Next Steps:** What additional resources or modifications could further enhance students' comprehension and evaluation skills for digital texts?

## LESSON EXEMPLAR: Reading Literacy - Cow's Milk

This exemplar provides a structured approach to teaching reading literacy through analyzing different perspectives on cow's milk, focusing on evaluating information, identifying biases, and distinguishing between facts and opinions.

---

### I. Curriculum Content, Standards, and Lesson Competencies

#### 1. Content Standards

- Understanding how to assess information from multiple sources with differing viewpoints.
- Recognizing biases, evaluating factual versus opinion-based statements, and identifying the author's purpose in digital texts.

#### 2. Performance Standards

- By the end of the lesson, learners will be able to analyze two contrasting texts on cow's milk, evaluate the credibility of arguments presented, and distinguish between evidence-based claims and personal opinions.

#### 3. Learning Competencies and Objectives

- **Identify** the main arguments and biases in discussions about cow's milk.
    - *Lesson Objective 1:* Recognize each author's perspective on cow's milk and the nutritional claims presented.
    - *Lesson Objective 2:* Identify specific statements in the texts that represent fact versus opinion.
  - **Evaluate** the reliability of claims made in the context of health and nutrition.
    - *Lesson Objective 1:* Assess the strength of evidence provided by each source on cow's milk's benefits and drawbacks.
    - *Lesson Objective 2:* Distinguish between credible, science-backed statements and value-based opinions.
  - **Develop Critical Thinking** by examining conflicting viewpoints on health topics.
    - *Lesson Objective 1:* Discuss how personal values or organizational biases may shape the presentation of information on cow's milk.
- 

### II. Learning Resources

- **Source Material**
    - *Frontlearners, Inc. Adapted Released Items: Reading Literacy – Cow's Milk* (Adapted from OECD PISA 2025 Reading Literacy Framework)
  - **Multimedia Resources**
    - Video: "Evaluating Health Claims in Nutrition" (YouTube)
- 

### III. Teaching and Learning Procedure

#### A. Activating Prior Knowledge

- **Activity:** Group Discussion – Students discuss what they know about cow’s milk, including any health claims they have heard regarding milk’s nutritional benefits or drawbacks.
  - **Process Questions:**
    - What do you think are the benefits of drinking cow’s milk?
    - Have you heard arguments against drinking cow’s milk? If so, what were they?
  - **Instructional Note:** This activity introduces students to conflicting health claims about cow’s milk, setting the stage for critically analyzing the sources provided.
- 

## B. Establishing Lesson Purpose

- **Purpose Statement:** "In this lesson, we will explore different viewpoints on the consumption of cow’s milk, evaluate the arguments and evidence provided, and discuss how to distinguish between facts and opinions in nutrition information."
  - **Reading Activity:** Students read two contrasting texts, “Farm to Market Dairy” and “Just Say ‘No’ to Cow’s Milk!” to examine differing perspectives on milk’s health impact.
  - **Discussion Prompt:** "What are the main reasons given in each text for either promoting or discouraging the consumption of cow’s milk?"
- 

## C. Developing and Deepening Understanding

### 1. Distinguishing Facts from Opinions

- **Activity:** Fact vs. Opinion Identification
- **Task:** Students examine specific statements from each text and decide if they represent factual information or opinion.
- **Guiding Questions:**
  - What evidence supports each factual claim?
  - How can we tell if a statement is a personal opinion?

### 2. Evaluating Source Credibility

- **Activity:** Assessing Reliability of Health Claims
  - **Task:** Students evaluate the credibility of each text’s claims based on the author’s background, scientific references, and potential biases.
  - **Reflection Question:** "What factors make one text more reliable or scientifically credible than the other?"
- 

## D. Making Generalizations

- **KWL Chart Update:** Students revisit their initial KWL chart to add new insights on evaluating health claims and identifying biased or unreliable information.
  - **Reflection Activity:** One-minute paper – "Summarize how to evaluate health information online and a question you still have about assessing credibility in nutrition claims."
- 

## IV. Evaluating Learning: Formative Assessment

### A. Matching Exercise

- Match each statement (e.g., “Milk is essential for bone health”) with its classification as either fact or opinion and the rationale behind this classification.

### B. Short Answer

1. Explain why the “Just Say ‘No’ to Cow’s Milk!” article may present a biased view.
  2. Describe one way to identify scientifically reliable health information in online texts.
- 

### V. Teacher’s Reflection

#### Reflection Guide:

- **Teaching Principles:** How did the lesson activities support students in distinguishing between fact and opinion in health-related topics?
- **Student Engagement:** Were students able to effectively evaluate the credibility of the arguments in each text?
- **Next Steps:** What additional resources or adjustments could further enhance students’ skills in reading literacy for health and nutrition?

## LESSON EXEMPLAR: Reading Literacy - Galapagos Islands

This exemplar provides a structured approach to teaching reading literacy through analyzing informational content about the Galapagos Islands, focusing on extracting relevant details, understanding conservation efforts, and assessing the credibility of sources.

---

### I. Curriculum Content, Standards, and Lesson Competencies

#### 1. Content Standards

- Understanding how to extract and interpret information from informational web pages.
- Recognizing conservation efforts and evaluating the reliability and purpose of content in digital resources.

#### 2. Performance Standards

- By the end of the lesson, learners will be able to analyze various informational sources about the Galapagos Islands, identify the main purpose of conservation activities, and assess the credibility of digital content.

#### 3. Learning Competencies and Objectives

- **Identify** key facts and conservation efforts described in the Galapagos Islands informational website.
    - *Lesson Objective 1:* Recognize primary conservation strategies used to protect the Galapagos tortoises.
    - *Lesson Objective 2:* Identify the main goals of the Galapagos Conservation Society.
  - **Evaluate** the credibility and effectiveness of the website's content and structure.
    - *Lesson Objective 1:* Assess the reliability of the information based on the background and intent of the creators.
    - *Lesson Objective 2:* Identify improvements that could enhance the website's credibility.
  - **Develop Critical Thinking** in analyzing online conservation-related content.
    - *Lesson Objective 1:* Discuss how conservation information is presented and its impact on the public's understanding of environmental issues.
- 

### II. Learning Resources

- **Source Material**
    - *Frontlearners, Inc. Adapted Released Items: Reading Literacy – Galapagos Islands* (Adapted from OECD PISA 2025 Reading Literacy Framework)
  - **Multimedia Resources**
    - Video: "Conservation Challenges in the Galapagos Islands" (YouTube)
- 

### III. Teaching and Learning Procedure

#### A. Activating Prior Knowledge



- **Activity:** Think-Pair-Share – Students discuss what they know about the Galapagos Islands and reasons why these islands might require conservation efforts.
  - **Process Questions:**
    - What makes the Galapagos Islands unique in terms of wildlife?
    - Why might conservation efforts be critical for the species that live there?
  - **Instructional Note:** This activity introduces students to the concept of conservation and its importance for unique ecosystems like the Galapagos.
- 

## B. Establishing Lesson Purpose

- **Purpose Statement:** "In this lesson, we will explore information about the Galapagos Islands' unique ecosystem, examine conservation programs for endangered species, and evaluate how well the website's content supports these goals."
  - **Reading Activity:** Students read descriptions of conservation efforts, focusing on tortoise protection strategies and eradication of invasive species on the Galapagos Islands.
  - **Discussion Prompt:** "What specific conservation actions are being taken to protect species on the Galapagos Islands, and why are they necessary?"
- 

## C. Developing and Deepening Understanding

### 1. Identifying Conservation Efforts

- **Activity:** Analyzing Conservation Actions
- **Task:** Students examine the conservation techniques used for tortoise populations, including breeding programs and invasive species eradication.
- **Guiding Questions:**
  - What challenges do tortoises face on the Galapagos Islands?
  - How do breeding and rat eradication programs contribute to the survival of tortoise species?

### 2. Evaluating Website Credibility

- **Activity:** Assessing Content and Structure of the Website
  - **Task:** Students evaluate the reliability of the website content by analyzing the author's background, the purpose of each section, and any gaps in information.
  - **Reflection Question:** "What additions or changes could make this website more informative and credible for people interested in conservation?"
- 

## D. Making Generalizations

- **KWL Chart Update:** Students revisit their initial KWL chart to add new insights on conservation techniques and assess the quality of informational websites.
  - **Reflection Activity:** One-minute paper – "Summarize the main challenges faced by conservationists in the Galapagos Islands and one way the website could better communicate these issues."
-

#### **IV. Evaluating Learning: Formative Assessment**

##### **A. Matching Exercise**

- Match each conservation strategy (e.g., breeding programs, invasive species eradication) with its purpose and the specific challenge it addresses.

##### **B. Short Answer**

1. Explain how invasive species have affected tortoise populations on the Galapagos Islands.
  2. Describe one way to improve the website's credibility for conservation information.
- 

#### **V. Teacher's Reflection**

##### **Reflection Guide:**

- **Teaching Principles:** How did the lesson activities support students in understanding the role of conservation efforts in unique ecosystems?
- **Student Engagement:** Were students able to effectively evaluate the website's reliability and suggest improvements?
- **Next Steps:** What additional resources or modifications could enhance students' comprehension of conservation strategies and digital literacy?

## LESSON EXEMPLAR: Reading Literacy - Rapa Nui

This exemplar provides a structured approach to teaching reading literacy through analyzing multiple perspectives on Rapa Nui, focusing on synthesizing historical and scientific viewpoints, identifying factual information, and evaluating arguments presented.

---

### I. Curriculum Content, Standards, and Lesson Competencies

#### 1. Content Standards

- Understanding how to interpret and synthesize information from diverse sources.
- Recognizing the importance of historical and environmental factors in interpreting theories about the disappearance of Rapa Nui's trees.

#### 2. Performance Standards

- By the end of the lesson, learners will be able to evaluate contrasting theories on Rapa Nui's ecological history, assess the credibility of different sources, and distinguish between fact and opinion.

#### 3. Learning Competencies and Objectives

- **Identify** key facts and contrasting theories about the environmental history of Rapa Nui.
    - *Lesson Objective 1:* Describe main theories regarding the deforestation of Rapa Nui, as presented by various sources.
    - *Lesson Objective 2:* Differentiate between factual statements and opinions across different texts.
  - **Evaluate** the credibility and evidence of each theory regarding Rapa Nui's history.
    - *Lesson Objective 1:* Analyze the strength of evidence provided by sources such as a blog, a scientific review, and a news article.
    - *Lesson Objective 2:* Distinguish between scientific evidence and speculative statements in each source.
  - **Develop Critical Thinking** by analyzing conflicting viewpoints and understanding their historical and environmental context.
    - *Lesson Objective 1:* Discuss how different sources support or challenge each other and explore possible biases.
- 

### II. Learning Resources

- **Source Material**
    - *Frontlearners, Inc. Adapted Released Items: Reading Literacy – Rapa Nui* (Adapted from OECD PISA 2025 Reading Literacy Framework)
  - **Multimedia Resources**
    - Video: "The Environmental History of Rapa Nui" (YouTube)
- 

### III. Teaching and Learning Procedure

#### A. Activating Prior Knowledge

- **Activity:** Think-Pair-Share – Students discuss what they know about the history of Rapa Nui and its iconic Moai statues.
  - **Process Questions:**
    - Why might an island like Rapa Nui face environmental challenges?
    - What factors do you think could contribute to deforestation on an isolated island?
  - **Instructional Note:** This activity introduces students to environmental challenges on islands, setting the stage for analyzing theories related to Rapa Nui.
- 

## B. Establishing Lesson Purpose

- **Purpose Statement:** "In this lesson, we will explore different theories about the environmental history of Rapa Nui, assess the evidence presented in various sources, and discuss how to differentiate factual information from opinion."
  - **Reading Activity:** Students read three sources about Rapa Nui's environmental history: a professor's blog, a book review, and a scientific article on possible causes of deforestation.
  - **Discussion Prompt:** "What are the main arguments presented in each source about the disappearance of Rapa Nui's trees?"
- 

## C. Developing and Deepening Understanding

### 1. Identifying Factual Information and Opinions

- **Activity:** Fact vs. Opinion Classification
- **Task:** Students examine statements from each source, categorizing them as either factual claims or opinions.
- **Guiding Questions:**
  - What evidence supports each factual statement?
  - How can we tell if a statement reflects a personal opinion or scientific fact?

### 2. Evaluating Evidence Across Sources

- **Activity:** Analyzing Source Credibility
  - **Task:** Students evaluate the credibility of each theory on Rapa Nui's deforestation by analyzing the intent, evidence, and background of the sources.
  - **Reflection Question:** "How does the evidence provided by scientists differ from speculative statements in the other sources?"
- 

## D. Making Generalizations

- **KWL Chart Update:** Students revisit their initial KWL chart to add new insights on evaluating historical and scientific arguments.
- **Reflection Activity:** One-minute paper – "Summarize what you learned about evaluating different perspectives on historical events, and a question you still have about synthesizing evidence."

#### **IV. Evaluating Learning: Formative Assessment**

##### **A. Matching Exercise**

- Match each theory (e.g., rats causing deforestation, human impact) with the type of evidence supporting it and the proponents of each view.

##### **B. Short Answer**

1. Explain why the scientific article might present a more credible perspective on Rapa Nui's deforestation.
  2. Describe one indicator that helps differentiate a factual statement from an opinion in historical sources.
- 

#### **V. Teacher's Reflection**

##### **Reflection Guide:**

- **Teaching Principles:** How did the lesson activities support students in understanding the role of evidence in historical and environmental claims?
- **Student Engagement:** Were students able to effectively evaluate the credibility of each source?
- **Next Steps:** What additional resources or modifications could further enhance students' skills in synthesizing information from multiple sources?

## LESSON EXEMPLAR: Reading Literacy - Sentences

This exemplar provides a structured approach to teaching reading literacy through a sentence evaluation exercise, focusing on understanding sentence meaning, identifying logical coherence, and distinguishing between sensible and nonsensical statements.

---

### I. Curriculum Content, Standards, and Lesson Competencies

#### 1. Content Standards

- Understanding how to evaluate sentence coherence and meaning.
- Recognizing how to determine whether sentences are logically constructed and meaningful within language use.

#### 2. Performance Standards

- By the end of the lesson, learners will be able to assess the coherence and sense of individual sentences, distinguish between logically structured statements and nonsensical ones, and apply these skills to improve comprehension accuracy.

#### 3. Learning Competencies and Objectives

- **Identify** meaningful and nonsensical sentences.
    - *Lesson Objective 1:* Recognize sentences that convey clear, logical meaning.
    - *Lesson Objective 2:* Identify statements that are illogical or nonsensical.
  - **Evaluate** the coherence of sentence structure.
    - *Lesson Objective 1:* Assess whether a sentence logically follows grammatical rules and expected meanings.
    - *Lesson Objective 2:* Differentiate between sentences that make factual sense and those that do not.
  - **Develop Critical Thinking** through sentence analysis.
    - *Lesson Objective 1:* Discuss why certain sentences are nonsensical and what makes other sentences clear and logical.
- 

### II. Learning Resources

- **Source Material**
    - *Frontlearners, Inc. Adapted Released Items: Reading Literacy – Sentences* (Adapted from OECD PISA 2025 Reading Literacy Framework)
  - **Multimedia Resources**
    - Video: "Improving Sentence Comprehension and Logic" (YouTube)
- 

### III. Teaching and Learning Procedure

#### A. Activating Prior Knowledge

- **Activity:** Group Discussion – Students discuss examples of sentences they have encountered that didn't make sense and speculate on why.
- **Process Questions:**
  - How can you tell when a sentence doesn't make sense?

- What clues help you identify nonsensical statements in writing?
  - **Instructional Note:** This activity introduces students to evaluating sentence coherence, preparing them for the sentence logic assessment.
- 

## B. Establishing Lesson Purpose

- **Purpose Statement:** "In this lesson, we will explore how to identify and understand meaningful sentences, evaluate their coherence, and practice distinguishing logical statements from illogical ones."
  - **Reading Activity:** Students review example sentences, evaluating each for sense and logic, and discussing whether each sentence makes logical sense.
  - **Discussion Prompt:** "What makes a sentence meaningful or nonsensical, and why is it important to recognize this in reading?"
- 

## C. Developing and Deepening Understanding

### 1. Sentence Evaluation Practice

- **Activity:** Evaluating Sentence Sense
- **Task:** Students practice with example sentences, marking each as either sensible (YES) or nonsensical (NO) and explaining their reasoning.
- **Guiding Questions:**
  - What makes this sentence logical?
  - Why does this sentence fail to make sense?

### 2. Identifying Logical Coherence

- **Activity:** Analyzing Sentence Structure
  - **Task:** Students assess whether sentence structure affects coherence, discussing how grammar and word choice influence a sentence's clarity.
  - **Reflection Question:** "What common patterns do you notice in sentences that make logical sense compared to those that don't?"
- 

## D. Making Generalizations

- **KWL Chart Update:** Students revisit their initial KWL chart to add insights on evaluating sentence sense and identifying logical structure.
  - **Reflection Activity:** One-minute paper – "Summarize what you learned about identifying meaningful sentences, and a question you still have about evaluating sentence coherence."
- 

## IV. Evaluating Learning: Formative Assessment

### A. Matching Exercise

- Match each example sentence with its classification (e.g., logical, nonsensical) and the rationale behind this classification.

### B. Short Answer

1. Explain why the sentence “Airplanes are made of dogs” does not make logical sense.
  2. Describe one way to identify whether a sentence is coherent and meaningful.
- 

## V. Teacher’s Reflection

### Reflection Guide:

- **Teaching Principles:** How did the lesson activities support students in understanding logical sentence structure?
- **Student Engagement:** Were students able to differentiate between sensible and nonsensical sentences effectively?
- **Next Steps:** What additional resources or modifications could enhance students’ skills in reading literacy and sentence comprehension?