

## READERS WAYS BY CONNECTING OUTCOMES OF PISA AND PIAAC RESEARCH AND TODAY'S CZECH SCHOOL PRACTICE

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### Abstract

The aim of this article is to think about key issues of readers 'comprehension literacy of specific category of research sample (fifteen and twenty-four) readers. To what extent is the information of both international researches implemented into reality and chosen curriculum.

In the first part of the article is introduced the basic terminology (literacy according to OECD, functional literacy and reader's literacy). It is essential to understand that it is not just about literacy skills, i.e. being able to read texts and understand them, but also the skills to find, process, and compare the information contained in the text, and reproduce text content.

In the second part the article thinks about and compares selected key data from international PISA and PIAAC research for specific category of research sample (fifteen and twenty-four years old readers). It is also worth considering whether the teaching community and the general public are aware of the need for specific measurements and the international comparison of literacy, in which the Czech Republic participates.

In the third part the article focuses on results of international research and practice in the selected curricula of pedagogic-educational institutions for the pupil population. On several examples of pupils task from Czech curriculum are explained the reading strategies. The discussed literacy strategies reflect the skill of the student to find information, process, compare, and evaluate it according to specification.

The main objective of this text is to reflect on the possibilities of linking the outputs of both readership surveys, such as functional literacy and school practice in our Czech environment.

**Keywords:** Literacy, reading strategy, education to reading, curricula