

Professional Development Programme:
**Enriching and Extending Students'
Learning Experiences through Reading
and Writing across the Curriculum at the
Secondary Level**
Session 4

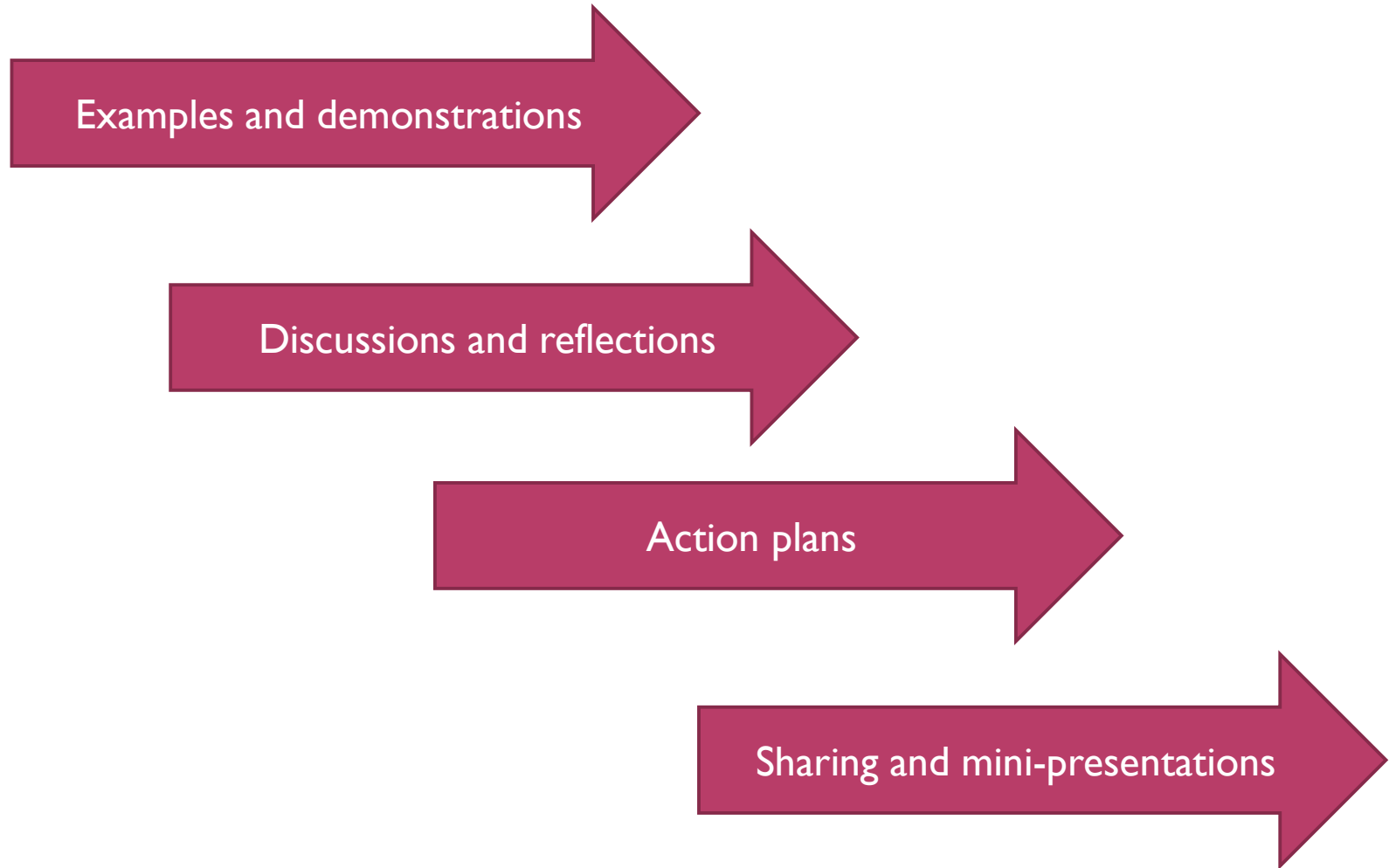
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Organised by the INSTEP, Faculty of Education, The University of Hong Kong and
commissioned by the Education Bureau, The Government of the HKSAR

Mini practice
(group discussion & presentation)

Facilitating professional dialogues and reflection in the programme



Mini group presentation (Part A)

- First, form groups of 4-5.
- Next, work with your group mates and design either a lesson plan or a longer term action plan for implementing RWaC.
 - ▶ You have approximately **15 minutes to design** your plan.
 - ▶ You can use any passages in the **examples** on our handouts. Your own ideas are also more than welcome.
 - ▶ You have to plan what to teach and how to teach it.
- Then, each group will have **5 minutes to present** your lesson outline to other groups. Other participants please give constructive feedback.

Session 4

Suggested Lesson Planning Template

Aims:	To enable students to achieve the following learning outcomes: a. Content / Knowledge b. Language & Skills
Materials, aids, visuals & resources:	
Connection:	Prior Knowledge / Building Background / Prior Learning Connection to KS3 / other KLAs
Genre / Text-type	
Key Vocabulary:	Subject-specific vocabulary General academic vocabulary Signalling words
Integration with school-based curriculum	Possible time to integrate No. of lessons allocated
Lesson Stages and	Teaching / Learning activities & their purposes

Sequence	READING
	WRITING

a suggested planning template to help you brainstorm ideas

Session 4

Suggested Action Plan Template

Part 1: School-based SWOT Analysis

STRENGTHS		WEAKNESSES
Me (individual teacher)	Me (individual teacher)	
Form	Form	
Key Stage(s)	Key Stage(s)	
Department	Department	
OPPORTUNITIES		THREATS
Me (individual teacher)	Me (individual teacher)	
Form		
Key Stage(s)		
Department		

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Part 2: The next stage...

	In the coming semester	In the coming academic year	In the coming 3 years (Key Stage 3 or 4)	In the coming 6 years (HKDSE cycle)
Goal:				
Desired outcomes:				
Activities / Tasks				
Persons responsible				
Resources required				
Evaluation of Success				

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a suggested action plan template to help you brainstorm ideas

Other reference materials

- ▶ Reading skills and strategies in the English Language curriculum in Hong Kong
- ▶ Writing skills and strategies in the English Language curriculum in Hong Kong
- ▶ Text types covered in the English Language curriculum in Hong Kong
- ▶ Some textbook text examples to choose from
- ▶ Some recommendations for useful references on RWaC

Summary of the Programme

What we have discussed in the workshop

- ▶ Session 1 to 3 focus on the following issues:
 - ▶ An overview of students' development of reading and writing skills
 - ▶ The role of reading and writing across the curriculum with reference to the school-based MOI plans in secondary schools
 - ▶ How to motivate students to engage in sustained reading and writing activities
 - ▶ How to promote development of positive values and higher order thinking skills through RWaC
 - ▶ Introduction to genres and fiction and non-fiction text types
 - ▶ Understanding the rhetorical structure of different text types
 - ▶ Selecting texts and genres for reading and writing the curriculum
 - ▶ Considerations when designing reading and writing tasks for RaC and WaC
 - ▶ Introducing the Reading-to-Write Cycle: how to connect reading to writing in the curriculum
 - ▶ Demonstrating the process of how to organize and compose texts of different structures using selected information or data
 - ▶ Modelling teacher talk in Reading-to-Write lessons – mentoring strategies to unpack and re-pack difficult texts
 - ▶ Exploring ways to provide quality feedback to help students improve their written work and design follow-up activities to address the problems identified
- ▶ Session 4 focus on the following issue(s):
 - ▶ Providing participants with opportunities to design appropriate tasks and activities to help students develop their skills in selecting, extracting, summarising and interpreting relevant information, ideas and views from multiple texts of different types, as well as a possible action plan for them to try out ideas they learnt in the workshop

Before we say goodbye...

Please complete and return the evaluation form.

We value your feedback and would like to learn from you as well.

Disclaimer

- ▶ The material developers and facilitators do not own the copyrights of the text excerpts shown. The respective copyrights are owned by the respective publishers credited in the materials.

Source of texts

- ▶ Text(s) for the Session 4
- ▶ Example 1: Longman Elect JS3A Plus: A coursebook companion, Unit 2, pp. 10-13, 16-17
- ▶ Example 2: Oxford English 2A, Unit 3 Clean Up, pp. 47-51 & 63
- ▶ Example 3: Progress Now 2, Unit 6 reality TV, pp. 34-39 & 56-57
- ▶ Example 4: Star Summit 5A, pp. 12-16 & 30-34
- ▶ Example 5: Upstream, Intermediate, pp. 20-21 & 32-33