Professional Development Programme 2015-2016:
“Enriching and Extending Students’ Learning Experiences through Reading and Writing across the Curriculum”

Session 1

Facilitators

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

Materials developed by Dr. Tracy Cheung, with contributions from Prof. Angel Lin, Dr. Lo Yuen Yi and Dr. Simon Chan © 2016
Warm-up self-reflection: What challenges are your students facing?

<table>
<thead>
<tr>
<th>Reading challenges</th>
<th>Writing challenges</th>
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<tbody>
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<td>1.</td>
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The overall aims of the programme

- Session 1 to 3 will focus on the following issues:
  - An overview of students’ development of reading and writing skills at Key Stage 3
  - 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
  - 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 will 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
Facilitating professional dialogues and reflection in the programme

- Examples and demonstrations
- Discussions and reflections
- Action plans
- Sharing and mini-presentations
Overview of the 6-hour programme
### Professional Development Programme 2015-2016:

“Enriching and Extending Students’ Learning Experiences through Reading and Writing across the Curriculum”

**Programme Content**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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<tr>
<td>Session 1</td>
<td>(1) Overview of the Programme</td>
</tr>
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<td></td>
<td>(2) Overall framework of designing reading and writing lessons at KS3</td>
</tr>
<tr>
<td></td>
<td>(3) Different genres and associated language functions</td>
</tr>
<tr>
<td>Session 2</td>
<td>(1) Demonstration #1 (focuses on reading and writing across the curriculum with science subjects)</td>
</tr>
<tr>
<td></td>
<td>(2) Debriefing: reflection &amp; discussion</td>
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<tr>
<td>Session 3</td>
<td>(1) Demonstration #2 (focuses on reading and writing across the curriculum on humanities subjects)</td>
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<td>(2) Debriefing: reflection &amp; discussion</td>
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<tr>
<td>Session 4</td>
<td>(1) Application: Preparing for the presentations</td>
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<tr>
<td></td>
<td>(2) Mini presentations</td>
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<tr>
<td></td>
<td>(3) Summary of the programme</td>
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</tbody>
</table>

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Let’s start with you...
Task 1
How do you teach reading / writing in your classroom?

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought……..
Task 1
How do you teach reading / writing in your classroom?

- What kinds of challenges / problems have you identified?
  - for students?
  - for teachers?

- How would you describe:
  - your belief about reading / teaching reading?
  - your belief about writing / teaching writing?
  - your teaching of reading / writing skills?
Traditional Views of Reading and Writing

**Reading**
- input
  - receptive skills
  - comprehension

**Writing**
  - output
    - production skills
    - production
Connection between Reading and Writing

The same pool of knowledge and skills connect reading and writing

Reading

Writing

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What do we read?

Some examples

- Novels
- Messages
- Cards
- Labels
- Menus
- Newspapers
- Websites
- Textbooks
A summary of reading strategies

**Pre-reading**
- Activating prior knowledge and making connections
- Creating concept maps
- Drawing attention to contextual clues (e.g., titles, visuals)
- Questioning
- Pre-teaching key vocabulary
- Predicting keywords/key content
- Reciprocal questioning
- Setting a purpose
- Skimming

**While-reading**
- Checking comprehension
- Drawing attention to contextual clues
- Determining importance of a point
- Evaluating different points of view
- Finding and underlining key words/explaining key words
- Guessing meanings of words from context
- Highlighting the rhetorical organization of the text
- Inferring the author’s point of view
- Paraphrasing a key point
- Questioning
- Reading aloud; Thinking aloud
- Reciprocal questioning
- Rereading; Scanning; Skimming
- Summarizing; Synthesizing; Surveying
- Visualizing; Creating concept maps

**Creating Concept Maps**
- Checking comprehension
- Conducting picture walk
- Creating concept maps
- Drawing a conclusion
- Evaluating different points of view
- Highlighting the rhetorical organization of the text
- Inferring the author’s point of view
- Paraphrasing a key point
- Reciprocal questioning
- Rereading, Summarizing, Surveying, Synthesizing
- Reading aloud

**Post-reading**

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What do we write?

- Poems
- Comics
- Stories
- Grocery lists
- Notices
- Articles
- Emails
- Advertisements
Design Principles of the Programme

A functional view of language in context (Rose, D. 2005)
Understanding the context, curriculum and reading / writing skills
Task 2
What are students learning (e.g. reading and writing) in KS2 and KS3?

- In groups, can you list out the subjects that your students are learning in KS2 (primary 4-6) and the subjects that they will be learning in KS3 (secondary 1-3)?
Upper Primary (KS2)

General Studies

Chinese

English

Mathematics

Putonghua

Music

Visual Arts

Physical Ed.

Junior Secondary (KS3)

Science

Technology Education
(e.g. design & technology etc.)

PSHE (e.g. Chinese History, Geography, History, Life and Society, Religious Education etc.)

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Task 3*
What kinds of texts are students reading/writing in KS2 and KS3?

- Look at the following extracts of texts. They are all authentic texts from local textbooks.
- Can you identify their text-types and subject areas? Can you also identify the key stages?
- Are there any similarities or differences among these texts?
- What kind of skills or strategies do students need in order to read and write these texts?
<table>
<thead>
<tr>
<th>Text</th>
<th>Text-type</th>
<th>Subject Area</th>
<th>Key Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>9</td>
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<tr>
<td>Text</td>
<td>Text-type</td>
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</tr>
<tr>
<td>1</td>
<td>Explanation + instruction</td>
<td>Computer Literacy</td>
<td>KS3</td>
</tr>
<tr>
<td>2</td>
<td>Personal recount</td>
<td>English (textbooks)</td>
<td>KS3</td>
</tr>
<tr>
<td>3</td>
<td>Report (classifying report)</td>
<td>Geography</td>
<td>KS3</td>
</tr>
<tr>
<td>4</td>
<td>Poem</td>
<td>English (readers)</td>
<td>KS2</td>
</tr>
<tr>
<td>5</td>
<td>Report (classifying report)</td>
<td>Science</td>
<td>KS3</td>
</tr>
<tr>
<td>6</td>
<td>Report (historical recount)</td>
<td>History</td>
<td>KS3</td>
</tr>
<tr>
<td>7</td>
<td>Personal recount</td>
<td>English (textbooks)</td>
<td>KS2</td>
</tr>
<tr>
<td>8</td>
<td>Narrative</td>
<td>English (readers)</td>
<td>KS3</td>
</tr>
<tr>
<td>9</td>
<td>Explanation (cause-and-effect)</td>
<td>General Studies</td>
<td>KS2</td>
</tr>
</tbody>
</table>
Discussion

Are there any similarities or differences among these texts?

**Similarities:**
- text-types
- Subject areas / topics

**Differences:**
- complexity of language
- complexity of knowledge / cognitive demands
Discussion

What kind of skills or strategies do students need in order to read/write these texts?

Reading/writing skills or strategies

For example:
• Understanding the connection between ideas
• Using connectives to connect ideas
• Identifying pronoun reference
• Guessing meaning of unfamiliar words
• Using a variety of vocabulary and sentence patterns
• Using headings and picture clues to predict text content
• Identifying text type structure
Discussion

Are there any missing links between primary and junior secondary years?

Some possibilities on enhancing students’ language proficiency to meet the language demand in secondary years:

For example:
• Exposure to a wider variety of text-types
• Exposure to a wider range of topics (fiction / non-fiction)
• Exposure to both English for everyday use and Academic English
• Strengthening vocabulary building strategies
What is a genre-based approach to reading and writing?

In very simple terms, this approach emphasizes genres (i.e. “text-types”) and the importance of “detailed reading”, which consists of explicit instruction on reading strategies to deconstruct a text, with teachers’ explicit demonstration, scaffolding and explanation of how to decode and infer meanings from texts.
Just a brief note

- A genre is more dynamic than a text type and is always changing and evolving; however, for our practical purposes here, we can take genre to mean text type.
What is genre?

“All the language events, both spoken and written, that we participate in as members of our particular society and culture” (Gibbons, 2009, p. 108).

• Each genre has a **specific social purpose**, and is used to **get something done through language**.

• Each genre has a **particular structure or overall organisation**.

• Each genre has **language features** that are typical of that genre.

• Understanding of the purpose, organisation and language features of school genres helps teachers recognise where learners need support in learning the genres they need to be successful academic readers and writers.
Then... what is genre (~ “text-type”)?

Curriculum Context
- Science, Geography, Economics, English language arts

Text Type
- e.g. Procedure in Experiment, Information Report, Short Story

Paragraph / Sentences
- Grammar & Rhetorical functions: e.g., Compare & Contrast; Defining

Words
- Lexical Phrases

A Functional View of Language in Context (Rose, 2005)

Top-down

Bottom-up

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Advantages of a genre-based approach to the teaching of reading and writing?

- It offers us a **systematic** and **meaningful** way to teach reading.

  - **In particular, we can highlight:**
    - What is the **subject matter**?
      - For example, “water cycle” in science,
      - A fable in English language arts
    - Who are involved in the **interaction**?
      - For example, an expert informing an expert-to-be about a science concept (in textbooks)
      - E.g., Fable: adults telling children a story with a moral lesson for them to learn
Flower Plants

Flowering plants are categorized as high-class plants. At the adult stage, the plants produce flowers which can develop into fruits and seeds after being pollinated and fertilized. Rose, hibiscus, sunflower, mango, banana, and papaya are flowering plants.
Task 5  Genre-based approach - “Preservatives”

- Curriculum Context
  General Studies

- Text type
  “Information Report” (descriptive report)

- Paragraph / sentence patterns
  Defining sentences / Descriptive sentences

- Words / lexical phrases
  words related to “preservatives” (E.g. preservative, addictive, freshness etc.)

Its primary purpose is to provide a description of one type of things: preservatives.
How useful is this to our students' learning?
Different text-types written for Different Purposes and a Different Audience

<table>
<thead>
<tr>
<th>Calendars</th>
<th>Clothes size labels</th>
<th>Magazines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses</td>
<td>Graffiti on walls</td>
<td>Radio/TV guides</td>
</tr>
<tr>
<td>Phone books</td>
<td>Children’s scribbling</td>
<td>Advertisements</td>
</tr>
<tr>
<td>Name cards</td>
<td>Informal letters</td>
<td>Posters</td>
</tr>
<tr>
<td>Bank statements</td>
<td>Business letters</td>
<td>Travel guides</td>
</tr>
<tr>
<td>Credit cards</td>
<td>Rules and regulations</td>
<td>Cookbooks</td>
</tr>
<tr>
<td>Maps</td>
<td>Electronic mail</td>
<td>Repair manuals</td>
</tr>
<tr>
<td>Anecdotes</td>
<td>Telegrams</td>
<td>Memos</td>
</tr>
<tr>
<td>Weather forecast</td>
<td>Fax messages</td>
<td>Time schedules</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>Junk mail</td>
<td>Street signs</td>
</tr>
<tr>
<td>Product labels</td>
<td>Postcards</td>
<td>Syllabi</td>
</tr>
<tr>
<td>Washing instructions</td>
<td>Greeting cards</td>
<td>Journal articles</td>
</tr>
<tr>
<td>Short stories</td>
<td>Comic books</td>
<td>Song lyrics</td>
</tr>
<tr>
<td>Novels</td>
<td>Newspapers</td>
<td>Film subtitles</td>
</tr>
<tr>
<td>Plays</td>
<td>Diplomas</td>
<td>Diagrams</td>
</tr>
<tr>
<td>Poems</td>
<td>Application forms</td>
<td>Flowcharts</td>
</tr>
<tr>
<td>Handbooks</td>
<td>Store catalogues</td>
<td>Name tags</td>
</tr>
</tbody>
</table>

(adapted from Gebhard 1996:198)

Moen & Adamson (2001, p. 115)
Exposure $\rightarrow$ Automaticity

‘massive amounts of repetitive experience’

and systematic

develop automaticity

(Segalowitz, 1991, p. 23)
The Genre-based Approach to Reading and Writing Across the Curriculum
How to apply the genre-based approach in English and Reading/Writing across the Curriculum?

“I’m just an ENGLISH teacher, I don’t know much about information text types…”

“I know nothing about Science / Maths. / History etc, etc…”

“My students are not in an EMI class…”
How to apply the genre-based approach in English and Reading/Writing across the Curriculum?

- We can start small, and with something that we are familiar with (or maybe are doing very well already!).
- Can you guess?
How to apply the genre-based approach in English and Reading/Writing across the Curriculum?

• To promote English reading/writing in English and across different KLAs, information texts are very good resources for the English classroom.

• You can make good use of this opportunity and become more aware of the importance of teaching information texts with an explicit emphasis on understanding the features of academic genres (or text types) and detailed reading strategies.
Everyday English is different from academic English

- E.g., Everyday text-types are different from academic text-types

**Differences**
- Contexts
- Text-types
- Academic functions
- Sentence patterns & vocabulary

**Similarity**
- Both are important to the language and cognitive development of our students

It is vital to help our students to develop skills and strategies to tackle everyday texts and academic texts progressively across different disciplines.
Text-types in language and content subjects

- Story (narrative)
  - 3 little pigs and the big bad wolf

- Description texts (Info Rpt)
  - Animal homes
Text-types in language and content subjects

Refer to the graphic organizer below, choose a theme, and think of some possible text-types that you can use to teach the content.

**THEME:** Integrated Science: Electric current

<table>
<thead>
<tr>
<th>Text-types in language subjects</th>
<th>Text-types in content subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autobiography</td>
<td>Information report (compositional)</td>
</tr>
</tbody>
</table>

For example...

Integrated Science: Electric current

Information report (compositional)
## Some common text-types in language and content subjects

<table>
<thead>
<tr>
<th>Text types commonly found in language subjects</th>
<th>Text types commonly found in content subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Email</td>
<td>• Information report</td>
</tr>
<tr>
<td>• Poem</td>
<td>• Laboratory report</td>
</tr>
<tr>
<td>• Story</td>
<td>• Essay</td>
</tr>
<tr>
<td>• News article</td>
<td>• Historical recount</td>
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<tr>
<td>• Essay</td>
<td>• Manuals</td>
</tr>
<tr>
<td>• Recipe</td>
<td>• Explanations on sequence and process</td>
</tr>
<tr>
<td>• Argumentative essay</td>
<td>• Explanations on cause and effect</td>
</tr>
<tr>
<td>• Letter to the editor</td>
<td>• Discussion</td>
</tr>
<tr>
<td>• Advertisement</td>
<td>• Argumentative essay</td>
</tr>
</tbody>
</table>

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What does Detailed Reading do?

- Supporting learners to read short paragraphs of text, sentence-by-sentence, by guiding them to identify groups of words in each sentence, and discussing their meanings.

- Enabling learners to:
  - read challenging texts with detailed comprehension
  - recognise the language choices that writers make
  - use the content of factual texts to write texts of their own
  - use the language resources of accomplished writers in their own writing

- Enabling teachers to:
  - meet the language and content goals of their curricula
  - support all students to learn at the same level

Adopted from Dr. David Rose, *Reading to Learn.*

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Understanding “connecting reading and writing” through demos

- 2 demonstrations

Demo #1 in session 2, focusing on reading and writing across the curriculum with science subjects

Demo #2 in session 3, focusing on reading and writing across the curriculum with humanities subjects
Importance of reminding our students...

- Using reading and writing strategies:
  - Pros and cons of the strategies
  - Limitations
  - Creativity
  - Limitation of genre-based pedagogy
    - Genre-based pedagogy and other methodologies
Let’s have a break!

- We’ll move on to Session 2 when you return.
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Texts for Task 3

- Text 2: “Hello, Hong Kong!” in “Developing Skills Freeway, 1A” (p. 80). Hong Kong: Aristo Educational Press Ltd. (2007)
- Text 7: “Come to My Party” in My Pals are Here! English for Hong Kong, 4A (pp. 16-17). Hong Kong: Educational Publishing House Ltd. (2005)

Text for Task 5

- Grade 4 Science (Unit 3- Food & Nutrition, p. 66). Published by Sarasas Affiliated Schools.
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Session 2

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Science is one of the 8 Key Learning Areas (KLAs) of the HK school curriculum.
Direction

The emphasis of science education is to enhance students' scientific thinking through progressive learning activities that involve planning, measuring, observing, analyzing data, designing and evaluation procedures, and examining evidence. Learning science will enable our students to lead a fulfilling and responsible life by encouraging them to learn independently, deal with new situations, reason critically, think creatively, make wise decisions and solve problems.

Through science activities, students should develop an interest in science and thus they will be motivated to become active learners in science. Students should also develop an understanding of science, technology and society (STS). They should be able to make informed decisions based on evidence.

Students with high ability or a strong interest in science need more challenging learning programmes. These programmes should stretch the students' science capabilities and offer opportunities for students to develop their potential to the full.

Diagrammatic Representation of the Science Education Framework

Science Education
Learning experiences for students to develop the necessary scientific knowledge and understanding, process skills, values and attitudes, for their personal development and for contributing towards a scientific and technological world

Strands
Centre on scientific investigation that develops understanding of scientific concepts and principles, and the interconnections between science, technology and society

Scientific Investigation
- Life and Living
- The Material World
- Energy and Change
- The Earth and Beyond
- Science, Technology and Society

Flexible and diversified modes of curriculum planning + Effective learning, teaching and assessment

Overall Aims and Learning Targets of Science Education
Learning Objectives at Key Stage 2 (Primary 4-6)

Scientific Investigation
- To show curiosity and inquisitiveness in science.
- To demonstrate interest in exploring the environment and solving simple scientific problems.
- To plan and conduct simple investigations in familiar situations.
- To record and discuss observations and suggest simple interpretations.

Life and Living
- To appreciate the existence of a variety of living things.
- To identify personal needs and the needs of other familiar living things.
- To identify observable features of individuals and be aware of the functions of different parts of the human body as the basis for self-care.
- To identify animal and plant features that change over time.
- To recognize the interdependence of living things and their environment.

The Material World
- To suggest how materials are used and the related consequences.
- To distinguish between changes that cannot be easily reversed and those that can.
- To illustrate ways natural materials are used and the consequences on humans and the environment.
- To be committed to the wise use of natural resources and the conservation of the environment.

Energy and Change
- To recognize some of the patterns and phenomena related to light, sound, electricity and movement.
- To report on patterns of energy use in the home, school and other workplaces.
- To identify safety measures associated with the use of different forms of energy.
- To be committed to the wise use and conservation of energy in daily life.
- To design and make models enabling the efficient transfer of energy.

The Earth and Beyond
- To list ways that the local environment influences our daily life.
- To explain the alteration of day and night and relate it to patterns of our daily life.
- To identify and describe weather and seasonal changes and their effects on living things.
- To illustrate patterns of changes observable on the Earth caused by the movement of the Sun, the Earth and the Moon.
- To appreciate that people have always marvelled at the vast universe and their efforts in trying to learn more about it.
Science, Technology and Society
- To appreciate some of the ways scientific and technological advancements have influenced our life.
- To show concern for the environment and make wise use of natural resources.
- To appreciate that the study of science is partly for creating meaning in our world and partly to improve our quality of life.
- To discuss and recognize some of the ways modernization and the information era have influenced us.

Learning Objectives at Key Stage 3 (Secondary 1-3)

Scientific Investigation
- To propose hypotheses and devise methods for testing them.
- To plan and conduct scientific investigations.
- To evaluate the fairness of tests and draw conclusions based on findings.

Life and Living
- To appreciate the diversity of life and to understand the basic principles of classification systems.
- To recognize that cell is the basic unit of life.
- To develop a basic understanding of some of the life processes.
- To appreciate and understand how a new life is born and be aware of the physiological and emotional changes during puberty.
- To recognize the importance of maintaining body health.

The Material World
- To understand physical and chemical properties.
- To understand how materials are used and the related consequences.
- To investigate some chemical changes and the substances involved.

Energy and Change
- To compare energy options available for particular purposes in the community.
- To identify processes of energy transfer and conditions that affect them.
- To identify forms and transformations of energy in sequences of interactions.
- To relate observed changes in an energy receiver to the quantity of energy transferred.

The Earth and Beyond
- To understand that the earth’s crust is a useful source of minerals.
- To describe the effects of gravity and frictional forces on the motion of an object on the Earth.
- To understand the basic concepts and conditions for space travel.
Science, Technology and Society

- To understand the development and use of materials and their impact on our living and on the environment.
- To recognize the effects of human activities on the environment.
- To act responsibly in conserving the environment.
- To recognize the limitations of science and technology.
How is Science Education realised in schools?

<table>
<thead>
<tr>
<th>Subjects offered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary education</strong></td>
</tr>
<tr>
<td>• General Studies</td>
</tr>
<tr>
<td>• Science</td>
</tr>
<tr>
<td><strong>Junior secondary (S.1 - S.3)</strong></td>
</tr>
<tr>
<td>• Science (S1 - 3) (i.e. “integrated science”)</td>
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<td><strong>Senior secondary (S.4 - S.6)</strong></td>
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<tr>
<td>• Physics</td>
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<tr>
<td>• Chemistry</td>
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<tr>
<td>• Biology</td>
</tr>
<tr>
<td>• Integrated Science</td>
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<tr>
<td>• Combined Science</td>
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</tbody>
</table>

Language features of science texts (General)

- **Technical terms/ subject specific terminology**
  e.g. molecule, polymer, polymerisation, superconductor, element, compound, chemical change, acid, alkali, mitochondria, chloroplasts

- **Complicated noun phrases**
  e.g. “The number of mitochondria in a particular cell depends on the cell’s energy needs.”
  e.g. “A vacuole is a fluid-filled space within the cytoplasm, surrounded by a membrane called the tonoplast.”

- **Modality**
  e.g. “However, many scientists think that the evidence is not conclusive. More studies should be done to find out the effects of using mobile phones on health.”
• Sentence structures/ patterns

- Use of conditional sentences
  e.g. “If the disease is left untreated, the tooth may become loose and eventually fall off.”

- Use of the passive voice
  e.g. “All nucleic acids are built up from similar repeating subunits called nucleotides.”
  “Glycogen, starch, and cellulose are examples of polysaccharides. They are made up of glucose molecules joining in different patterns.”

- Use of relative clauses
  e.g. “Enzymes are important proteins that regulate almost all biochemical reactions that occur in cells.”
Text structures
- With some fixed structures/ frameworks of presenting ideas
  e.g. Introduction → Illustration under different sub-headings (with paragraphs and topic sentences) → Conclusion

Text Purposes
- To introduce/ define a term/ concept
  e.g. to define photosynthesis

- To explain the processes or development of something
  e.g. to explain the water cycle
Difficulties our students face

1. Abstract & complicated concepts (content)
2. Technical terms/Vocabulary
3. Complex sentence structures
4. Different types of registers/genres

How can Reading and Writing Across the Curriculum help alleviate these problems?
From Reading to Writing
Example 1

**READING**
To read a sequential explanation

**WRITING**
To write a narrative

**Level:** junior secondary

**Theme / Topic:** water cycle (IS) → water cycle (English)

**Genre:** sequential explanation → story (narrative)
Again, when we go through these suggested activities

Think from the teachers’ perspective:
- What is the activity design?
- What is the purpose of the activity?
- Is there any visible pedagogy to be used with this activity? What do I have to be explicit?
- How to connect or apply this activity in my daily teaching?

Think from your students’ perspective:
- What do my students have to do?
- Is this activity at the right level for my students?
- How will my students respond to this activity?
From Reading to Writing
Example 2

READING
To read classification report

WRITING
To write a script

Level: junior secondary

Theme / Topic: classification (IS) → script for drama or readers’ theatre (English)

Genre: classification reports → script

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Discussion #1
Debriefing Demonstration #1
Discussion and reflection

- What do you think of the suggested activities?
- Have you identified any strategies / skills used?
- Do you think you can apply some of these strategies / skills? Why or why not?

Think from the teachers’ perspective:
- What is the activity design?
- What is the purpose of the activity?
- Is there any visible pedagogy to be used with this activity? What do I have to be explicit?
- How to connect or apply this activity in my daily teaching?

Think from your students’ perspective:
- What do my students have to do?
- Is this activity at the right level for my students?
- How will my students respond to this activity?
Let’s take a break!

- We’ll proceed to Session 3 after the break.
Disclaimer

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Sources of texts


Example 1 Text 2: Adapted from “The Water Cycle” in “Interactive Science, 1B” (p. 83). Hong Kong: Longman Hong Kong Education. (2010).

Example 2 Text 1: “Classifying Living Things” in “Mastering Science, 1A” (pp. 82-88). Hong Kong: Oxford University Press. (2010).

Example 2 Text 2: From http://www.kidzone.ws/animals/animal_classes.htm
“Enriching and Extending Students’ Learning Experiences through Reading and Writing across the Curriculum”

Session 3

Facilitators

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

Materials developed by Dr. Tracy Cheung, with contributions from Prof. Angel Lin, Dr. Lo Yuen Yi and Dr. Simon Chan © 2016
PSHE is one of the 8 Key Learning Areas (KLAs) of the HK school curriculum.
Overarching aim

The PSHE KLA aims to enable students to:

- understand themselves, society and the world at large
- maintain a healthy personal development
- contribute to the well-being of the family, the local community, the nation and the world as confident, informed and responsible persons

Curriculum framework: key strands/themes of PSHE
→ schools develop their own curriculum

<table>
<thead>
<tr>
<th>Strands</th>
<th>Sub-strands</th>
<th>Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal and Social</td>
<td>• Self esteem&lt;br&gt;• Self management&lt;br&gt;• Healthy lifestyles&lt;br&gt;• Human relationships&lt;br&gt;• Sexuality issues</td>
<td>People as individuals and social beings (This strand integrates content and knowledge from Personal and Social Education, Health Education, Civic Education and Ethics and Religious Education)</td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
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<tr>
<td>2. Time, Continuity and</td>
<td>• Time and chronology&lt;br&gt;• Understanding the past&lt;br&gt;• Change and continuity&lt;br&gt;• Historical interpretations</td>
<td>People in relation to time (This strand integrates content and knowledge mainly from History Education, and also from Geography Education, Civic Education and Ethics and Religious Education)</td>
</tr>
<tr>
<td>Change</td>
<td></td>
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<tr>
<td>3. Culture and Heritage</td>
<td>• Foundations of culture&lt;br&gt;• Customs and traditions&lt;br&gt;• Challenges and repercussions in the modern world&lt;br&gt;• Cultural diversity and interaction</td>
<td>People in the cultural world (This strand integrates content and knowledge from History Education, Geography Education, Ethics and Religious and Cultural Studies)</td>
</tr>
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</table>

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<tr>
<th>Strands</th>
<th>Sub-strands</th>
<th>Perspective</th>
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<tr>
<td>4. Place and Environment</td>
<td>• Natural and human features of a place&lt;br&gt;• Spatial association and interaction&lt;br&gt;• People-environment interrelationships&lt;br&gt;• Conservation and sustainable development</td>
<td>People in relation to space and the environment (This strand integrates content and knowledge from Geography Education, Environmental Education, Economics Education and also History Education)</td>
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<tr>
<td>5. Resources and Economic</td>
<td>• Use of resources&lt;br&gt;• Production and consumption&lt;br&gt;• People and work&lt;br&gt;• Exchange</td>
<td>People in relation to the material world (This strand integrates content and knowledge from Economics Education, Geography Education and Careers Education)</td>
</tr>
<tr>
<td>Activities</td>
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<tr>
<td>6. Social Systems and</td>
<td>• Rights, responsibilities and social virtues&lt;br&gt;• Social norms, rules and law&lt;br&gt;• Local, national and global identities&lt;br&gt;• Social system, political system and interaction</td>
<td>People as groups (This strand integrates content and knowledge from Civic Education, Political Education and Ethics and Religious Education)</td>
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<tr>
<td>Citizenship</td>
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</table>
# How is PSHE realised in schools?

<table>
<thead>
<tr>
<th>Subjects offered</th>
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<tbody>
<tr>
<td><strong>Primary education</strong></td>
</tr>
<tr>
<td>• General Studies</td>
</tr>
<tr>
<td><strong>Junior secondary (S.1 - S.3)</strong></td>
</tr>
<tr>
<td>• Economic and Public Affairs</td>
</tr>
<tr>
<td>• Religious Education</td>
</tr>
<tr>
<td>• Geography</td>
</tr>
<tr>
<td>• History</td>
</tr>
<tr>
<td>• Integrated Humanities</td>
</tr>
<tr>
<td>• Social Studies</td>
</tr>
<tr>
<td>• Civic Education</td>
</tr>
<tr>
<td>• Life and Society</td>
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<tr>
<td><strong>Senior secondary (S.4 - S.6)</strong></td>
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<tr>
<td>• Liberal Studies (Core subject)</td>
</tr>
<tr>
<td>• Economics</td>
</tr>
<tr>
<td>• Geography</td>
</tr>
<tr>
<td>• History</td>
</tr>
<tr>
<td>• Tourism and Hospitality Studies</td>
</tr>
<tr>
<td>• Ethics and Religious Studies</td>
</tr>
<tr>
<td>• Chinese History</td>
</tr>
</tbody>
</table>

More details & curriculum documents:  
Language features of humanities texts (General)

- Technical terms/ subject specific terminology
e.g. League of Nations, ceasefire, trade liberalisation, equilibrium, mantle, asthenosphere; eco-tourism

- Complicated noun phrases
e.g. “The reduction in production costs and the rise in productivity help enterprises become more competitive and earn more profits.”
e.g. “The development of medicine, natural sciences, space exploration, transport and communications was rapid in the 20th century.”

- Modality
e.g. “Earthquake-proof buildings should be constructed in order to prevent collapse.”
“Without his military service, Italian unity would not have been achieve.”
• Sentence structures/patterns

- Use of conditional sentences
e.g. “If/When a market price is above the equilibrium price, quantity supplied will be greater than quantity demanded.”

- Use of the passive voice
e.g. “The independence of East Timor was maintained as a result”
“Chemical industries and oil storage should be located far away from residential areas.”
“It is suggested that in the next decade, the number of tourists of the following age groups will …”

- Use of relative clauses
e.g. “Enterprises outsource their production stages to countries and regions that can produce goods more efficiently or at a lower cost.”
Text structures
- With some fixed structures/ frameworks of presenting ideas
  e.g. Introduction → Illustration under different sub-headings (with paragraphs and topic sentences) → Conclusion

Text Purposes
- To introduce/ define a term/ concept
  e.g. to define market equilibrium & earthquakes

- To describe the processes or development of something
  e.g. to describe the trends of tourism development

- To explain the causes of some phenomenon
  e.g. to explain the causes of earthquakes

- To explain the effects of some phenomenon
  e.g. to explain the effects of economic globalisation; to explain the effects of price floor/ price ceiling/ quota

- To express personal opinions on some issues
  e.g. to evaluate the impact of globalisation; to evaluate the effectiveness of the UN
Difficulties our students face

1. Abstract & complicated concepts (content)
2. Technical terms/Vocabulary
3. Complex sentence structures
4. Different types of registers/genres
   → In both comprehension & production

→ How can Reading and Writing Across the Curriculum help alleviate these problems?
From Reading to Writing
Example 1

**READING**
To read an information report

**WRITING**
To write a letter to the editor

- **Level:** junior secondary
- **Theme / Topic:** land use (Geography) → land use (English)
- **Genre:** information report → letter to the editor
Again, when we go through these suggested activities

Think from the teachers’ perspective:
- What is the activity design?
- What is the purpose of the activity?
- Is there any visible pedagogy to be used with this activity? What do I have to be explicit?
- How to connect or apply this activity in my daily teaching?

Think from your students’ perspective:
- What do my students have to do?
- Is this activity at the right level for my students?
- How will my students respond to this activity?
Applying the Reading to Writing Approach to an alternative module

For gifted students / senior form students

Outline of the alternative module:

- **Reading**
  - Reading an information article

- **Writing**
  - Writing “personal opinions”

- **Speaking and listening**
  - “Drama-in-education”

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From Reading to Writing
Example 2

READING
To read descriptive text

WRITING
To write a recount

Level: junior secondary

Theme / Topic: historical buildings (History) → historical buildings (English)

Genre: descriptive text → recount
Discussion #2
Debriefing Demonstration #2
Discussion and reflection

- What do you think of the suggested activities?
- Have you identified any strategies / skills used?
- Do you think you can apply some of these strategies / skills? Why or why not?

Think from the teachers’ perspective:
- What is the activity design?
- What is the purpose of the activity?
- Is there any visible pedagogy to be used with this activity? What do I have to be explicit?
- How to connect or apply this activity in my daily teaching?

Think from your students’ perspective:
- What do my students have to do?
- Is this activity at the right level for my students?
- How will my students respond to this activity?
Let’s take a break!

- We’ll move on to Session 4 when you return.
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Professional Development Programme 2015-2016:

“Enriching and Extending Students’ Learning Experiences through Reading and Writing across the Curriculum”

Session 4

Facilitators

Organized 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

Examples and demonstrations

Discussions and reflections

Action plans

Sharing and mini-presentations
Mini group presentation (Part A)

• First, form groups of 4-5.
• Next, work with your group mates and design a lesson outline to connect reading and writing.
  ▸ 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

<table>
<thead>
<tr>
<th>Aim:</th>
<th>To enable students to achieve the following learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Content/Knowledge</td>
</tr>
<tr>
<td></td>
<td>b. Language &amp; Skills</td>
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<table>
<thead>
<tr>
<th>Materials, auth., visuals &amp; resources:</th>
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<table>
<thead>
<tr>
<th>Connection:</th>
<th>Prior Knowledge / Building Background / Prior Learning</th>
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<tbody>
<tr>
<td></td>
<td>Connection to KSI / other KLAs</td>
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<table>
<thead>
<tr>
<th>Genre / Text-type</th>
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<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>Subject-specific vocabulary</th>
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<tbody>
<tr>
<td></td>
<td>General academic vocabulary</td>
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<tr>
<th>Signalling words</th>
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<thead>
<tr>
<th>Possible time to integrate with school-based curriculum</th>
<th>No. of lessons allocated</th>
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<table>
<thead>
<tr>
<th>Lesson Stages and Teacher/ Learning activities &amp; their purposes</th>
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</table>

A suggested planning template to help you brainstorm ideas.
Mini group presentation (Part B)

• Continue to work with your group mates and brainstorm how are you going to implement or try out some of the strategies you learnt today.
  ▶ You have appropriately **15 minutes to design your action plan**.

• Then, each group will have **5 minutes to present** your action plan outline to group. Other participants please give constructive feedback.

How are you going to implement some of the strategies?
What are you going to do next?
a suggested action plan template to help you brainstorm ideas
Summary of the Programme
What we have discussed in the workshop

- **Session 1 to 3 will focus on the following issues:**
  - An overview of students’ development of reading and writing skills at Key Stage 3
  - 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
  - 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 will 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.
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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