Collaborative Research and Development ("Seed") Projects for the 2020/21 School Year

*Reading across the Curriculum:*
*Reading for Breadth and Depth*
(Project code: NT0920)

Regional NET Coordinating Team
Native-speaking English Teacher (NET) Section
Contents

● Why reading across the curriculum (RaC) in the English Language classroom
● What a target project unit looks like
● Our support model
● Application procedures
Why RaC

in the English Language classroom
Common phenomena

● Inadequate practice to make connection between learning and life experiences/global issues
● Reading experience limited to the textbook
● Reading for surface meaning instead of deeper understanding of text
● Not aware of how readers might be influenced by a text
● Perception of English as an academic subject rather than a tool to access other subjects
● Motivation to read mostly extrinsic or instrumental, rather than intrinsic
Our approach to motivate students to read more and read deeper with critical eyes to explore topics and understand issues.
Project objectives

● enhance English teachers’ understanding of RaC and ability to integrate it into the school-based curriculum
● develop teachers’ ability to identify, select and use appropriate print and non-print texts of a variety of text types and themes to enhance students’ motivation and confidence in English language learning
● sharpen teachers’ skills in scaffolding their students’ reading, viewing, analysing and responding skills development;
● expand teachers’ ability to design suitable learning, teaching and assessment activities to support students’ reading skills development and to engage them in appreciating the value of cross-curricular reading
● develop teachers’ ability to identify opportunities for students to connect their learning in English lessons (e.g. reading strategies and knowledge of topics) to their experiences in real life or learning in other KLAs
What a target project unit looks like

(A unit being co-developed with an RaC “Seed” project school in the 2019/20 school year)
Features of a project unit

- Content and language links with other KLAs
- Immediacy of topic in students’ daily life
- Multiple texts - (textbook passages and) authentic, varied text types, multimodality
- Development of reading skills and strategies
- Strategies that hook students’ interest in reading, e.g. questioning the text, setting purpose of reading and exploring different perspectives on a topic
- Student products for assessment
Choice of topic and selection of reading texts

English textbook: New Treasure Plus 2A  
Module: Humans and the environment  
Unit 3: Save our planet!

- Link to topics the students have learnt in other KLAs
- Springs from any passage in the SoW that relates to the module
- Immediacy in the students’ life experiences
- At the students’ reading levels
- Present different perspectives on an issue
- Little or no technical content
- Multimodal
- Content or perspectives not commonplace
- Contains language focuses prominent in other KLAs
Unit framework

**Topic**
e.g. Single-use plastics

**Focus question**
e.g. What is the global impact of single-use plastics?

Carefully selected and well sequenced **authentic texts** with cross-curricular **content and language links**

- **Content links**, e.g.
  - How plastic pollution causes air pollution
  - Why recycling might not be a solution for plastic pollution

- **Language links**, e.g.
  - Text type, e.g. infographics
  - Grammar items
  - Language functions

**Lesson objectives** (Language / Skills / Values & attitudes)

**Assessment** of / for / as learning

**Assessment tasks**, e.g.

1. Create an infographic.
2. Reply to the online Young Post article ‘Five ways to live a life with less plastic waste in Hong Kong’ to comment on the suggestions proposed.
### Pre-project learning activity: Single-use plastic tally

**Purpose:**
- To draw students’ attention to the waste from their use of single-use plastics
- To provide data for students to create infographics in a later stage of the unit after they have learned the text type for assessment purpose

**Language focus:**
- Vocabulary of single-use plastics
- I used/threw away/threw out/ditched...

<table>
<thead>
<tr>
<th>items</th>
<th>Examples (Draw 1-2 examples)</th>
<th>Tally of single-use plastic items used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water bottles</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>
Purpose:
- To provide background knowledge of the topic
- To ‘hook’ students’ interest
- To set the purpose of reading other texts in a later stage of the unit
- To expose students to a video infographic

Major learning activity:
- EDpuzzle (flipping the classroom)
Purpose:

- To provide background knowledge of the topic
- To teach how to read information texts by understanding text structure and paragraph construction
- To provide opportunities for students to practise the language focus learned in previous lessons

Major learning activity:

- Jigsaw reading

---

**Adapted texts of The “Five R’s” for Fighting Plastic Pollution at the students’ reading levels**

<table>
<thead>
<tr>
<th>(a) What the R in my paragraph stands for</th>
<th>(b) How it works to fight plastic pollution</th>
<th>(c) Examples given for how the R could be incorporated into daily life</th>
<th>(d) My group’s example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reduce</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Refuse</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reuse</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recycle</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Remove</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Texts to be used - Example 3

Purpose:
- To connect classroom learning to students’ life experiences
- To provide opportunities for students to (i) practise the language focus learned in previous lessons, and (ii) connect learning activities to their life experiences

Major learning activities:
- Jigsaw reading (Note-taking and oral presentation)
- Think-pair-share (Commenting on info and ideas in the text with reference to own situation)

<table>
<thead>
<tr>
<th>Item</th>
<th>(a) What's the problem?</th>
<th>(b) What are the solutions suggested?</th>
<th>(c) Where can you find the item(s)?</th>
<th>(d) Think of your own situation. Are the suggestions feasible for you? Why/why not?</th>
<th>(e) What are your suggested solutions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Straws</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polystyrene</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plastic bags</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toothbrush</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water bottles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Purpose:
● To teach how to read and create infographics
● To provide opportunities for students to (i) make text-to-text connections, and (ii) consolidate the topic-related content learned in previous lessons

Major learning activities:
● Puzzle (cut-ups of the sample infographic) and guided practice of reading infographics
● Creating infographics using the data collected from the pre-project activity

Understanding Infographics
Look at your infographic carefully and fill in the graph below. What is the infographic telling you?

<table>
<thead>
<tr>
<th>Structure</th>
<th>Content</th>
<th>Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is the infographic organized?</td>
<td>What is the main message in the infographic?</td>
<td>What are the design principles used in the infographic?</td>
</tr>
<tr>
<td>What’s the title of the infographic?</td>
<td>Is it in order? Cause and effect? Compare and contrast etc?</td>
<td>How are colours used in the infographic?</td>
</tr>
<tr>
<td>How is the information organized by person, event or product?</td>
<td>What evidence is the author using to support the claim?</td>
<td>How information is emphasised through the use of specific colours?</td>
</tr>
<tr>
<td>Does the author use data or facts to organise the information?</td>
<td>Where does the information come from?</td>
<td>How is spacing, alignment, and whitespace used to focus your attention?</td>
</tr>
<tr>
<td>Is the information reliable and current information?</td>
<td>Is it reliable and current information?</td>
<td>How are numbers, lists and images used to the overall understanding of the message?</td>
</tr>
</tbody>
</table>

In one or two sentences write what this infographic is telling us. What does the author want us to do with the information?
### Main assessment tasks - An example that caters for learner diversity

#### Creating an infographic

<table>
<thead>
<tr>
<th>Option</th>
<th>Mode of communication</th>
<th>Language skills involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Create an infographic using the data from the pre-project activity: Single-use plastic tally</td>
<td>Print</td>
<td>● Interpret raw data to design an infographic</td>
</tr>
</tbody>
</table>
| B - Same as the above, except that the infographic is in the video format | Non-print (Video) | ● Interpret raw data to design an infographic  
● Plan a storyboard, write a script and voice over |
| C - Create an infographic poster using the information in the video ‘Plastic Pollution’ | Print | ● Synthesise information in the video to design an infographic |
Our support model
Personnel Involved in the RaC “Seed” Project

1 - 2 Support Officer(s) from the Regional NET Coordinating Team

<table>
<thead>
<tr>
<th>Project Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English teachers</strong></td>
</tr>
<tr>
<td>- Project Coordinator</td>
</tr>
<tr>
<td>- English teacher(s) of the project class(es)</td>
</tr>
<tr>
<td><strong>Non-English teachers</strong></td>
</tr>
<tr>
<td>- <em>Optional</em></td>
</tr>
</tbody>
</table>

Support from the **senior management** of the school
Gradual release of responsibility

Support officer's responsibility

Modelling

Sharing

Supporting

Independence

Project teacher responsibility

“I do it.”

“We do it.”

“You do it.”

“You do it alone.”
Schools that we are looking for

- Partners, not service recipients
- Curriculum flexibility
- Committed project teachers amenable to new ideas and pedagogical suggestions
- Students with basic reading competency
- Sustainability
Application procedures
<table>
<thead>
<tr>
<th>Important dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9 Mar 2020</strong></td>
</tr>
</tbody>
</table>
| ● Deadline of application  
  EDB Circular Memorandum No. 6/2020 (Appendix A(25))  
  *(Application Form with a school proposal)* |
| **Mar - May 2020** |
| ● Project briefing if needed  
  ● Vetting visit (Meeting and class visit(s)) |
| **June 2020** |
| Announcement of application results |

<table>
<thead>
<tr>
<th>Enquiries</th>
</tr>
</thead>
</table>
| **General (Life-wide Learning Section)**  
Ms Christy NG  
Tel: 2892 5824  
Email: cdolwl12@edb.gov.hk |
| **Project-related (NET Section)**  
Ms Eva CHIU  
Tel: 3549 8359  
Email: evachiu@edb.gov.hk |