PNET Scheme 10th Anniversary Conference - Literacy for a World City

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Parallel Session A where KS2 level Non-Fiction texts/materials will be explored in order to demonstration teaching and learning strategies suitable for Primary KS2 English learners.

Differences between Fiction & Non-fiction

A text of fiction invites its users to imagine a world

A non-fiction text conveys information, whether accurate or not, about this world

Information texts come in many different forms – textbooks, newspapers, flyers, brochures maps and increasingly in screen formats . To become critical and reflective readers of these information texts literacy learners need to:

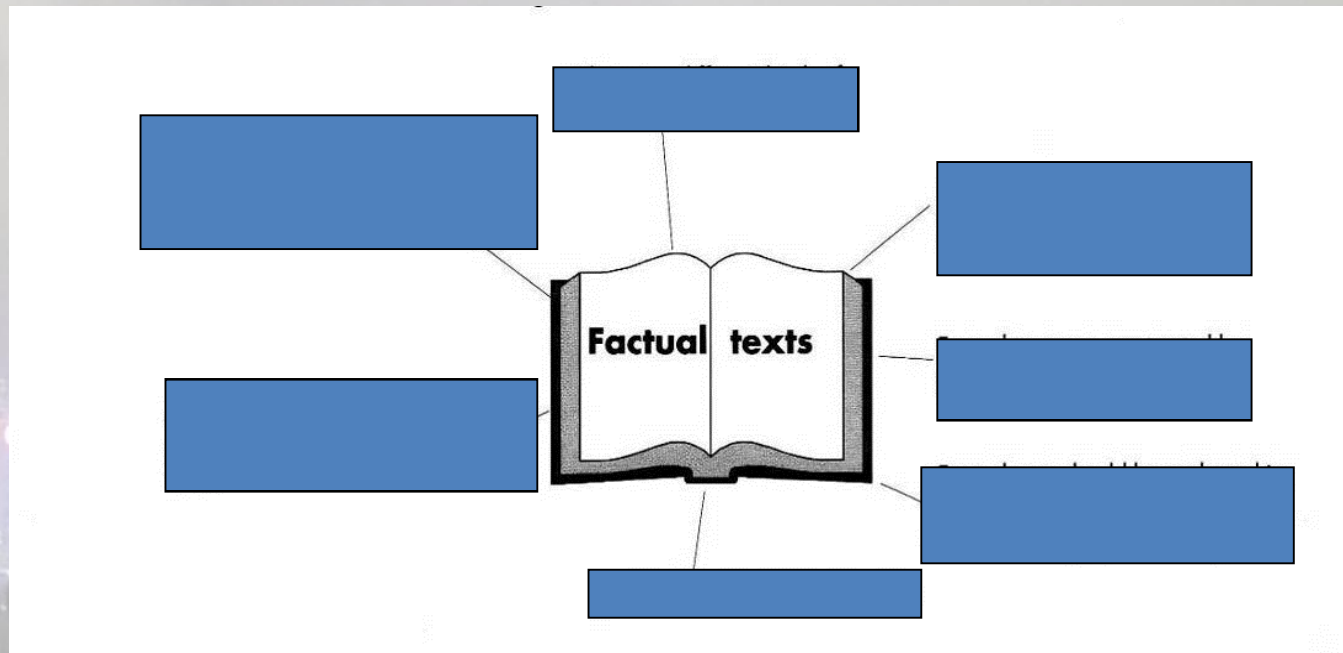˝acquire skills and understandings about the form and function of non-fiction texts,
˝'read' the cues from visual supports by activating their prior knowledge of language – vocabulary, syntax – and background knowledge of the content,
˝apply a wide range of metacognitive strategies – predicting, questioning - so as to reconstruct the author/s meaning.

Then learners need to re-apply these skills and understandings so as to construct information texts themselves to convey factual meanings
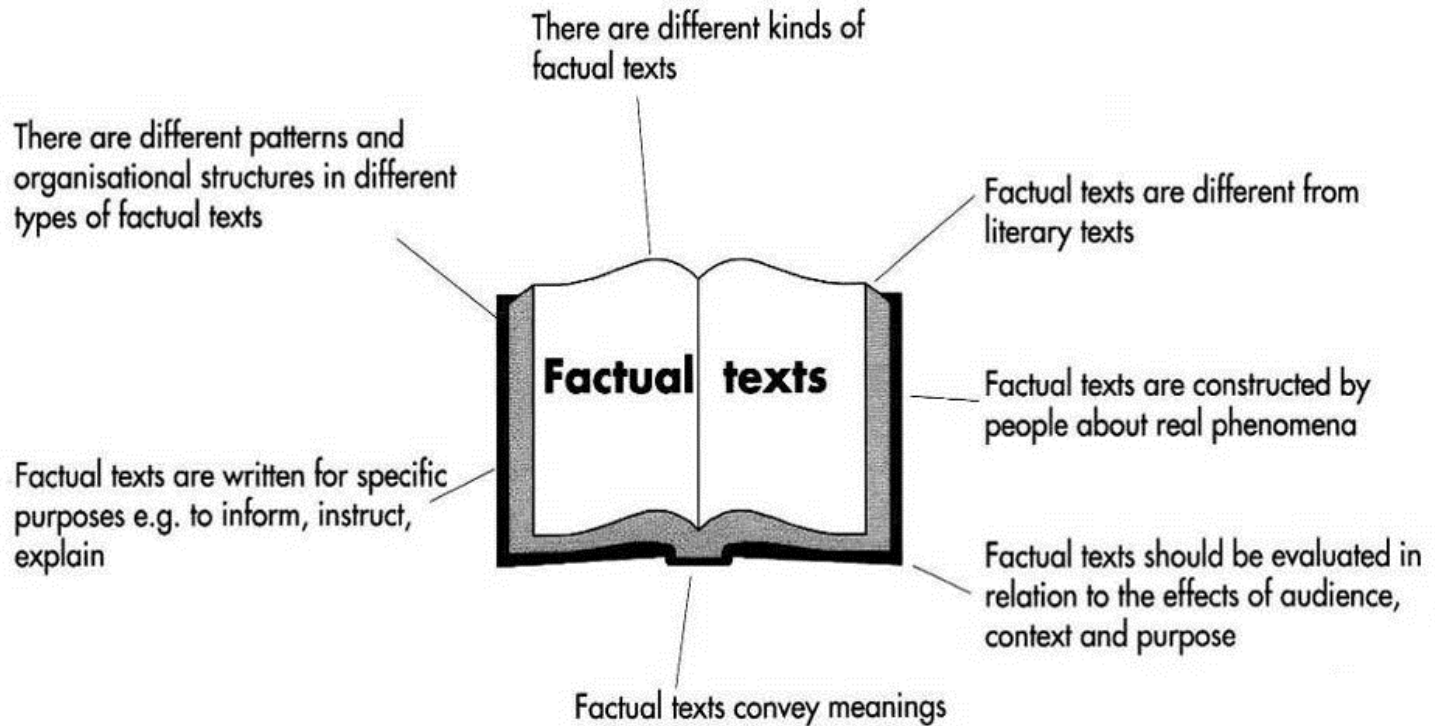
Factual Texts – Task 1

What do you know about Non-Fiction texts and the purposes they serve in society?

Factual texts

Factual Texts – Task 1

There are different kinds of factual texts

There are different patterns and organisational structures in different types of factual texts

Factual texts are different from literary texts

Factual texts

Factual texts are constructed by people about real phenomena

Factual texts are written for specific purposes e.g. to inform, instruct, explain

Factual texts should be evaluated in relation to the effects of audience, context and purpose

Factual texts convey meanings

Categories of Factual Texts

Information Texts such as …..

Recounts, Reports, Descriptions & Explanation

- ➤ provide information about something
- ➤ are used as a way to gain a better understanding about a living or non-living subject
- ➤ use facts to explain something
- ➤ give details about a topic
- ➤ do not contain personal views
- ➤ are usually written, but can also be presented orally

Topics include: cars, animals, rainforests, pollution, computers

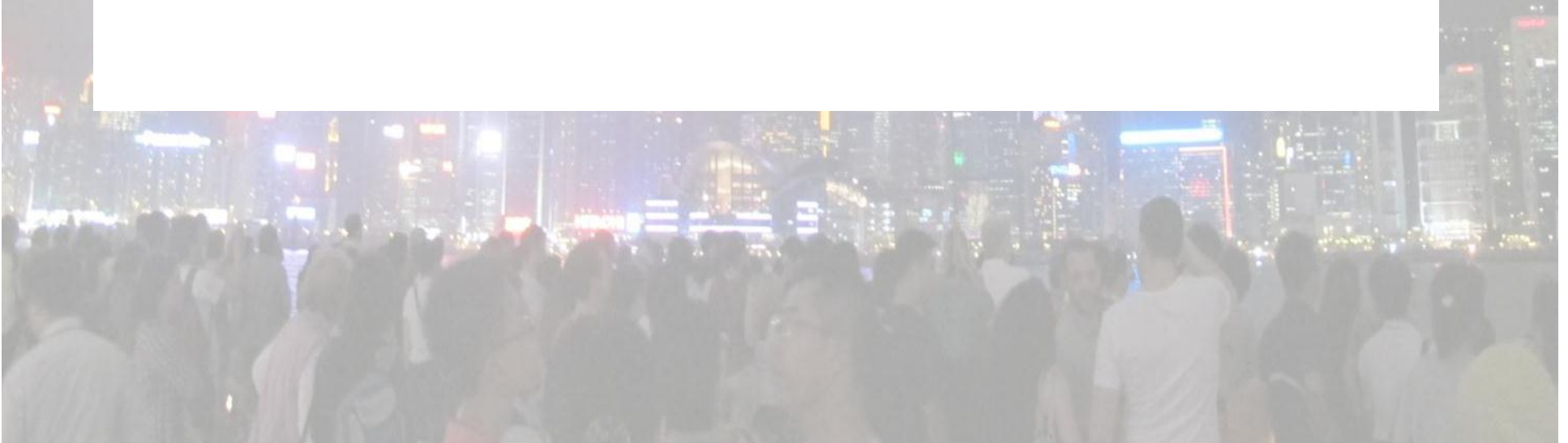# Factual Text Types, their structure and language features

Text type/Genres	Function	Structure	Language features
Report	**To classify and/or describe**	**1.Introduction identification/classification** **2.Description/information paragraphs** **3.Conclusion (optional)**	•Use general nouns •Use related verbs are/is •Use simple present tense •Adverbial phrases •Use technical terms •Paragraphs with topic sentences
Recount	**To retell a series of events**	**1.Orientation who, what, where, when, why** **2. Events in time sequence** **3. Conclusion (sometimes an evaluation)**	•Use nouns, pronouns to identify people, animals, things •Use action verbs to refer to events •Use past present tense to locate events in relation to authorøs time •Use adverb & adverbial phrases •Adjectives to describe nouns •Use conjunctions and time connectives to sequence events
Explanation	**To explain how or why something occurs**	**1.Identification of the thing** **2.Explanation sequences** **3. Conclusion (optional)**	•Use general and abstract nouns. •Use action verbs •Use simple present tense •Use passive voice •Use conjunctions of time and cause •Use noun groups e.g. *the large cloud, particles of gas and dust* •Use abstract nouns e.g. *the temperature* •Use adverbial phrases •Use complex sentences •Use technical terms

Non-fiction Texts that …

Discuss, Argue & Respond

➢ provide different opinions about something/ issue
➢ used as a way to give people different perspectives
➢ use opinions or distorted facts to persuade
➢ provide author/søpersonal views
➢ are written, or presented orally

Text Types and their structure and language features

Exposition	**To persuade by arguing one side of an issue**	**1.Position statement** thesis **2. Arguments** 1 onwards paragraphs **3. Restate position**	•Use general nouns •Use abstract nouns •Use related verbs e.g. *it is* simple present tense •Use thinking verbs e.g. *people believe* •Modal verbs e.g. *must, should* •Model adverbs e.g. *certainly we must try* •Use connectives e.g. *firstly, secondly*, etc •Use that link arguments *firstly, therefore* •Use evaluative language e.g. *important, significant, good* •Use technical terms
Discussion	**To offer information about both sides of an issue**	**1.Define/describe** the topic **2.Different viewpoints** offered both sides of an argument **3.Conclusion** (open evaluative statements)	•Use general nouns to make statements about categories •Use related verbs to provide information about issues e.g. *smoking is harmful* •Use of thinking verbs to express author's view, e.g. *believe, feel* •Use additive, contrasting to link arguments •Use of adverbial phrases of manner •Use technical terms if applicable

Response	**To respond to an artistic work**	**1.Context of the work-** Title and author
		    1.Description of the work
		    2.Judgement (evaluative statements)
			•Use clause or sentence themes
			•Use nouns groups describing characters
			•Use related verbs, action verbs, thinking verbs
			•Use present tense- changes to past tense if text is historical
			•Temporal sequence of events when summarising
			•Use similes, metaphors and other types of figurative language, particularly in literary response
			•Use persuasive language in judgement

Task 2

List some text features a non-fiction text can contain
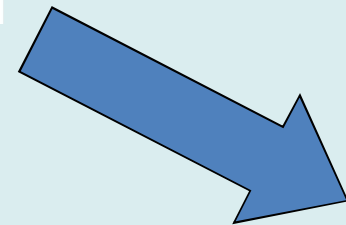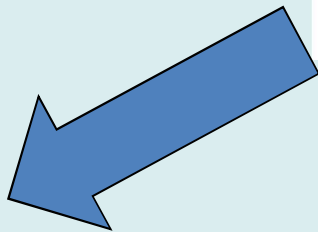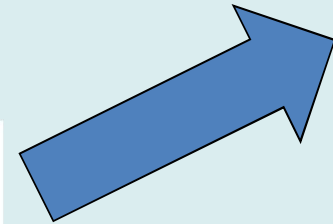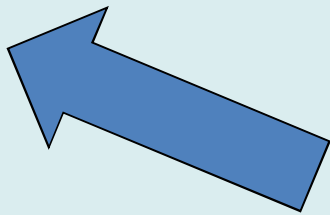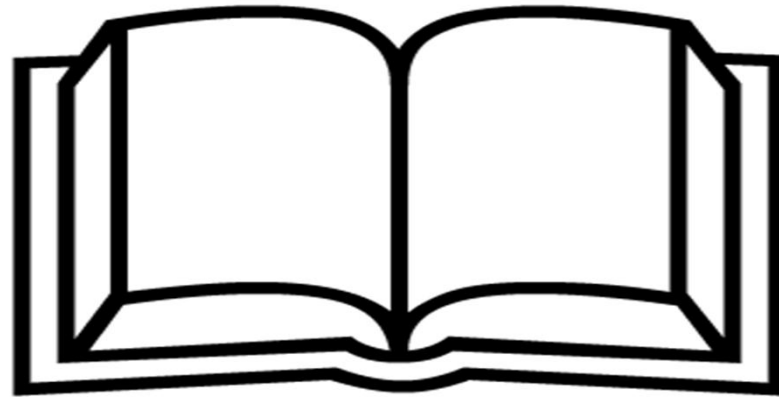
Did you include any of these in your list?

Title, or heading ó tells the reader what topic is covered in the report.

Table of Content ó is included in books. It outlines the sequence of content in the text.

The classification ó the first paragraph explains the aspects of the topic that will be covered.

The body paragraphs ó where the topic of the report is covered in detail. These paragraphs use factual information to give the reader a better understanding of the topic. Often, these paragraphs are broken up by sub-headings to help organise the information.

The **closing statements** ó coda - give final details or facts about the topic. It may also be used to review what the report was about.

Visual elements ó drawings, photographs, graphs, maps or diagrams - help the reader to understand the topic better.

A glossary is found at the end of an information text. It is a list of technical words used in the report and their definitions.

Index ó indicates topics covered and lists the page number where this information can be found.

The bibliography ó a list of resources like books, magazines and websites, which were used to help write the information report.

Other Features

NON-FICTION CONVENTIONS

Convention	PURPOSE – How Does It Help Me As A Reader?
Close-Ups	See detail in something small
Maps	Helps us know where things are in the world
Photographs	Shows us exactly what something looks like
Types of Print (Bold, Underline, Italics, etc.)	Tells us "Look at me! I'm Important!"
Index	Alphabetical listing of items covered in the book and their page numbers
Table of Contents	Identifies main ideas and tells us the pages they are on
Comparisons	Helps the reader understand the size of something when it is compared to something else
Captions	Words under a picture that help you learn
Glossary	Helps you define meaning of words
Labels	Helps you identify parts of a picture
Cutaways	Helps you see the inside of something
Chapters/ Sections	The way books are organized in order to tell you about different parts/characteristics of a topic

Task 3

Read the ÷*Star Ferry'* text
Broadsheet (taken from Young Post SCMP 1/1/2011).

1. How has the author Chris King constructed the report?

   Scan quickly to gather some responses

2. What subheadings have been used and why? Are they appropriate?

   Skim to gather some responses

3. Look back at the list of features of non-fiction texts in the previous slides.
Which ones were used in the ÷Star Ferryøreport ó Why were they used ó in other words what ÷workødo they do?

Did you have any of these response from your group members?

1.Author has arranged the Report using:
    (i) *Subheading :in bold font & a bi line in larger font – Why?*
    (ii) *Olden days & modern photos; –*
            Why? as contrasts that add to the meaning of the written text

2. What subheading & Why?
    1st *Dorabjee Naorojee Mithaiwala* -A significant person
    2nd *In the Morning maybe not be representative of the information below it –*
            First ferry's name
    3rd A Fleet of Stars - *now every boat is named after a star*
    4th Keeping Up With the Times – *changes and sustaining the traditions*

3. *Why did he write it? To bring attention to a HK tourist icon*

Did you have any of these response from your group members?

1.Descriptive terms

Paragraph 1 *old, slow, famous, amazing, perfect*
Paragraph 2 *big, faster*
Paragraph 3 *biggest*
Paragraph 4 *first, electric, diesel, cheap, hunger*

Google:
What is the price now?
How many ferries in the current fleet?
What are the names of all the ferries that have been in the   Star Ferry Company?
http://en.wikipedia.org/wiki/Star_Ferry

A Strategy to help students understand a text type's structure and its linguistic features

Annotation of a text

Task 4
Our Trip to Ocean Park
What social function does this text fulfill?
(Name the text type and annotate its structure and features)

Linguistic Structure Indicate: (draw an arrow to í)		Language features Mark:
Orientation	We were really excited last Friday because it was the day that we were going to Ocean Park. We arrived at school early to catch the bus. Some of our parents waited until we left so they could say goodbye. We sang songs on the way and the teachers just talked.	Naming Nouns (common) (proper)
Event 1	At Ocean Park we were put into groups and we had to stay in those groups all day. We saw lots of different marine animals when we were at Marine Land. My favourite animals were Ada and Gina the bottlenose dolphins born at Ocean Park the same time I was born.	Action verbs in the past tense Conjunctions (casual) Conjunctions (additional information)
Event 2		
Event 3	After that we had to quickly go to see the pandas at Panda Land. Pandas are endangered animals we need to protect their habitat.	Conjunctions (time) Adjectives to describe nouns
Event 4	We left Ocean Park early to catch our buses back to school. We did not have time to go on the cable car. I hope to go again so I can take a ride.	Adverbs to describe actions Technical language

Our Trip to Ocean Park
What social purpose does this text fulfill?
(Name the text type and annotate its structure and features)

Linguistic Structure

Indicate

Orientation

Event 1

Event 2

Event 3

Event 4

We were really excited last Friday because it was the day that we were going to Ocean Park. We arrived at school early to catch the bus. Some of our parents waited until we left so they could say goodbye. We sang songs on the way and the teachers just talked.

At Ocean Park we were put into groups and we had to stay in those groups all day. We saw lots of different marine animals when we at Marine Land. My favourite animals were Ada and Gina the bottlenose dolphins born at Ocean Park the same time I was born.

After that we had to quickly go to see the pandas at Panda Land. Pandas are endangered animals we need to protect their habitat.

We left Ocean Park early to catch our buses back to school. We did not have time to go on the cable car. I hope to go again so I can take a ride.

Language features

Mark:
Naming Nouns
(common)
(proper)

Action verbs in the past tense

Conjunctions (casual)

Conjunctions (additional information)

Conjunctions (time)

Adjectives to describe nouns

Adverbs to describe actions

Technical language

Task 5

Take a look at the '***Animal Stranglers****'* text
Broadsheet (taken from Young Post SCMP 2/6/2010).

How/Why has the author Ellen Whyte constructed/composed the explanation text?

First scan the text ……….

What subheadings have been used and why?

Next skim the text …….. predict what information might be under the headings.

How has the author Ellen Whyte constructed/composed the explanation text?

 Large title font – somewhat frightening heading

 Very colourful layout – images excites fear/interest

 Information arranged how…..?logically, sequencially, historically?

Why? í   to explain/describe python snakes, tell how they kill prey, what they eat, where they live, different types/species

What subheadings have been used and why?

Snakes that Smoother ó explanation about characteristics of snakes and how they kill prey

The Burmese Python ó explanation about í   .

Constrictors in Hong Kong -ó explanation about í

Boa Constrictors- ó explanation aboutí

The Green Anaconde-ó explanation about í

Descriptive	**Technical terms**
Special, soft, slowly, wild,	*jaws, muscles, skull, constrictor*
Gently, pet, Southeast Asian	*swallow, prey, suffocate*
Good, wild, clever	
	carnivorous, protected
Big (ones), very, adaptable	*amphibian, reptile,*
Great, giant,	*ambush*

Descriptive words for actions *e.g. squeezes hard*

Task 6

Animal Stranglers

Using the *Young Post* broad sheet

Find words to describe their actions: (skim/scan)

Swallow

Stretch

í í í

í í ..

Find words to describe the snake:(New vocabulary)

Constrictor

[verb: constrict]

Carnivarious

Protected

Rare

Find words to describe parts of their body: (new technical language)

Skull

í í ..

Find an answer to the question: What are the different ways that they can kill their prey? (Finding meaning)

Task 7

Take a look at the ÷**Poor Pandas** …'Broadsheet
(taken from EsJunior 3/6/2010).

1.How has the author used points 1-4 above to construct
the persuasive text?

Skim the text

1.How has the author used points 1-4 above to construct the persuasive text?

Point 1. *In the title there is some indication … then more in the opening paragraph*

Point 2. Where in paragraph 1? *÷..used to be found …. [but] Sadly there are few …*

Point 3. Reinforcing with facts

1. **Diet & habitat** .. One *of the reason for them become extinct is …í*

2. **Inbreeding** …. *Homes destroyed gives rise to…*

Point 4. *last paragraph solution … to prevent….*

Baby Pandas…. *Information about the lifecyle*

Technical terms

extinction, survive, reproduction, resistance, mating, bamboo, digest, starve, inbreeding, region adapt, environment ,habitats, offspring

Task 8

Pandas

Using the *resources you have*

Find words to describe their appearance: (skim/scan)

í í í ..

í í í ..

í í í

í í ..

Find phrases that explain their habitat:

í í í í .

í í í í ..

í í í í ..

í í í í ..

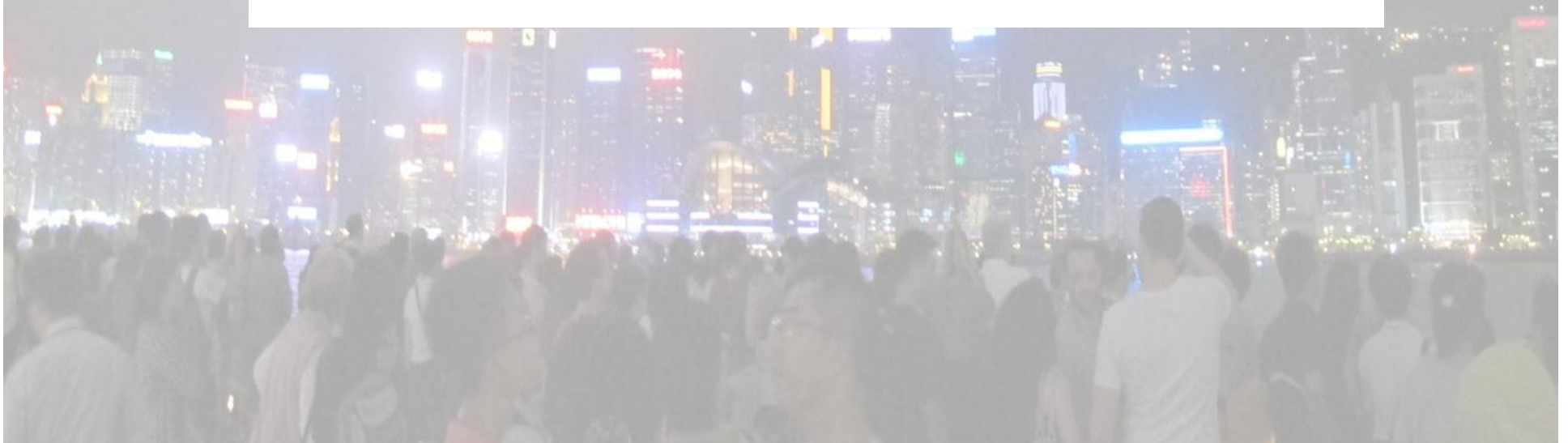Find meanings of these words : (new technical language)

extinct

Rare

í í í .

í í í

Find an answer to the question: Why are these animals are endangered? (Finding meaning)

Good models of factual writing can be found in daily life in Hong Kong.

Here is just one that I noticed that could be used as a model for other things such as:

A passenger should not

- hail any taxi displaying an "Out of Service" *sign*,
- enter or alight from a taxi when it is moving or in a *no-stopping zone*,
- ask a taxi to go beyond its permitted operating area,
- behave in a disorderly manner, and
- carry dangerous or offensive articles, or goods other than *personal hand* baggage.

Baggage Charge

As a general rule, baggage charge may be levied on *every piece of baggage*
- carried inside the luggage compartment; or
- with total dimensions (L+W+H) exceeding 140cm *that is carried inside* the passenger compartment

Complaint Channels

- Transport Complaints Unit Hotline: **2889 9999**
- Any police officer or police station, or Police Hotline: **2527 7177**

A passenger should wear a seat belt when occupying the *front and* rear seat, or the middle front seat *(if fitted with a seat belt).*

A taxi driver should

- mind passenger safety,
- drive to the destination by the most direct and practicable route,
- behave politely,
- assist disabled and aged passengers,
- keep the radio volume low,
- carry at least $100 change, and
- display his Taxi Diver Identity Plate properly.

A taxi driver should not

- solicit passengers,
- overcharge passengers,
- refuse hire,
- refuse to drive to any place indicated by passengers,
- use a hand-held mobile phone (other than the mobile radio station) whilst driving, and
- smoke when a passenger is in the taxi

禁止吸煙　　歡迎提供行車路綫

* On the MTR a traveller should …………………..

* On the MTR a traveller should not …………….

• On a mini bus the driver should ………………………

• On a mini bus the driver should not ………………

Teaching strategies to build background knowledge through:

Predicting / Brainstorming

(i) Activate readers' prior knowledge and their current range of vocabulary and ideas related to the topic of the text

(ii) Record information readers provide on the board, post-it notes, large chart paper or interactive whiteboard (categorizing can occur as a second step) ó use KW columns (see example below).

Also record student comments, judgements, expressed opinions (remember to return to the list after the reading to make comments on the accuracy of the information listed and add what was learned in the L column)

Teaching strategies to build background knowledge through:

Predicting / Brainstorming

1.What do we already know about the topic? What do we want to know?

2. What kinds of words will the author use to talk about this topic?

3. What do you think the author's purpose was for writing this text?

4. What will we learn from this text?

K	W	L
What We Know	What We Want to Learn	What We Learned
They hatch from eggs.	Are their feet called wabbly?	Chickens' bodies are covered with feathers.
They sleep.	Do they live in the woods?	Chickens have 4 claws.
They can be yellow or other colors.	What are their bodies covered with?	Yes, they do have stomachs.
They have 2 legs.		
They have 2 wings.	How many toes do they have?	Chickens like to play in the sun.
They eat food.		
They have a tail.	Do they have a stomach?	They like to stay warm.
They live on a farm.		
They are little.	What noises do they make?	They live on farms.
They have beaks.		
They are covered with fluff.	Do they like the sun?	

Teaching strategies to build background knowledge through:

New words / phrases or language patterns
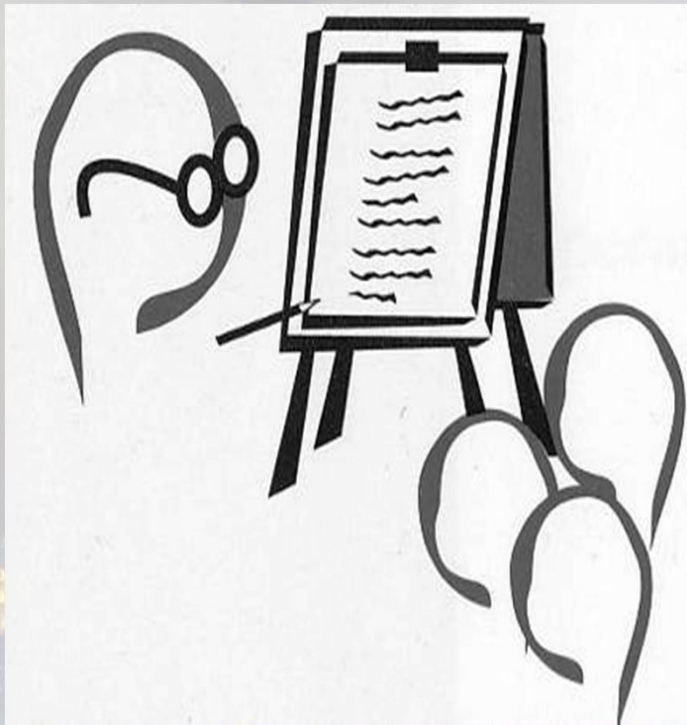
1.Here are some words you might not have heard before. [Show the word in a sentence from the text] Can you guess the meaning of the word?

2. Can we guess the meaning from the word itself - is there a smaller word inside it that we already know?

3. Can we guess the meaning from what the sentence is about?

lifecycles

From Tadpole to Frog

Written by David Stewart
Illustrated by Carolyn Scrace
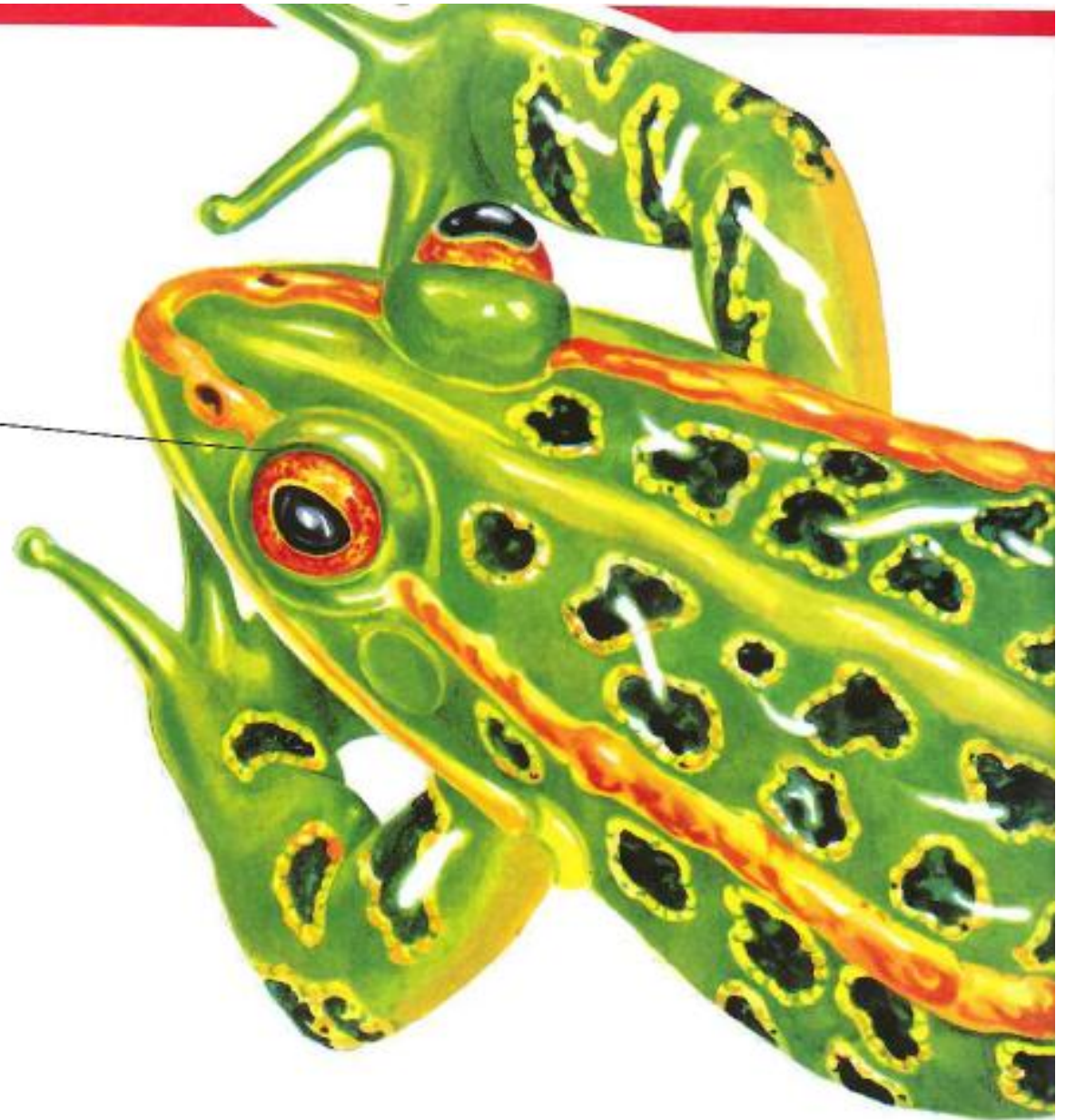
Created & Designed by David Salariya

A frog begins life as an egg. A tadpole hatches from the egg. The tadpole grows into a froglet, and finally into a frog. In this book you can see this amazing life cycle unfold.

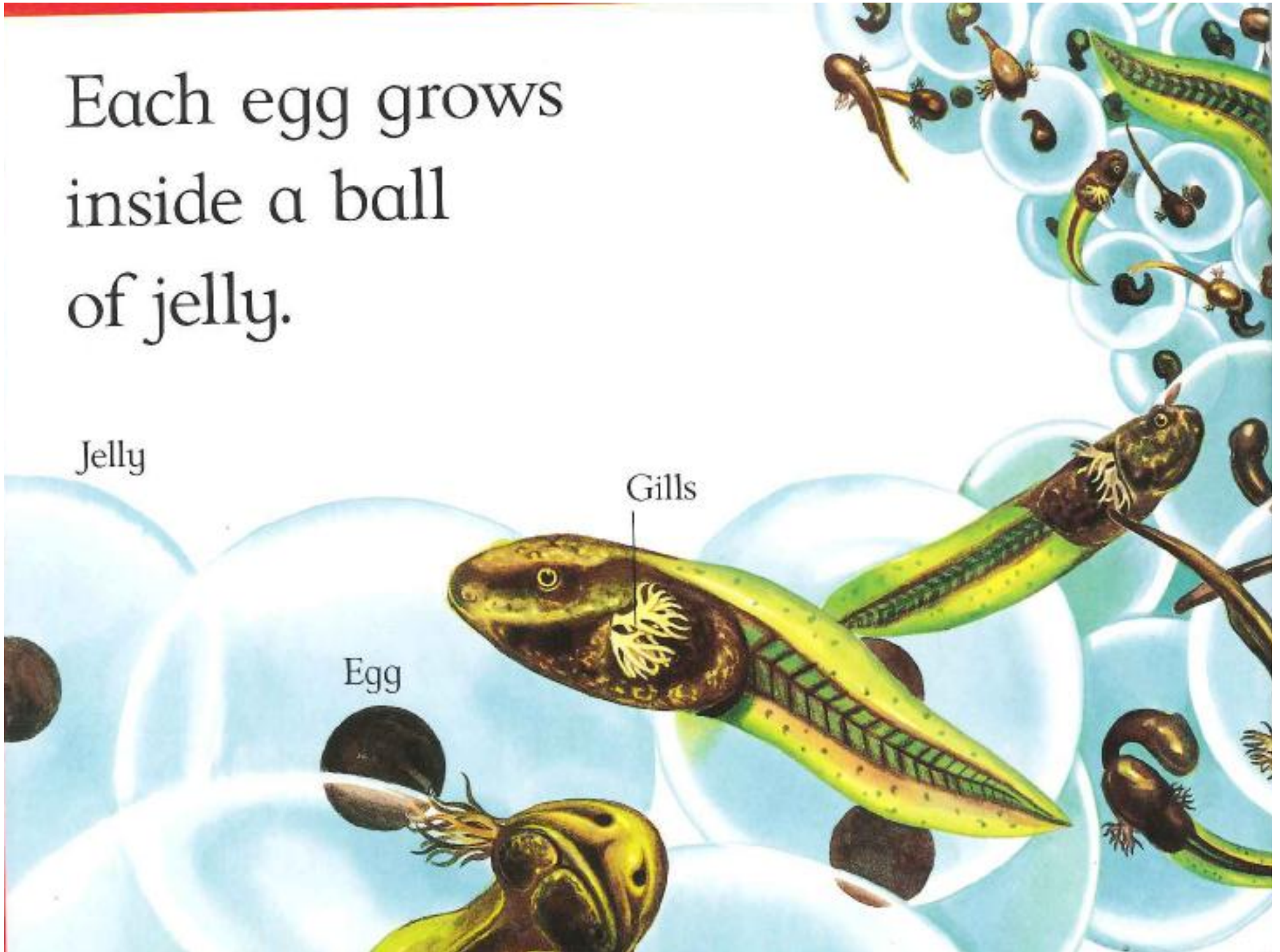Their big eyes
are protected
by eyelids.

Froqs live most of the time

Each egg grows inside a ball of jelly.

Jelly

Egg

Gills

How would you go about designing lesson
using this non-fiction text?

Brainstorming & Predicting…………..

Using Cloze…………..

Using Note-making………..

Using retelling………..

Using writer's viewpoint…

Planning a Unit of work around a Non-Fiction Text
Level: P4-6   **Text-type:** Explanation **Form:** Non-literary book
Duration: 5 lessons (35-40 minutes per lesson)

From Tadpole to Frog
Prior Knowledge:
Students are able to use adjectives to describe – 'strong feet' 'small water animals',
'amazing life cycle'
Students have had some experience with factual texts – they know what a content
page is they have some understanding of insects and their lifecycles.

Rationale
The students have been learning about lifecycles. This text provides further examples
of the text type – explanation. It explores concepts of growth and change and
introduces new vocabulary. If offers students opportunities to understand how content
pages, indexes and glossaries work inside factual texts.
In this unit, opportunities also exist for students to researching information, choosing
topics, discussing with peers and sharing their products.

Learning Outcomes: ELT Guide Primary 1-6 Study Skills KS2 (P4-P6) (pp. 87-88)
Students will:

Skim and scan through text to locate specific information [using the content, index and glossary sections].
Obtain information from different parts of the text [e.g. index].

Language Skills ELT Guide Primary 1-6 KS2 Reading (p.70)
Students will:

Work out the meaning of an unknown word by using visual clues, context and [new] knowledge of the world
Recognise the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation

Writing (p.70)
Students will:

Present writing in the appropriate format (of an explanation) using a layout and visual support such as illustrations, tables and charts to convey meaning [for a lifecycle]

Predicting and Brainstorming   T.- Teacher; Ss- Students

Focus Text: 'From Tadpole to Frog'

Lesson	Learning Outcomes	Activities	Resources
1	(1) Students skim and scan through text to locate specific information [using the content, index and glossary sections].	**Show the cover of the text and ask probing questions about what the text might be about** 1. List Ss' predictions, list the words they suggest that might be used in the text. 2. Focus on the title: What is a tadpole"? What is a 'frog' provide Chinese translations if necessary. **Tell the students why you have selected this text – the purpose for reading it.** 3. Creating a KWL chart – brainstorm What they already know about tadpoles and frogs what they want to Know and also include the column What we have Learned (this last column to be completed after reading the text). 4. Ss divided into groups to share ideas and complete the two columns W & K they have completed, among the group. 5. Each group reports their sharing to the class orally.	-'A Profile of Nature Special – Box set l' Disc 4: Cosmopolitans of the Sea - Whales - Worksheet
	(2) Students work out the meaning of unknown words by using visual clues, context and [new] knowledge of the world	6. Ss invited to ask questions about their peers' findings. 7. T. gives feedback. T. asks "What should we do if we want to find out more about frogs and tadpoles? Students answer: read the text. 8. T. reads the text to page 25 –one student records the new vocabulary on a chart - haT.es, froglet, webbed, amphibians, protected eyelids, gills etc 9. T. explains the vocabulary during the reading – following the reading T. separates nouns , adjectives and verbs – T. reinforces pronunciation through a brief choral reading of the words – T. asks a few individual students to pronounce a number of words and say what they meaning.	

KWL Chart

Modeling/ Demonstration

Lesson	Learning Outcomes	Activities	Resources
2	3) Students can present ideas in the appropriate format (of an explanation) using a layout and visual support such as illustrations, tables and charts to convey meaning [for a lifecycle]	**Second Reading of 'From Tadpole to Frog' pp 10-25** 1. Following the second reading ask Ss individual to state a fact they have learned in sentence format. It helps to tell students to start each sentence with the topic, 'Frogs are born as eggs'. Frog eggs hatch. into ………', and so on. Continue until the Ss have offered all the steps in the lifecycle (write students' names next to the statements). 2. Ss asked to help T. sort the information into an order that is sequential and makes sense. Re-read the statements to see if it all makes sense and flows together. 3. T. asks Ss to move into groups of four to recount/retell through drawings what they found out in the last lesson (use large sheets of paper >A3)– encourage Ss to draw each stage in a circular direction to represent the lifecycle (pages 7- 20). Suggest the only writing to be the time spans - days, weeks & months. 4. Sharing –showing and retelling of the the groups' drawing efforts - in a whole class setting provides opportunities for speaking. Display all the lifecycle drawings up on the classroom display boards for revisiting in the next lesson. 5. T. continues reading pp. 26 -27 – again students indicate when there is new vocabulary – one student adds this to the chart begun in the previous lesson. 6. Teacher revisits the WKL Charts and ask students what could be added i.e. what they have learned that they did not know before.	Text 'From tadpole to Frog' Large sheets for the lifecycle drawings

Modeling/ Demonstration

Lesson	Learning Outcomes	Activities	Resources
3	(4) Students can understand the function, structural and language features of the text type - explanation.	**Teacher demonstrates the structure of the Explanation Text type** 1. Teacher explains that this text type is an explanation – using a large typed version of the whole text pp1-25 the teacher annotates the text [identification explanation sequences and conclusion] **Teacher discusses the language features of the text** 2. T. explains what *general and abstract nouns* are [many of these have already been identified as new vocabulary]– *adjectives of description, present tense, conjunctions of time,* and other *technical terms* used in the text and asks students in pairs to identify them on their own copy of the whole text 3. T. uses the large copy of the text or the visualiser's projected copy and asks student to come and mark the language features – nouns, present tense, adjectives, conjunctions and technical terms 4. T. gives feedback.	Large copy of the whole text – on ppt or visualiser. Small copies of the whole text one between two.

Joint Construction – teacher scaffolds the students' own writing of an explanation

| | (3) Students can present ideas in the appropriate format (of an explanation) using a layout and visual support such as illustrations, tables and charts to convey meaning [for a lifecycle] | **Writing their own explanation**
1. T. as the scribe begins to write as students provide the text. T. includes even students' incorrect sentence suggestions (goes back over later to explain why it is not correct)

2. T. helps organize students' suggestions into correct sequence. Whole class discussion about the structure.
Teacher asks for suggestions:
"How shall we begin?"<br>"How to write the opening classification?" 'Have we got it right' asks the T. | **Reference books:** Other Life Cycle texts' |

Independent Construction

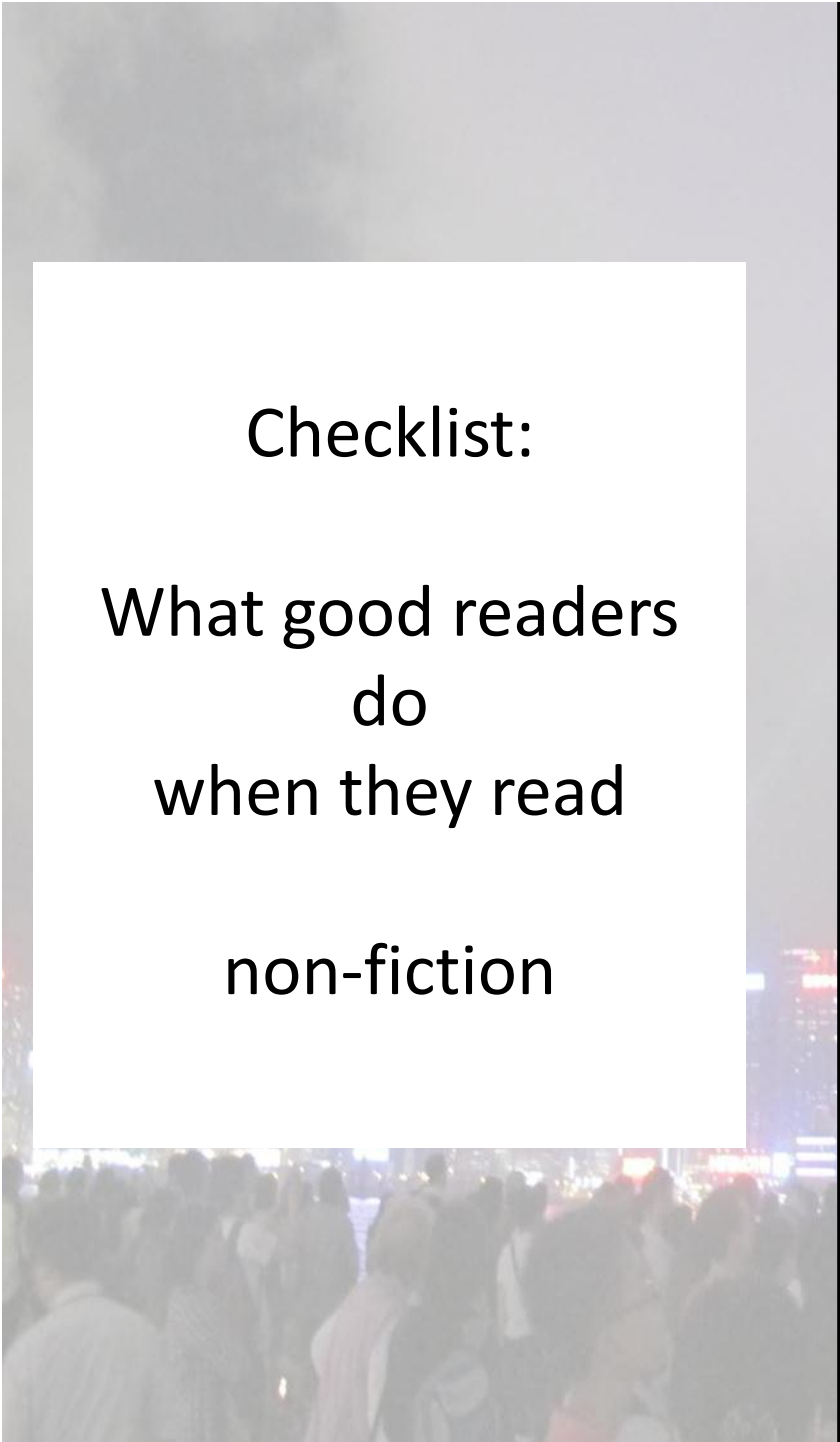| Lesson 5			
	3) Students can present ideas in the appropriate format (of an explanation) using a layout and visual support such as illustrations, tables and charts to convey meaning [for a lifecycle]	Students begin to write their own guided by the model provided in the joint construction. Editing and Reworking of Writing Students self proofread and edit their group report and underline any changes they would like to make. Ask for teacher's suggestions and rewrite it. Sharing the Product 1. After publishing the report, each group shares their product with the whole class. 2. Peers can give any suggestions.	

Assessing the students' efforts –

i.e. have they achieved the learning outcomes?

Can the students:	Assessment tools:
1.Present ideas in the appropriate [written] format (of an explanation) using a layout and some visual support such as illustrations, tables and charts to convey meaning [for a lifecycle]. 2.Understand the function, structural and language features of the text type - explanation. 3. Work out the meaning of unknown words by using visual clues, context and [new] knowledge of the world. 4.Skim and scan through text to locate specific information [using the content, index and glossary sections].	1. **Checklist of features of the explanation text-type – use this on written products – students own written pieces** 2. **Use a matching game of visual and word strips to determine knowledge of new vocabulary** 3. **Pose oral question and check if students can find answers in the text**

Checklist:

What good readers do
when they read

non-fiction

Good Readers of Informational Text

* Have clear goals for their reading
* Look over the text before reading, notice illustrations, headings, charts, etc.
* Activate prior knowledge
* Make predictions
* Use meaning and expect the text to make sense
* Understand whether comprehension is occurring
* Make connections: text to self, text to text, text to world
* Create visual images
* Consciously use text features (pictures, headings, captions, boldface type)
* Draw inferences, conclusions
* Ask questions as they read
* Read different kinds of informational texts differently
* Skim and scan to recheck information
* Locate information
* Adjust reading rate to match the demands of the text
* Make a plan when reading informational texts
* Identify important ideas and words
* Consciously shift strategies to match purpose
* Retell, summarize, synthesize
* Use a variety of fix-up strategies
  * ✓ Read on
  * ✓ Backtrack
  * ✓ Context clues
  * ✓ Make substitutions
  * ✓ Look at word parts; beginnings, endings, chunks

The End

Thank-you