Day 2: Units of Work - Reading and Writing

Part 1 - Reading

Objectives

- To define, introduce and demonstrate the key features of Guided Reading
- To explore the structure of a Guided Reading lesson for PLP-R/W books and commercial books
- To explore the use of different questions to help develop reading skills
- To plan and demonstrate Guided Reading lessons
The PLP-R/W Sessions

The reading sessions are divided into 3 sections
The writing sessions are divided into 5 sections

Reading:
- Before the Reading
- Reading the Text
- After the Reading
  - Guided Reading
  - Related activity

Writing:
- Introduction
- Before the Writing
- Shared Writing
- Independent Writing
- Conclusion

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Reading Strategies

Graphophonic
- The relationship between letters and sounds
- Letter and word shapes, high frequency words
- The sounds of language, rhyme and pattern

Syntactic or grammatical
- Language structures, word order

Semantic
- Constructing meaning from illustration and text.
  Does it make sense?

(Reader Manual Section 2)
Overview of Teaching Strategies for Reading

- Storytelling
- Reading Workshops
- Independent Reading
- Guided Reading
- Shared Reading
- Reading Aloud

Adapted from Appendix 5, English Language Curriculum Guide (pp1-6, 2004)

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Shared and Guided Reading

- Watch the slide show of Shared Reading and Guided Reading
- Think about the differences between the two teaching strategies

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Shared Reading in the PLP-R/W Teacher Manual

You can find more information about Shared Reading on pp 18 – 21 of the PLP-R/W Teacher Manual (2010)
Materials for Guided Reading

* One book per student
* Short texts
* Usually unfamiliar texts
* Wide range of text types
* Instructional level texts (90 – 95% word accuracy; ≥75% comprehension)

Guided Reading Set-up

* Students need to be matched to book levels
* Using texts at instructional level (90-95% word accuracy)
* Students reading below level 4 should read PLP-R/W small books
* Students reading above level 4 should be reading commercial books (select a wide range of text types)

Key Features of Guided Reading

In Guided Reading:

* the focus is on reading skills and strategies, not just on questions and activities around a text
* teachers work with small groups and individuals within these groups
* students are encouraged to respond to the text critically
* students are encouraged to think and talk beyond the text
Students are matched to book levels using a benchmarking kit (ATs can come to your school to teach this skill)

- Groups are formed according to instructional reading levels
- Groups should be flexible and based on continuous assessment (usually formative)
- Four groups can usually be managed in Hong Kong classrooms (NET, LET, CA)

Guided Reading Books:
- The small books are used for Guided Reading and match the abilities of the student cohort.
- Text in the small readers will follow a progression of difficulty based on the Big Book in the unit of work.
- These books are also used for Home Reading.

Small Books – Progression

- Repetition of the language from the current Big Book using predominantly simple sentences with occasional revision of words from previous PLP-R/W books.
- Repetition of the language from the current Big Book with more complex sentences and more regular revision of words from previous PLP-R/W books.
- Repetition of the language from the current Big Book with complex sentences, revision of words from previous PLP-R/W books and occasional words not in the books, but likely to be “familiar” to the students either through local usage or General English lessons and exposure to the textbook.
Guided Reading – A Common Question

What should I do if the PLP-R/W books are too easy for my students?

Using Commercial Books

- The PLP-R/W Guided Reading books are used for students reading at instructional level 4 or below.
- Students reading at a higher instructional level should be provided with levelled commercial books to maintain their interest.
- Schools should plan and budget over a few years to purchase the necessary books to cater for the needs of the students.

Commercially Leveled Books
Guided Reading Sessions

**P2**

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<th>SW1</th>
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<td>GR1 (all groups)</td>
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<td>GR2 (all groups)</td>
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Guided Reading Sessions

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The Guided Reading Lesson

Time Allocation of a Guided Reading Session (60 minutes)

- Before Guided Reading: 10 minutes
- During Guided Reading: 40 minutes
- After Guided Reading: 10 minutes
Steps Within a Guided Reading Session

- Before Guided Reading (whole class)

- During Guided Reading (small groups)
  - Introducing the text.
  - Reading the text.
  - Revisiting the text.

- After Guided Reading (whole class)

Structure of ‘During Guided Reading’

- During Guided Reading (small groups)
  - Introducing the text.
  - Reading the text (SHOULD TAKE MOST OF THE TIME)
  - Revisiting the text.

Questioning Techniques

3 Common Levels of Questioning:

* Literal
* Interpretive
* Inferential
Activity & Discussion

In your groups – split into pairs:

- Use sticky notes to create a range of the different types of questions to suit the levels of books. (Use Handout #1 to assist.)
- Feed back within your group.
- Discuss some similarities and differences that you found between the questions that you created for the books.

Decoding Skills

Ways to help me read new words

- I point to the words.
- I look at the first letter.
- I look at the picture.
- I sound out the words.
- I find a small word in a big word.
- I cut the word up / I chunk the word.
- I know the word already.
- I know a rhyming word.
- I read on and come back. Does it make sense?
- I try again.

‘During Guided Reading’ Demonstration
Planning Your Guided Reading

- In your previous pairs, take the book you used for developing your questions – PLP-R/W book, Level 7 book and Level 20 books.
- Use the knowledge from the previous activity and the sample Guided Reading mini lesson plan.
- Plan the three parts of ‘During Guided Reading’:
  - Introducing the text (2-3 min)
  - Reading the text (6-8 min)
  - Revisiting the text (3-5 min)

Remember!

Guided Reading provides opportunities for:
- students to practise listening, reading aloud, decoding and comprehending texts
- students to interact with texts at their instructional level which promotes a sense of achievement
- teachers to gain an understanding of students’ progress to inform further teaching

Q & A

- Any questions? Worries?
- Your AT will always be able to support your school with the implementation of these GR lessons.
Acknowledgements

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Part 2 - Writing

Advisory Teaching Team
NET Section, CDI, EDB
(2016-2017)

Objectives

- To become familiar with the key stages that students progress through on their way to becoming independent writers
- To understand the process of Shared Writing within the PLP-R/W
- To identify how reading supports writing within the PLP-R/W units of work
The PLP-R/W Sessions

Within each Unit of Work:

- The reading sessions are divided into 3 sections
- The writing sessions are divided into 5 sections

Reading:
- Before the Reading
- Reading the Text
- After the Reading

Writing:
- Introduction
- Before the Writing
- Shared Writing
- Independent Writing
- Conclusion

PLP-R/W Sessions

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Time Allocation of a Writing Session

(60 minutes)

- Introduction: 10 minutes
- Before the Writing: 10 minutes
- Shared Writing: 15 minutes
- Independent Writing: 15 minutes
- Conclusion: 10 minutes

Group work: Whole class activity
“In primary schools, learners go through four stages in developing their writing skills:

- **Copying**
- **Controlled Writing**
  (included within **Shared Writing** for PLP-R/W)
- **Guided Writing**
- **Independent Writing.**

ELCG, 2004 p. 152

**Copying**

- “Copying is necessary to help learners to acquire and apply concepts about basic conventions in writing and put language into use at an early stage of learning”

- “Copying activities help learners reinforce the language that they have come across for a communicative purpose, ...”

- “…copying need not be a mechanical and boring exercise.”

ELCG, 2004 p. 153

**Controlled Writing**

- “In controlled writing, learners are given a limited choice in what language to use, and few errors are likely to occur.”

- “Learners can have some initial writing practice within a safe setting.”

ELCG, 2004 p. 153
Shared Writing

- It is a powerful teaching strategy and the principal means of teaching writing in PLP-R/W.
- “In shared writing, the whole class and the teacher compose the text collaboratively.” (ELCC, 2004, p.197)
- It is much more than the teacher merely scribing for students, writing down their ideas like an enthusiastic secretary.

Shared Writing Steps

1. Share read a text (e.g. book, recipe, poem)
2. Identify the purpose and audience, and structure (narrative – story)
3. Deconstruct the text by identifying the language features
4. Gather and share information, ideas and language by using strategies such as brainstorming, building mind maps, listing
5. Make decisions about content of the shared writing (making choices)
6. Rehearse sentences orally and record
7. Arrange the sentences in a logical order, using the shared text to support
8. Revise, re-write and edit the sentences
9. Publish (e.g. make a class book)

UOW – At the Beach
Shared Reading and Shared Writing – The Process
Shared Writing - Step 1
Share reading a text, e.g. book, recipe, poem

Shared Writing - Step 2
Identifying the purpose, audience, and structure of the text type (narrative – story)

- Purpose and audience:
  - to entertain and engage the readers

- Structure:
  - Beginning, Middle and the End
  - Problem and Solution

- Orientation:
  - Who, Where, What, When, Why

Shared Writing - Step 3
Deconstructing the text by identifying the language features (narrative)

- Characters
- Descriptive language
- Dialogue (not used in At the Beach)
- Past tense (usually) – but in this book, present continuous tense is used
Shared Writing - Step 4
Gathering and sharing information, ideas and language by using strategies such as brainstorming, building mind maps and listing

Shared Writing - Step 5
Making joint decisions about the content of the shared writing (making choices)

Shared Writing - Step 6
Rehearsing sentences orally and recording
Shared Writing - Step 7
Arranging the sentences in a logical order, using the shared text as a support

Shared Writing - Step 8
Revisiting, revising and editing the sentences

Shared Writing - Step 9
Publishing
In primary schools, learners go through four stages in developing their writing skills:

- **Copying**
- **Controlled Writing**
  (included within Shared Writing for PLP/R/W)
- **Guided Writing**
- **Independent Writing.**

ELCG, 2004 p. 152

**Guided Writing:**

- explicit teaching within a small group
- focus on specific needs
- conference with individuals
- students use familiar language
- substantial assistance from the teacher

**Independent Writing:**

- students' linguistic knowledge is used in new contexts
- can be creative and express personal ideas and feelings
- likely to need assistance in organising ideas
- students are encouraged to take risks, be innovative and reflective
- Students are aware of the features of a variety of text types
Each of these stages is embedded in the Units of Work within PLP-R/W, providing the students with the necessary skills to become independent writers in Key Stage 2.

Assessment

- Assessment for Reading
- Assessment for Writing
- Writers Checklist

Reminder

Please bring along your Textbooks for the year level you’ll be working in
+ Teacher Manual
+ PLP-R/W book brochures for the Day 3 workshop
Evaluation

Thank You