

# CROSS-CURRICULAR READING - TEACHERS AND STUDENTS READING TOGETHER TO LEARN TOGETHER

跨課程閱讀 - 師生共讀，教學相長



# FUNDED MEASURES UNDER REES

1. **co-developing with outside service providers a school-based, cross-subject reading programme (S1-S3)**
2. **developing teaching and learning internal e-channels for collaborative learning (S4-S6)**
3. **enhance mathematics teaching and learning through English (S1-S3)**
4. **developing a programme for English learning in different non-language subjects (S4-S6)**

# SCHOOL-BASED READING PROGRAMME

## Students as Independent Readers



## Time to Read / Role Modelling

- **Library Lesson**
- **Drop Everything and Read (DEAR) Time**
- **Encouraging Parent Participation**

## Assessment of Reading Ability

## Tracking Independent Reading Activity

## Curriculum Support

- **Language Arts-based English Curriculum**
- Teaching Language Across the Curriculum

# READING ASSESSMENT

(REES Funding Measure 1: school-based, cross-subject reading programme)

- computer-based assessment tool
- use of Lexile measures
  - students
  - parents
  - teachers

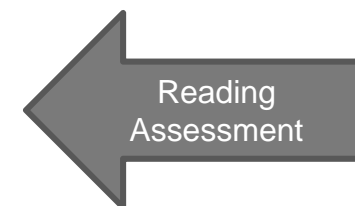


# LEXILE MEASURES

- measures text complexity (word frequency and sentence length)
- concrete feedback to students about progress
- free Lexile Analyzer helps teachers set appropriate material
- [www.lexile.com](http://www.lexile.com)

## Typical Lexile Measures for HK students

	HKUGAC	Other HK Schools	Schools in the US
Junior	695-905L	550-880L	850-1200L
Senior	850-1140L	880-1090L	1000-1220L

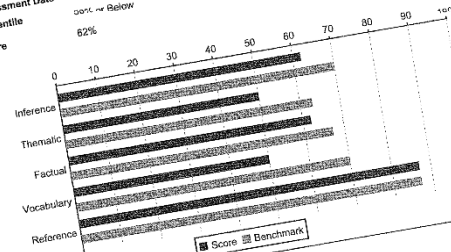


# SKILLS PROGRESS: REPORTS

**FAST**  
Formative Assessment  
of Student Thinking

**STUDENT  
PORTFOLIO**

Name: [Redacted]  
School: HKUGA College  
Class: S2E1  
Assessment Date: 4 Oct 2013  
Percentile: 62%  
Score: [Redacted]



**Reading Descriptors:**

The student is able to understand extended passages and stories, and follow arguments with reasonably familiar.

**Recommendations:**

Relate the story to the child's experiences. Encourage them to share. The learner has enough stage to read and experience real-life and inspiring stories. Diversify reading topics to broaden it and incrementally increase the complexity of texts.

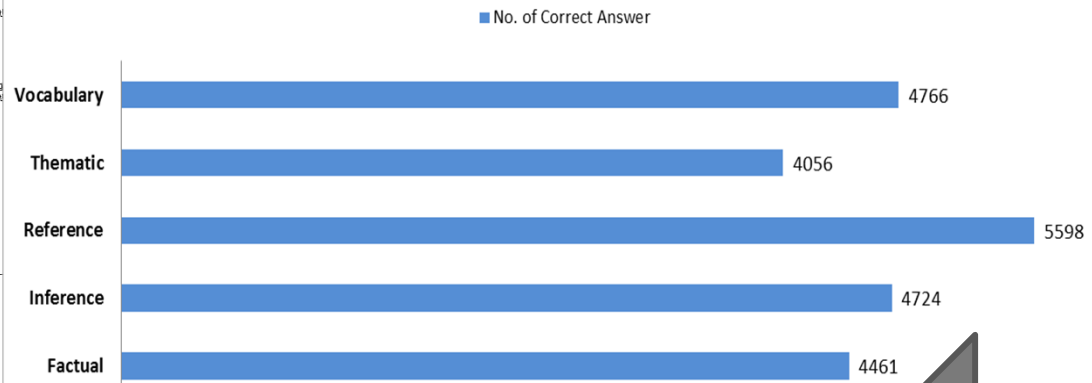
Generated on: 8 Nov 2013

Wiseman Education - Inspire Learning

HKUGAC College			
2012-2013 Post Assessment Sub-skills Analysis (Overall Performance)			
	No. of Correct Answer	No. of Questions	Percentage of correction
Factual	4461	6778	65.82%
Inference	4724	6778	69.70%
Reference	5598	6778	82.59%
Thematic	4056	6778	59.84%
Vocabulary	4766	6778	70.32%

HKUGAC College

## 2012-2013 Post Assessment Sub-skills Analysis (Overall Performance)



Reading programme

# TRACKING READING ACTIVITY

(REES Funding Measure 1: school-based, cross-subject reading programme)

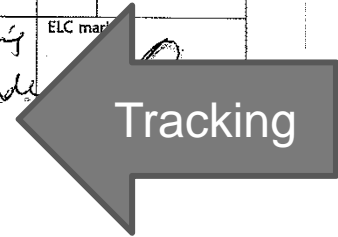
- reading record in English Learning Companion (ELC)
- check comprehension with Scholastic Reading Counts
- students want to share / motivation to read increases
- track progress based on skill area
- give individual advice
  - push stronger readers
  - catch reluctant readers
- **Implement new strategies to improve**



# SAMPLE ELC RECORD

January					
	Details	Start date	Finish date	Follow up?	
Reading	Title (genre): The Lost Hero (YA, Greek mythology) Author (lexile level): Rick Riordan (690L)	18 <sup>th</sup>	22 <sup>nd</sup>	/	
	Title (genre): The Son of Neptune (YA, Greek mythology) Author (lexile level): Rick Riordan (690L)	24 <sup>th</sup>	26 <sup>th</sup>	/	
	Title (genre): The Mark of Athena (YA, Greek mythology) Author (lexile level): Rick Riordan (690L)	28 <sup>th</sup>	30 <sup>th</sup>	/	
	Title (genre): The House of Hades (YA, Greek mythology) Author (lexile level): Rick Riordan (690L)	1 <sup>st</sup>	5 <sup>th</sup>	/	
	Title (genre): The Prodigy (YA, Sci-Fi, fantasy, romance) Author (lexile level): Marie Lu (750L)	7 <sup>th</sup>	10 <sup>th</sup>	/	
Viewing	Title (format/year): Stupid Crazy Love (2011) (DVD) Director (genre): Glenn Ficarra & John Requin (Romance)	17 <sup>th</sup>	☆☆☆☆☆		
	Title (format/year): White Collar (2014) (DVD) (Comedy) Director (genre): John T. Kretchmer (Crime, Mystery, Drama)	Weekly	☆☆☆☆☆		
	Title (format/year): Modern Family (2014) (DVD) Director (genre): Michael Spiller (Family, Drama, Comedy)	Weekly	☆☆☆☆☆		
	Title (format/year): 2 Broke Girls (2014) (DVD) Director (genre): Dan Scardino (Comedy)	Weekly	☆☆☆☆☆		
	Title (format/year): Saving Mr. Banks (2014) (Cinema) Director (genre): John Lee Hancock (Biography, Comedy, Drama)	19 <sup>th</sup>	☆☆☆☆☆		
	Parent's comments and signature Nicola is progressing to more mature pieces. Please keep it up Daddy		ELC mark 9.5/10		

February				
	Details	Start date	Finish date	Follow up?
Reading	Title (genre): The City of Lost Souls (750L) Author (lexile level): Cassandra Clare (YA, Urban fantasy)	6 <sup>th</sup>	9 <sup>th</sup>	/
	Title (genre): Divergent (YA, dystopian) Author (lexile level): Veronica Roth 700L	12 <sup>th</sup>	14 <sup>th</sup>	/
	Title (genre): Insurgent (YA, dystopian) Author (lexile level): Veronica Roth 710L	19 <sup>th</sup>	21 <sup>st</sup>	/
	Title (genre): Rivals join hands for health-care reform Author (lexile level): The Standard	26 <sup>th</sup>	26 <sup>th</sup>	/
	Title (genre): Cigarette tax increase not just revenue grab Author (lexile level): The Standard	27 <sup>th</sup>	27 <sup>th</sup>	/
Viewing	Title (format/year): American Hustle (2013) (online) Director (genre): David O. Russell (Crime, Drama)	1st	☆☆☆☆☆	
	Title (format/year): The Mentalist (2014, DVD) Director (genre): Chris Long (Crime, Mystery, Thriller)	Weekly	☆☆☆☆☆	
	Title (format/year): Modern Family (2014, DVD) Director (genre): Michael Spiller (Family, Drama, Comedy)	Weekly	☆☆☆☆☆	
	Title (format/year): Pompeii (2014) (Cinema) Director (genre): Paul W. Anderson (History, Documentary)	28 <sup>th</sup>	☆☆☆☆☆	
	Title (format/year): Atlantis: The Evidence (2010) (DVD) Director (genre): BBC (Documentary, History)	22 <sup>nd</sup>	☆☆☆☆☆	
	Parent's comments and signature Natalie May We have a lot of good time watching Documentary and news in Jan & Feb. Well done!		ELC mark	





# CURRICULUM DEVELOPMENT

➤ **Lowest skill area is “thematic”**

- Least amount of progress is S2
- Implemented “literature circles”

➤ **½ staff development session on LAC**

(REES Measure 4: English learning in different key learning areas)

- collaboration with departments
- acquiring materials cover topics in senior electives, but focus on language skills

➤ **work with consultants**

(REES Measure 3: enhance mathematics teaching and learning through English)

- lesson observation and recommendations

➤ **acquiring e-learning software for collaborative learning**

(REES Measure 2: developing e-channels for collaborative learning)

- PowerLesson
- eClass Forums

# REPORT WRITING / READING FOR RESEARCH

## ➤ **identified two problems based in language skills:**

- ineffective reading for research
- disorganised report writing

## ➤ **English department covered:**

- skimming and scanning for research
- proposal, outline and report text types
- previewed outlines and gave language feedback

## ➤ **Humanities department covered:**

- content material (quality of life)
- primary vs. secondary source material
- conducting surveys

# COLLABORATIVE ACTIVITIES VIA E-LEARNING



The screenshot shows a web browser window with the address bar displaying "eClass - PowerLesson" and a URL: "0/src/lessonplan/section\_view.php?page\_mode=viewLesson&plan\_id=4". The page content includes a discussion thread with the following text:

Red as a cherry  
Fragrant as the breath of angels  
Beautiful as a princess  
Rose :)

**Ms. Jennifer Horgos** 2014-02-10 15:38:29  
There's some great imagery using the sense of smell in the second line. Very vivid! Nicely done. Next time, try to add some imagery to describe what the object feels like. For example, what does a rose feel like when you hold it in your hand?  
What about describing an action in the 4th line?

2014-02-10 15:15:01  
good poem! good adjective and similes

2014-02-10 15:16:07  
Good :-)  
Rose have many color XD

2014-02-10 15:17:24  
Xd good adjective

2014-02-10 15:18:13  
XD, Gianna but mostly is red xd

2014-02-12 10:03:47  
ok

2014-02-12 10:07:11  
XD, very good la

The bottom right corner of the browser window shows the system tray with the date "5/5/2014" and time "17:13".

# CONCLUSION

- **clearer picture of students' skills**
  - continue to adapt materials and strategies
- **more targeted teaching strategies**
  - further staff development
  - need to do department-specific work
- **collaborative connections across departments**
  - sharing of experiences to expand on this