



Developing students' higher order thinking skills in reading for a better transition to secondary schooling

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Objectives of today's sharing

- To enhance teachers' understanding of the reading demands encountered by upper primary school students
- To share ideas and schools' experience on how to foster students' higher order thinking skills for reading comprehension through various strategies

Run-down

Part 1	The development of higher order thinking skills - what and why?
Part 2	Teaching text structure of information texts and the use of graphic organisers
Part 3	Explicit teaching of reading skills and strategies <ul style="list-style-type: none">❑ the use of syntax surgery❑ identifying key words and eliminating wrong choices❑ identifying main ideas and supporting details❑ inferring skills❑ working out the meaning of unknown words
Part 4	Q & A



Part 1

**The development of
higher order thinking
skills - what and why?**



What are higher order thinking skills?

- “Higher order thinking includes critical, logical, reflective, metacognitive and creative thinking. These skills are activated when students of any age encounter unfamiliar problems, uncertainties, questions or dilemmas.”

Critical Thinking Skills

Critical thinking is drawing out meaning from given data or statements. It is concerned with the accuracy of given statements. It aims at generating and evaluating arguments. Critical thinking is the questioning and enquiry we engage in to judge what to believe and what not to.

Possible activities

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Key Stage One (Junior Primary)</p> <p>Learners will learn to</p> <ul style="list-style-type: none">• extract, classify and organize information from a source• identify and express main ideas, problems or central issues• understand straightforward cause-and-effect relationships• distinguish between obvious fact and opinion• recognize obvious stereotypes, assumptions, inconsistencies and contradictions• formulate questions, make predictions/ estimations and hypotheses• draw simple but logical conclusions not contradictory to given evidence and data	<p>Learners</p> <ol style="list-style-type: none">1. provide, use, interpret and present simple information on familiar topics (e.g. preparing a simple class project on animals)2. identify main ideas in simple spoken and written texts and state opinions (e.g. listening to a conversation about what children are doing at recess in the playground and expressing opinions towards their behaviours)3. understand cause-and-effect relationships conveyed in simple texts (e.g. cause and consequence in stories)4. distinguish between positive and negative values and recognize inconsistencies in behaviours (e.g. recognizing the moral of a simple story with teacher support)5. ask questions, make predictions and draw logical conclusions with the aid of objects, pictures or other visual devices about development of events and characters based on information given in simple narrative texts

Descriptors of expected achievements across the school curriculum	Exemplars of implementation in English Language Education
<p>Key Stage Two (Senior Primary)</p> <p>Learners will learn to</p> <ul style="list-style-type: none"> understand and make deductions/inferences from sources cross reference other sources to determine the reliability of a source understand the concepts of relevance and irrelevance distinguish fact and opinion as well as source and evidence question obvious bias, propaganda, omissions, and less obvious fallacies formulate appropriate questions, make reasonable predictions and hypotheses draw logical conclusions based on adequate data and evidence, and make predictions about consequences 	<p>Learners</p> <ol style="list-style-type: none"> interpret and use information in spoken and written texts, and make deductions and inferences from different sources (e.g. listening to a telephone conversation about arrangements of activities and reading about the likes and dislikes of the people involved to decide on the best activity for the group) understand different versions (spoken or written) of a news story (e.g. an accident or a theft), identify main ideas, decide on relevance, distinguish fact and opinion, compare and connect ideas to find similarities and differences and re-construct the event or form views about its cause or who the suspect is make predictions, inferences and evaluative comments about characters and events in simple narrative texts (e.g. expressing their own ideas to complete a story with illustrations or providing a different ending to a story) identify values, attitudes and beliefs expressed in texts (e.g. reading an article about shoplifting and expressing personal views with teacher support) identify and question bias and omissions in texts such as posters and advertisements formulate hypothesis, and develop simple reasoning as a basis for action (e.g. suggesting some measures to prevent pollution) review and revise ideas in the light of new information or evidence (e.g. revising one's writing after discussing with classmates and/or the teacher)

It is not something “extra”

Territory-wide system assessment

KS2 – Reading

- Identifying main ideas
- making inferences
- working out the meaning of unknown words by recognizing prefixes and suffixes
- predicting the likely development of topic

KS3 – Listening

- **distinguishing** main ideas from supporting details
- identifying the **sequence** of events, **causes and effects**
- making **connections** between ideas with help of discourse markers
- **predicting** the likely development of topic

(http://cd1.emb.hkedcity.net/cd/eap_web/bac/BCs/BCs_Eng/KS3/ks3listening.htm)



Why is it important to develop students' higher order thinking skills?



The society of the future.....

- Will be more diverse and complex
- **Problem-solving skills** and **creativity** will be more highly valued in the workplace



QAD Inspection Annual Report

- “These lessons were characterised by a lack of appropriate teaching strategies for cultivating students’ generic skills, in particular communication skills, **critical thinking and creativity**. The questions posed by a majority of the teachers mainly **stressed factual recall**.”

(English Language Focus Area Report. P.38)

The Teen Cops is about two lively teenagers, Linda and Sam, who make a difference fighting crime.

Linda and Sam live in New York City. Linda lives with her father, the Police Chief. Sam lives with his mother. The two teens love going after criminals with the help of Linda's pet dog, Mr. Timmy. There are some very funny scenes in the film where Mr. Timmy knocks people over while they're chasing robbers.

Sweet and gentle, Linda is loved by everyone. Even the worst criminals can't help giving in to her charming ways.

Perhaps James Ma, the director, is hoping her film will be a success.

The best part of the film is the special effects through New York City. It's very exciting.

Unfortunately, this kind of film is shown many times.

Overall, the film is worth watching. The effects make it worthwhile.

Complete the Fact Sheet in the Answer Booklet.

Fact Sheet

Title:	<i>The Teen Cops</i>	
Director:	1. _____	
Main characters:	2. _____ 3. _____	
Plot:	4. A. Linda and Sam are New York City police detectives. B. Linda and Mr. Timmy catch thieves in New York. C. Linda and her father are lovable characters.	
Setting:	_____	
Moviegoers:	Lily Chan	May Wong
Liked the plot?	6. A. Yes B. No C. Not mentioned	7. A. Yes B. No C. Not mentioned
Liked the special effects?	8. A. Yes B. No C. Not mentioned	9. A. Yes B. No C. Not mentioned
Liked the music?	10. A. Yes B. No C. Not mentioned	11. A. Yes B. No C. Not mentioned
Recommended the film?	12. A. Yes B. No C. Not mentioned	13. A. Yes B. No C. Not mentioned

Making inferences and understanding views and attitudes

I'll be perfectly honest: I'm not a fan of *The Teen Cops*. To me, it's very much like watching a silly comedy show on television.

But, let me first say that not everything in the film is bad. The main characters are funny and lovable. Linda is cute, Sam is funny and Mr. Timmy, the dog, is a perfect partner to the two teenage crime fighters. The producers have also come up with exciting new music.

While the characters in the film are fine, the plot is too simple. 'They look for the bad guys, they find the

bad guys, they find the bad guys.' But many television shows have all seen this before.

Here's another problem: the little dog, Mr. Timmy, is not as exciting as the criminals. It isn't funny.

It seems to me that the film has failed to make a difference.

Demands of public assessment:

Reading skills in KS3 & K4

Teaching of reading skill & strategies – KS3

1. making use of knowledge of the world to make sense of
2. identifying the main theme/focus
3. identifying general and specific information
4. working out the meaning of unknown words and expressions
5. skimming and scanning
6. sequencing events
7. identifying main ideas
8. identifying details that support a main idea
9. predicting the likely development of the text
10. understanding the connection between ideas by identifying devices or discourse markers
11. recognizing key words in a sentence
12. predicting the content using the book cover, picture cue and personal experience
13. recognizing formulaic or common expressions
14. recognizing repetitive language patterns
15. understanding the functions of basic punctuation
16. using linguistic and contextual clues
17. using knowledge of features of different text-types and
18. relating facts, opinion and information from a variety of
19. understanding different feelings, views and attitudes
20. distinguishing fact from opinion
21. making inferences / identifying implied meanings through
22. understanding the use of a range of language features in texts, for example, a. rhyme; b. alliteration; c. atmosphere; d. personification; e. tone

Teaching of reading skill & strategies – KS4

Understand, Interpret and Analyse a Variety of Written Texts

1. use linguistic and contextual clues, knowledge of features of different text-types and knowledge of the world to determine the meaning of the written text
2. identify main and supporting ideas
3. relate cause to effect
4. relate evidence to conclusions
5. recognise the rhetorical functions performed by sentences in the development of a text
6. follow and evaluate the development of a point of view or argument
7. distinguish different points of view and arguments
8. discriminate between different degrees of formality
9. appreciate the stylistic variations between text-types
10. interpret how linguistic and structural devices achieve certain effects
11. understand and appreciate the tone, mood and intention of the writer and his/her attitude to the theme or topic[‡]
12. understand the different types of meaning of words, and the semantic associations that exist among words[‡]
13. detect faulty or misleading arguments[‡]
14. evaluate critically views and attitudes[‡]

HKDSE

Paper 1 - example questions

Based on the poem, who do you think ultimately made the right choice? Give reasons to support your views.
(3 marks)

- Make inferences based on a poem
- Relate evidence to conclusions
- Express ideas using one's own words

Identify **main ideas** and summarize key points

Understand **different views** and **attitudes**

Relate **evidence** to conclusions

Identify **specific details**

Message	Writer's connection with Hong Kong	General opinion expressed	Supporting quote from the passage	Change mentioned in the web posting
A	<hr/> <hr/> <hr/>	<u>positive</u>	<u>Hong Kong remains a fabulously vibrant place.</u>	<u>the great influx of tourists from the Mainland</u>
C	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<u>Many people no longer considered themselves to be Chinese</u>
E	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<u>It is always an exciting city, a shopping paradise, with super food and nice people.</u>	<hr/> <hr/> <hr/>
F	<u>The writer may have visited Hong Kong before.</u>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Target text types to be exposed and produced

Text types	S1		S2	
	E	P	E	P
Leaflets	✓			
Homepages	✓			
Travel guides	✓		✓	
Poems	✓			
Posters	✓			
Personal descriptions	✓	✓		
Diaries	✓	✓		
Postcards	✓	✓		
Notices	✓	✓		
Photo captions	✓	✓		
Itineraries	✓	✓		
Recipes	✓	✓		
E-mails	✓	✓	✓	✓
Informal letters	✓	✓	✓	✓
Pamphlets			✓	✓
Magazine articles			✓	
Film reviews			✓	✓
Short stories			✓	✓
Presentations	✓		✓	✓
Articles	✓		✓	✓



What are the implications?

- Help students learn how to read a **wider variety** of texts, especially information texts
- Design questions/tasks that **challenge students to think** of the answers that are **not readily lifted** from the texts
- Help students learn **strategies** which will enable them to answer questions that require higher order thinking

Importance of curriculum continuity



The diagram illustrates curriculum continuity through a vertical stack of four colored rectangular blocks. From bottom to top, the blocks are dark green, medium green, light green, and yellow. Each block contains a label: 'KS1' (white), 'KS2' (purple), 'KS3' (white), and 'NSSC' (white). White upward-pointing arrows are positioned between the blocks, indicating progression. The entire stack is enclosed in a red border. To the left of the top of the stack, there are three colored circles (dark blue, light blue, grey) and a vertical black line.

NSSC



KS3




KS2



KS1

- The curriculum at each key stage is a part of the English Language curriculum and closely connected to one other
- Progression of skills and knowledge across key stages should be ensured
- Helping students to reach the curriculum goals - all teachers have a part to play

Things to bear in mind when promoting HOTS



Will we be using the strategies for the sake of using the strategies?

We need to think about the learning objectives carefully when using the strategies!

There are many strategies to choose from? Which ones are more suitable to my students?

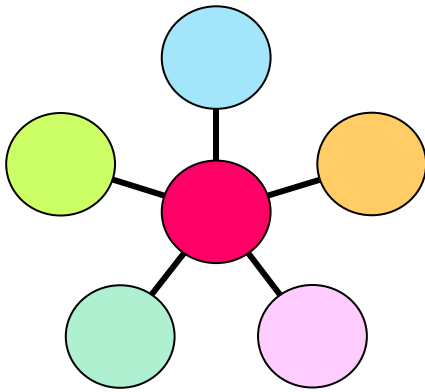


Part 2

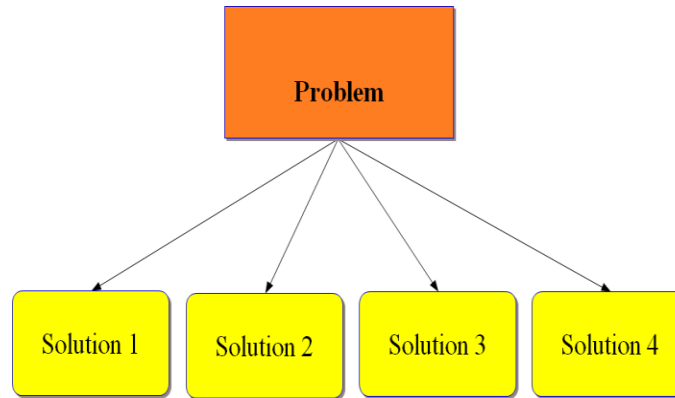
**Teaching text structure of
information texts and the
use of graphic organisers**

What knowledge and skills can be developed through non-literary texts?

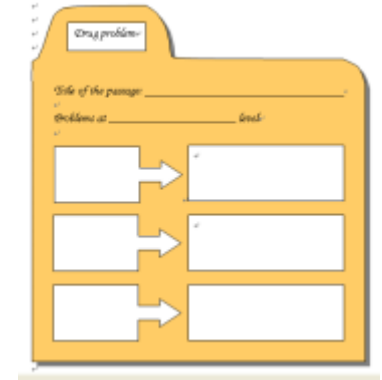
Text Structure



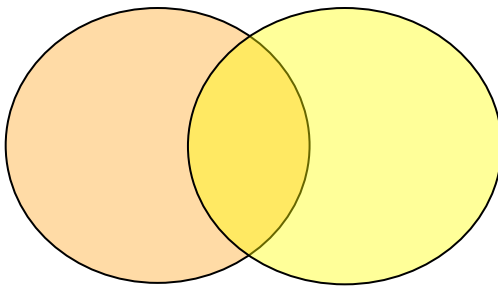
Description



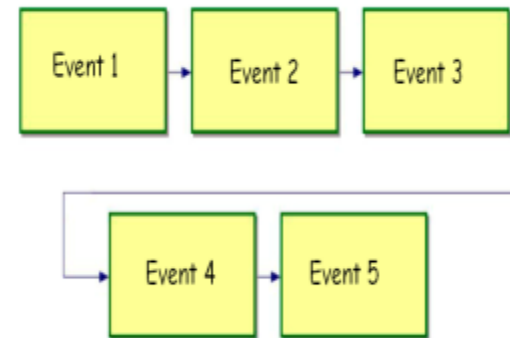
Problem & solution



Cause & Effect



Compare & Contrast



Sequence



Why do we teach text organization?

- Many teachers **assume** that a student who is a proficient reader of narrative texts will, in turn, be a proficient reader of expository texts
- Many students have problems comprehending expository text because **they can't see the basic structure of text**

(Dymock,2005)



Why do we teach text organization?

- Text comprehension is improved when students are taught to recognize the underlying structure of text (Williams, 2005)
- “Awareness” of text structure benefits reading comprehension of global ideas, or main theses or ideas (Seidenberg, 1989; Weaver & Kintsch, 1991)
- Students are more likely to remember and interpret the ideas they encounter during their reading

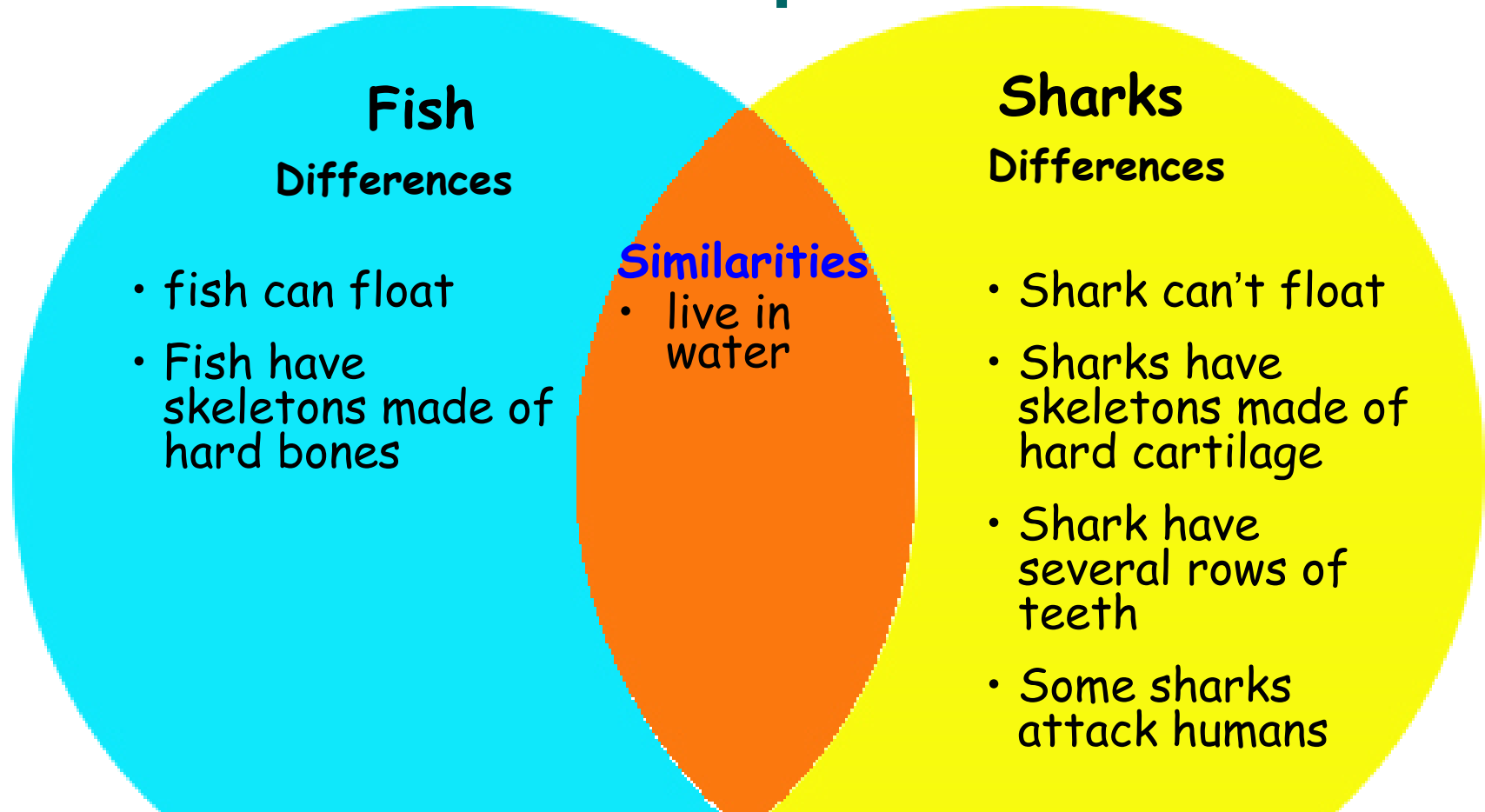


Why do we use graphic organisers?

- “Graphic organisers and outlines are **fundamental to skilled thinking** because they provide information and opportunities for analysis that reading alone and linear outline cannot provide.”

(Jones, Pierce & Hunter, 1988, p. 25)

Comparison



Signal Words

- but, however, nevertheless, in contrast, different from
- similarly, the same, like, unlike

Description



Signal Words

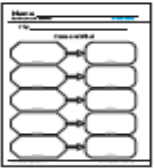
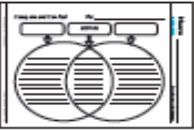


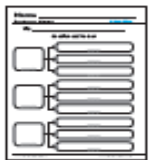
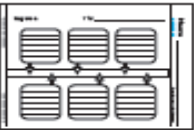
- for example, for instance, including, in addition, also, such as, in particular



Activity

- Please refer to the given text. Skim the text and answer the following questions:
 1. What kind of **text structure** is used in the text?
 2. What **signal words** can you identify?

Knowledge of text structure

Text Structure	Explanation	Signal Words			Graphic Organizers
Cause and Effect	Ideas, events, or facts are presented as causes in conjunction with the resulting outcomes or effects	<ul style="list-style-type: none"> • accordingly • consequently • may be due to • so • thus 	<ul style="list-style-type: none"> • because • for this reason • nevertheless • therefore 	<ul style="list-style-type: none"> • as a result • if...then • since • this led to 	
Compare and Contrast	Similarities and differences are presented between two or more topics or concepts	<ul style="list-style-type: none"> • although • but • either...or • in common • similar to 	<ul style="list-style-type: none"> • as opposed to • compared with • even though • likewise • yet 	<ul style="list-style-type: none"> • as well as • different from • however • not only 	
Description	Provides information about a topic	<ul style="list-style-type: none"> • a number of • characteristics • in addition • is like • to illustrate 	<ul style="list-style-type: none"> • appears to be • for example • in back of • looks like 	<ul style="list-style-type: none"> • as in • for instance • including • such as 	
Problem and Solution	Problem is presented followed by one or more solutions	<ul style="list-style-type: none"> • a problem • because • in order to • one reason for • steps involved 	<ul style="list-style-type: none"> • a solution • for this reason • leads/led to • since • this led to 	<ul style="list-style-type: none"> • accordingly • if ... then • may be due to • so that • thus 	
Question and Answer	Question is posed and then followed by answers	<ul style="list-style-type: none"> • how • one may conclude • when • why 	<ul style="list-style-type: none"> • how many • the best estimate • where 	<ul style="list-style-type: none"> • it could be that • what • who 	
Sequence	Events are described in numerical or chronological order	<ul style="list-style-type: none"> • after • before • first • initially • next • on (date) • soon • today • while 	<ul style="list-style-type: none"> • afterward • during • following • later • not long after • preceding • then • until 	<ul style="list-style-type: none"> • at last • finally • immediately • meanwhile • now • second • third • when 	

Unit	Text types	Additional text types	Text structure	Vocabulary building	Reading skills	Tasks
2. Changes in Hong Kong	• Leaflet	• Article	• Comparison and contrast	<ul style="list-style-type: none"> Words related to time, e.g. months, years, seasons, days Names of HK places Words to show comparison and contrast 	<ul style="list-style-type: none"> Identifying details Identifying main ideas Making inferences Working the meaning of unfamiliar words 	<ul style="list-style-type: none"> Completing a <u>venn</u> diagram Completing diagrams to identify main ideas and details MC Reading questions Text analysis
3. Taking care of our Earth	• News report	• News article	• Problem/solution	<ul style="list-style-type: none"> Words to show cause and effect relationships, e.g. owing to, since, Words to give solutions 	<ul style="list-style-type: none"> Making inferences Identifying the writer's attitude Drawing conclusions Working the meaning of unfamiliar words 	<ul style="list-style-type: none"> Completing a problem and solution diagram MC reading questions Text analysis
4. Save the animals	• Fact sheets	• Fact sheets	• Description	<ul style="list-style-type: none"> Cardinal and ordinal numbers Connectives Words for listing things 	<ul style="list-style-type: none"> Identifying main ideas Identifying details Working the meaning of unfamiliar words 	<ul style="list-style-type: none"> Filling in fact sheets MC reading questions Text analysis
5. Special people	• Pamphlet	• Biography	• Sequence	<ul style="list-style-type: none"> People's names Time phrases 	<ul style="list-style-type: none"> Identifying details Identifying main ideas Sequencing Working the meaning of unfamiliar words 	<ul style="list-style-type: none"> Completing a flow chart MC reading questions Text analysis

6B Unit 2

**Changes in
Hong Kong**

**Topic: Changes
in Hong Kong**

**Compare and
contrast text
structure**

**Language for
making
comparisons**

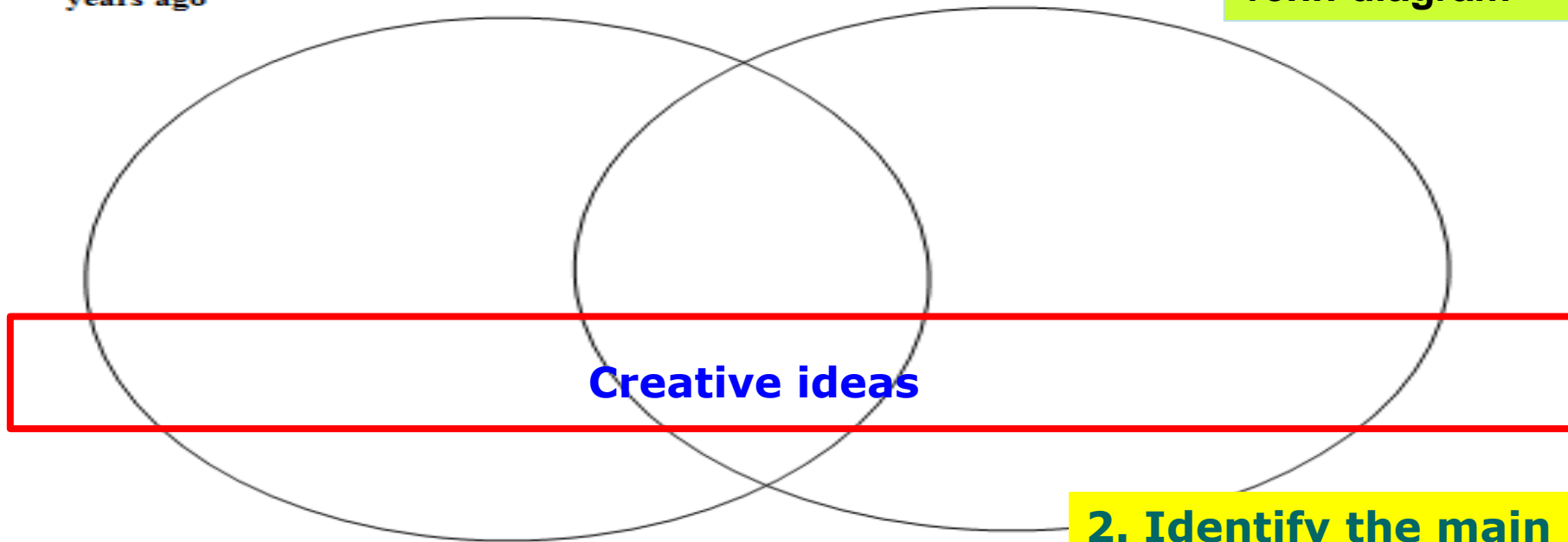
Adapted Text

**What knowledge and
skills can be developed
through this text?**

1. Compare and contrast ideas with the help of venn diagram

What is the main idea of Paragraph 2?

Hong Kong 100 years ago

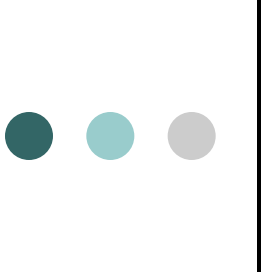


2. Identify the main idea and details in a compare and contrast text

Teacher's modelling

What is the second paragraph about? What is the main idea?	A. The houses were small 100 years ago. B. Children live in high-rise buildings today. C. Children didn't have their own bedrooms in the past. D. There are differences in housing between today and 100 years ago.
Small idea	
Small idea	
Small idea	
Small idea	

Handouts



Lesson clips – how reading and thinking skills were taught

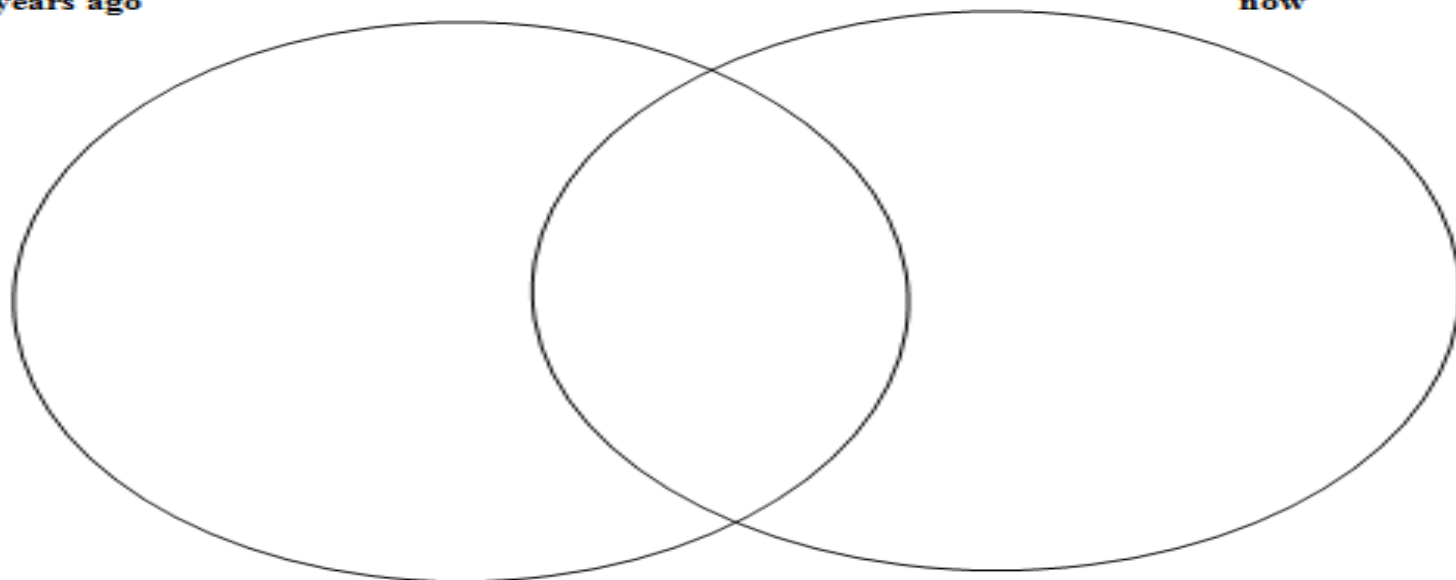
- Reading aloud with students to help them get the gist of the paragraph
- Guiding students how to analyse the compare and contrast paragraph with a venn diagram
- Analysing the text with students to find out the main ideas and supporting details
- Showing how to highlight key words to show comparisons

- **Encouraging students to think out of the box to develop higher order thinking skills**
- **Inviting students to present and share their creative ideas**
- **Assigning homework for further practice**

What is the main idea of Paragraph 4?

Hong Kong 100
years ago

Hong Kong
now



Independent Practice

What is the fourth paragraph about? / What is the main idea?	<p>A. Children 100 years ago ate rice, fruits and vegetables that they grew.</p> <p>B. Children in Hong Kong like to eat fast food.</p> <p>C. There are many fast food shops in Hong Kong such as McDonald's.</p> <p>D. The food children today eat is not the same as the food children 100 years ago ate.</p>
Small idea	
Small idea	
Small idea	
Small idea	

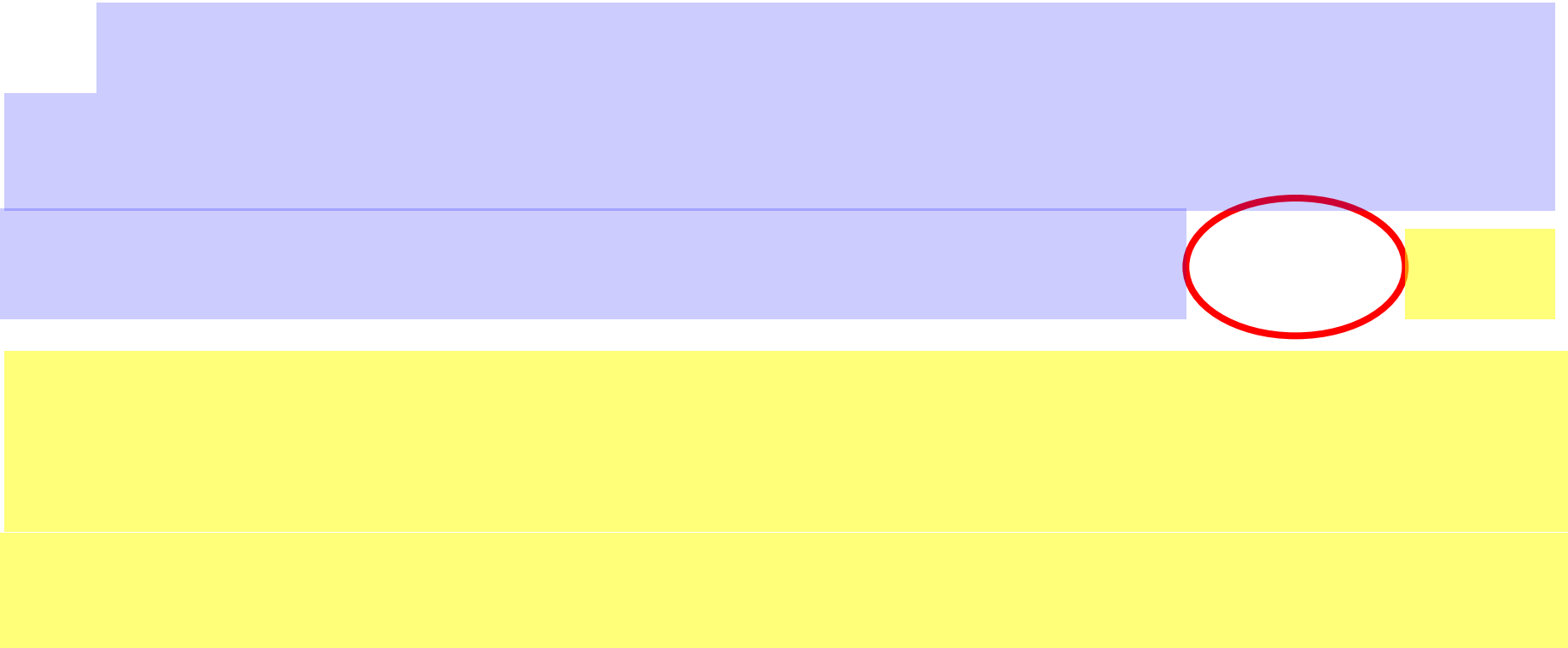
Read the text again and complete the table to find out the differences between life today and that of 100 years ago.

	Column A - Today	Signal words	Column B - 100 years ago
Paragraph 1	1. Children live on _____. 2. The flats are _____. 3. The flats have showers and baths. 4. Children have hot water for baths.	However	1. Children lived in village houses. 2. The houses were small. 3. The houses did not have _____ or _____. 4. Children _____ have hot water for baths.
Paragraph 2	1. Almost all children can learn to read. 2. Children learn to read in school.	While	1. Only _____ could learn to read. 2. Children learned to read in _____.
Paragraph 3	1. Children can have fast food. 2. Children eat fast food like _____ and _____.	but	1. There was no _____. 2. Children ate _____.
Paragraph 4	1. Children have gadgets such as electronic games. 2. Children play electronic games and computer games.	but different	1. Children did not have any _____. 2. Children played games with _____, _____ and _____.

Comparing & contrasting

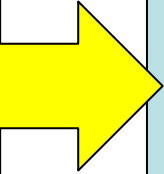
**Visual effects used to
help students see how
ideas are organized**

**How signal words are used in
compare**



**Pollution
problems:**

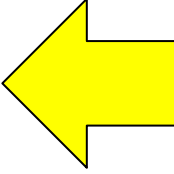
**Causes
and effects**



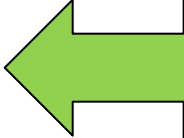
Textbook passage

**Pollution
problems:**

**Causes and
effects**



**Suggestions
and
solutions**



Pre-
reading

Matching Activity

To understand the concept
of cause and effect, problem
and solution

Cause	Effect
1. People do not take public transport. They always drive private cars that give out a lot of smoke.	a. The constructions and lorries produce a lot of noise. They cause noise pollution.
2. People throw away a lot of things such as plastic bags and plastic bottles. They do not reuse them.	b. It pollutes the air that we breathe. The air is getting worse. It causes air pollution.
3. There are many construction sites. Lorries go in and out of the sites.	c. There is a lot of rubbish. Landfills are full. The rubbish causes land pollution.

Post-reading

Part A: Reading Read P.24 again and

Sources	Causes	Effects (Results)	Solutions
Lines 5 to 10 1) Who: <u>Mr. Ho</u>	2) They workers produced _____ in the construction site.	3) The elderly may easily _____ _____ the rubbish.	11) The construction company _____ _____ the workers don't throw rubbish everywhere.
Lines 11 to 17 4) Who: _____	5) The <u>piledrivers</u> are making _____. _____.	6) My baby _____ during the daytime. 7) I _____ _____ and return home in the evening.	12) The construction company _____ _____ in order to reduce noise pollution. 13) The government _____ _____ don't give _____.
Lines 20 – 30 8) Who: _____	8) There are _____ _____ going out of the site. They produce _____.	9) The air in the district _____. _____.	14) Both _____ and the government _____ _____ so that the people in the district can have their quiet _____ times back.

Reinforce the concept of cause and effect relationships

Problem and solution

Handouts

Part B. Language Focus

Language input

A. Some words such as "so", "therefore" and "as a result" are used to signal "effects".

Cause (Situation)	Effect (Result)
The lorries produce so much smoke.	So/Therefore/ As a result, the air in the district is getting worse.

Exercise 1. Try to make sentences using "Therefore" and the information in the table below.

Cause (Situation)	Effect (Result)
1. The noise from <u>pile drivers</u> keeps my baby awake.	I have to bring him to my parents' place and return home in the evening.
2. The construction site produces a lot of noise.	Students in a primary school next to it are affected.
3. The heavy traffic produces a lot of noise.	People have to close the windows all the time.

- _____
- _____
- _____

Exercise 2. Try to complete the blanks and make sentences using "Therefore".

Cause (Situation)	Effect (Result)
1. Chemicals from factories cause water pollution.	
2. Construction sites cause noise pollution.	

- _____
- _____

Exercise 3. Refer to the textbook P.27. Try to make sentences using "Therefore" using the information in the section.

Expressing causal relationships

1. Noise pollution

Heavy traffic and _____ cause noise pollution. Therefore, people cannot work or _____

2. _____ pollution

3. _____ pollution

4. _____ pollution

Giving suggestions to solve problems

B. We use "ought to" to talk about things we should do to solve a problem.

Problem	Solution
1. The workers produce so much rubbish near the construction.	They <u>ought to</u> care about the elderly.
2. The noise from the construction site affects both adults and babies.	The construction company <u>ought to</u> set up soundproof walls to reduce the noise pollution.

Refer to P. 28 and 29 and write down the ways to solve the pollution problems.

Part C. Reading comprehension

Read P.24 and answer the following questions by circling the letter of the correct answers.

1. Which of the following is **not an effect** of the **noise pollution** mentioned in the news report?

- A. The piledrivers are making so much noise.
- B. Babies can't sleep during the daytime.
- C. Parents have to bring their babies to other places during the day time and return home in the evening.
- ☒ D. Pupils cannot learn well in school because of the noise.

2. Which of the following is **not a cause** of the **noise pollution** mentioned in the news report?

- A. Lorries
- B. Piledrivers
- ☒ C. Babies
- D. Construction sites

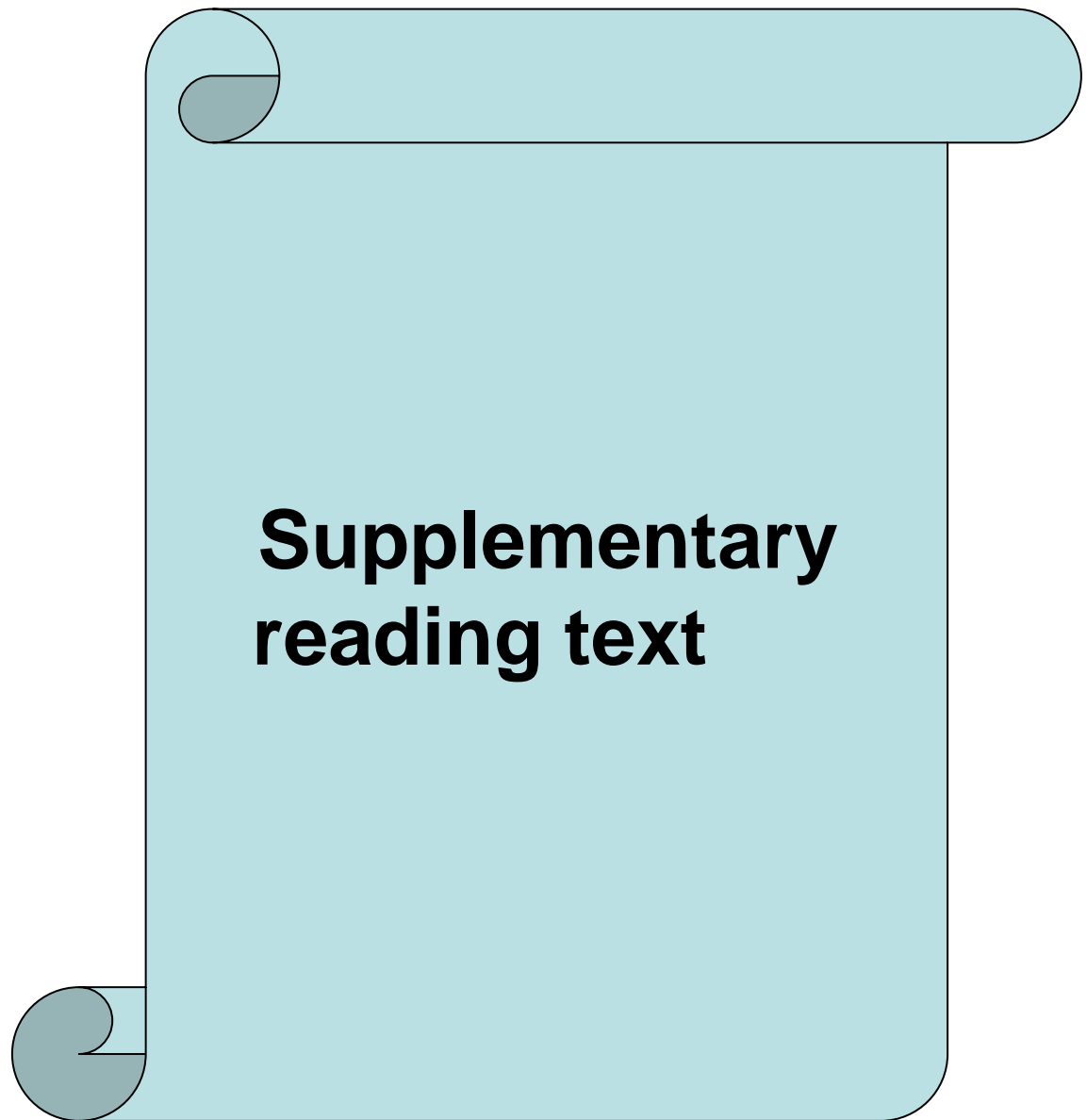
Applying what they have learned to analyse causal relationships

3. What is the **last paragraph** about?

- A. The effects of the problems caused by the new construction site
- ☒ B. What should be done to solve the problems caused by the new construction site
- C. The chairperson of the Green Action Group
- D. The new construction site in Tseung Kwun O.

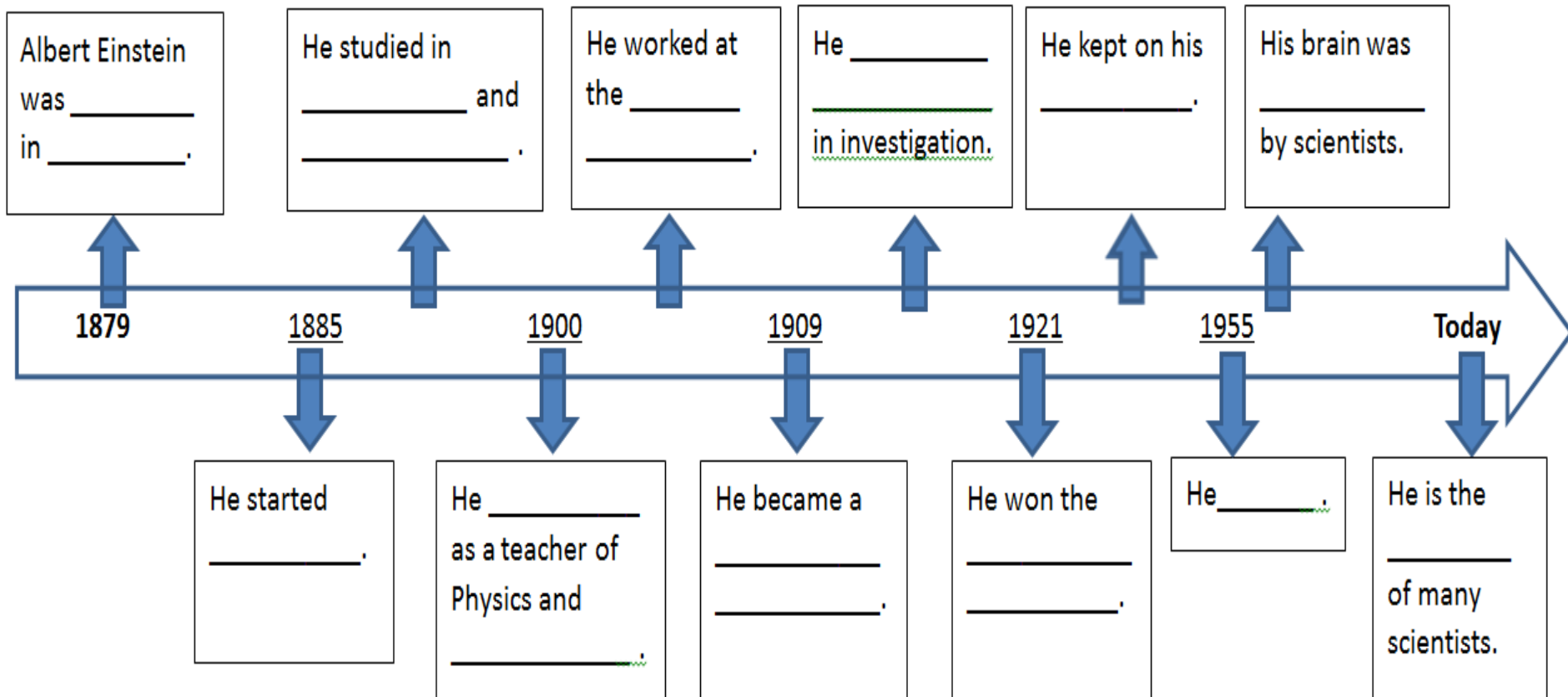
4. Which type of pollution is **not mentioned** in the news report?

- A. Noise pollution
- B. Land pollution
- C. Air pollution
- ☒ D. Water pollution



Understanding the sequence of important events

Task 1. Complete the following blanks about Albert Einstein's life.



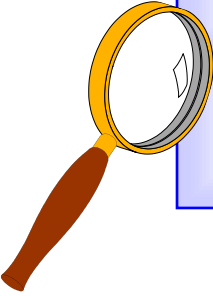
Time-lining

Identifying main ideas

Task 2. Identify the main ideas of each paragraph by matching the items on the right to the items on the left.

- | | |
|---------------|---|
| Paragraph 1 • | • It is about Einstein's schooling. |
| Paragraph 2 • | • It is about Einstein's scientific work. |
| Paragraph 3 • | • It is about Einstein's early life. |
| Paragraph 4 • | • It's about Einstein's later life. |

How to conduct curriculum mapping?



<u>P4</u>	<i>Unit</i>		<i>Unit</i>		<i>Unit</i>		<i>Unit</i>	
<u>P5</u>								
<u>P6</u>								

Review
textbook
modules

Identify skills
and knowledge
to be developed

Integrate the identified
skills & knowledge in
the units

**Make
thematic
links**

Refine or develop
learning activities
and tasks

Ensure balanced
development of the four skills
recommended by the CG



Part 3

Explicit teaching of reading skills and strategies



Reading IS Thinking

“Reading is a thinking process”

(McWhorter, 1995)

“There is no reading without reasoning”

(Beck, 1989)

“Good readers are good thinkers”

(Rubin, 1983)

Reading skills & strategies in KS2

Constructing meaning from texts

- + Use known parts of words or word association to work out the meaning of unknown words, e.g. happy/unhappy, care/careless, bath/bathroom
- + Work out the meaning of an unknown word or expression by using visual cues, context and knowledge of the world
- + Recognize recurrent patterns in language structure, such as word structure, word order, sentence structure

+ Recognize

Key stage 2

+ Read

+ Re-read

+ Understand

+ Predict

+ Self-check

+ Predict

+ Predict

+ Predict

+ Predict

+ Predict

+ Predict

+ Predict

- + Recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation
- + Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language
- + Skim a text to obtain a general impression and the gist or main ideas
- + Identify main ideas (BC)
- + Make inferences (BC)
- + Sequence events (BC)
- + Understand the use of language features in simple/imaginative texts, e.g. simile, personification, rhyme, rhythm, alliteration and onomatopoeia (BC)

Locate information and ideas

- + Scan a text to locate specific information by using strategies such as looking at headings and repeated phrases
- + Identify details that support the gist or main ideas
- + Locate words in dictionaries (BC)
- + Locate information in simple price lists, charts and directories (BC)
- + Obtain information about the reading materials from the blurbs, glossaries, book covers, tables of contents (BC)



Fostering thinking skills through reading

- Model the use of reading strategies through thinking aloud and provide opportunities for learners to apply them during independent reading
- Use a range of guiding questions for scaffolding / prompting to facilitate meaning making and extend content learning

Source: Enhancing the Interface between Key Stages, ELE, CDI, EDB, 26 January 2013

Teaching reading through syntax surgery

- A way to use think-aloud to show students how they should interact with the text through **lifting text** and providing **written marks**
- The teacher **shares the thinking process** explicitly
- Students can **see and hear** the strategies and skills of reading as the thinking is **mapped out** on the text



What is syntax surgery?

- guide students to interact and reason with the text using clues within the text
- discourage students from relying on the dictionary
- encourage students to think for the answer while reading

“Reading is a thinking process.”

(McWhorter, 1995)

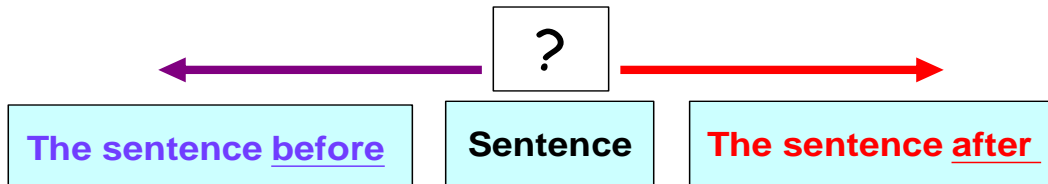
Can the same practice be adopted in primary schools?

Explanation of syntax surgery

What am I going to do while reading?

- You are going to be a detective when finding the hints from the passage.

We look **forward** (→) and **backward** (←) when finding the hints.





Explicit teaching of reading skills & strategies

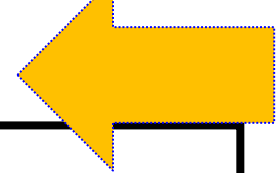
- **Planning what to teach:**

- Exploring what reading skills & strategies to teach in each unit

- **Planning how to teach:**

- Pre-reading – active reading
- While-reading – syntax surgery
- Post-reading – consolidating skills learned or building new skills upon the ones learned





Planning what reading skills to teach in each unit

Teaching Points:

- Pronoun referencing
 - words that are underlined and bold.
- Working out the meaning of unknown words or expressions using contextual clues (e.g. using examples, reading back and forth)
 - 2, 3, 4, 8, 10, 11, 14
- Working out the meaning of unknown words using linguistic clues (e.g. word families)
 - 1, 6, 9
- Understanding the functions of basic punctuation
 - 5
- Understanding the connection between ideas by identifying a range of cohesive devices or discourse markers
 - 7

Pre-reading: Anticipation Guide

Anticipation Guide

Instruction: Respond to each statement twice:
once before the lesson and again after reading
it.

- Write A if you agree with the statement
- Write B if you disagree with the statement

Response Before Lesson	TOPIC: Cold and Flu	Response After Lesson
	Cold and Flu are caused by virus.	
	The symptoms of flu last longer.	
	Dengue fever is a deadly disease.	
	Washing hands can help prevent the transfer of viruses.	

- Activate prior knowledge
- Make predictions
- Set a purpose for reading



How to do syntax surgery?



- Ask the focus questions set

Skills & Strategies	Focus questions
Follow pronoun references	What does “this” refer to?
Guess word meaning	Can you replace “extremely” with another word?

- Engage students when they try to give oral responses
- Provide enough wait time
- Scaffold students’ learning by rephrasing questions and giving clues from the text

Providing structured representations and discussions of thinking skills

- Visually represent and organize problems in concrete examples
- Demonstrate how to break up a thought problem into convenient steps, using a number of examples
- Discuss examples of problems and solutions

FJ King, Ph.D., Ludwika Goodson, and M.S. Faranak Rohani, Ph.D. "Higher Order Thinking Skills: Definition, Teaching Strategies, Assessment" (P.46-47)

http://www.cala.fsu.edu/files/higher_order_thinking_skills.pdf, 1st August, 2012



Integrate reading skills training into the curriculum

Explicit instruction of reading strategies

**Step 1:
Direct
Explanation**

**Step 2:
Modelling**

**Step 3:
Guided
Practice**

**Step 4:
Application**

(Armbruster, B., Lehr, F. & Osborn, J., 2001)



Steps in giving explicit instruction

1. Direct Explanation

The teacher **explains** to students what the strategy is, why it helps comprehension and when to apply it.

2. Modelling

The teacher **models, or demonstrates**, how to apply the strategy, by "thinking aloud" while reading the text that the students are using.

3. Guided Practice

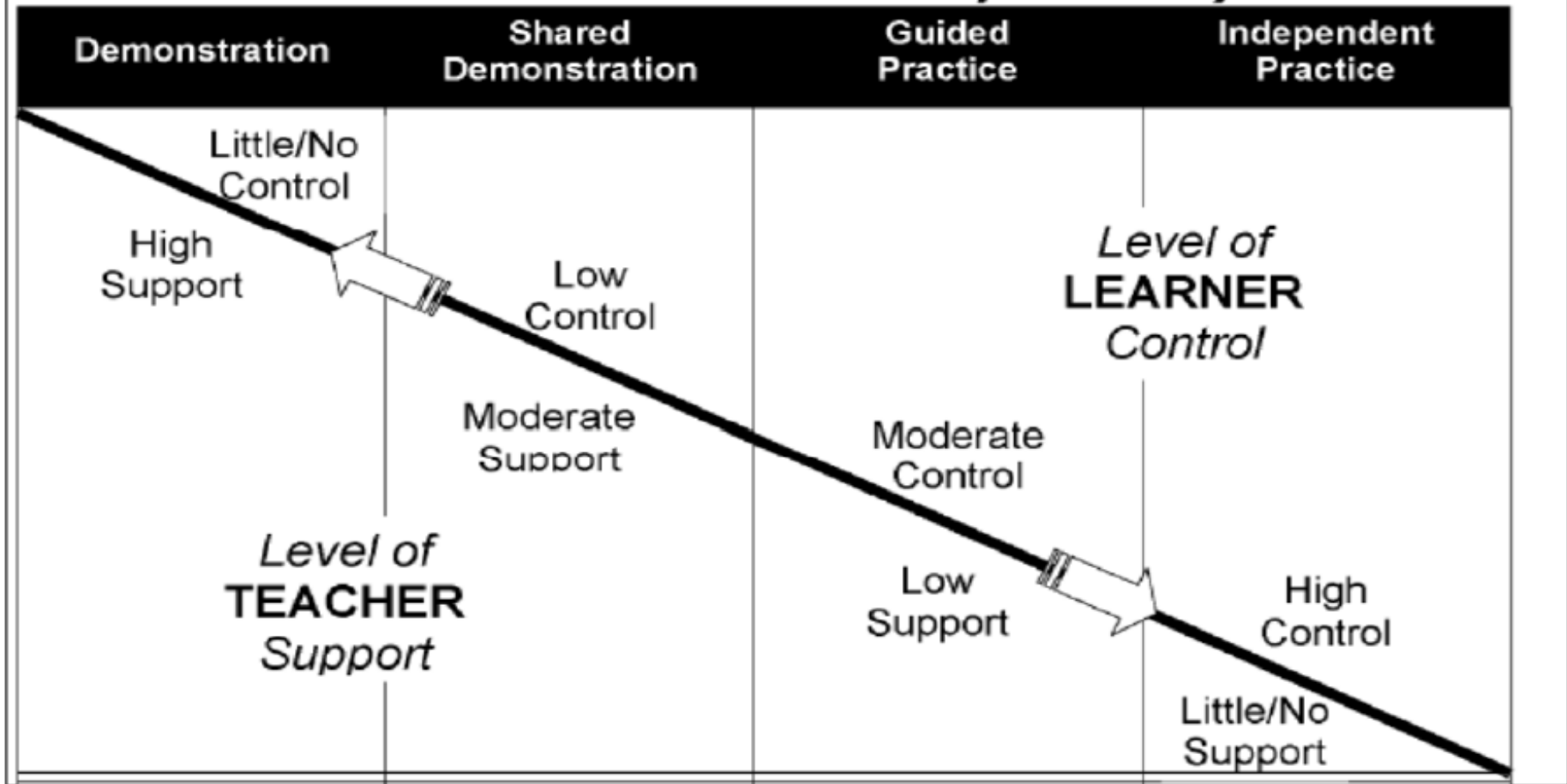
The teacher **guides and assists** students to model on the thinking steps and thinking process

4. Application

The teacher lets students practice the strategy until they can apply it **independently**.

(Armbruster, B., Lehr, F. & Osborn, J., 2001)

The Gradual Release of Responsibility



Gradual release of responsibility (Pearson, P David; Gallagher, CM 1983)



School-based example 1

Identifying key words and eliminating choices



Strategies used

- Integrating reading skills training
- Using materials that are manageable to students at the beginning stage
- Helping students gain more practice with different text types and levels

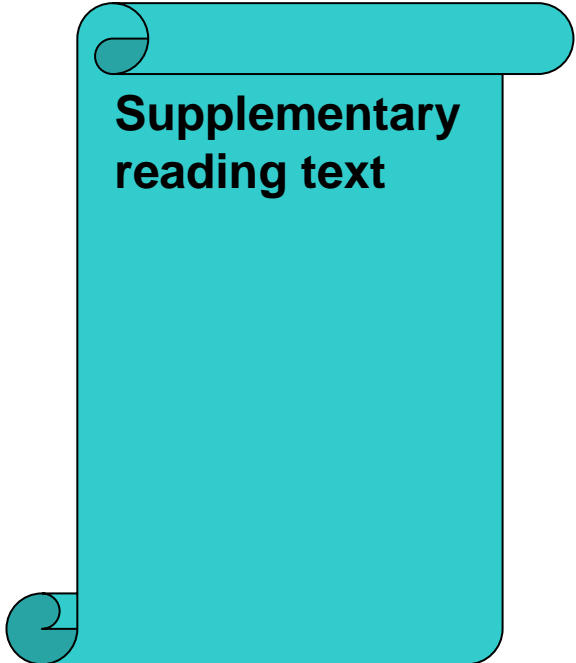


Strategies used

- Direct explanation and modelling
- Recapping what has been covered
- Guided practice with peer support
- Independent practice

Strategies used (con't)

- Ample practice



Supplementary reading text

Where can we find the key words?

Where can we find the key words?

Where can we find the key words?

Where can we find the key words?

→ Question 4. Read Lines 19 – 24. Which of the following is TRUE about making a cake?

→ ○ A. Barry should beat the dry flour mixture in the cake pan. (L: 19-20) X

→ ○ B. Barry should cool the cake on a wire rack for 10 minutes. (L: 22) X

→ ○ C. Sprinkling frosting on top of the cake is the last step. (L: 24) ✓

→ ○ D. Barry should not add milk to the dry flour mixture. (L: 19) X

So the answer is C! 😊

School-based example 2

- Identifying main ideas and supporting details
-

10. Which title is **NOT** suitable for the poem?

- A. Flaming Fiery Dragons
- B. Dragons Dancing Disco
- C. I Dreamed That There Were Dragons
- D. Signs of The Zodiac

Q5: Eating vegetables helps a person _____.

- A. stay strong**
- B. not gain weight**
- C. remain healthy**
- D. all of the above**



Two types of main ideas

Stated	Implied
You can locate a stated main idea sentence in a paragraph	You have to formulate (create) the main idea sentence yourself



Strategies used

1. Different types of **graphic organizers** were used to help students understand what main ideas are
2. Explicit teaching of reading skills and strategies through following four steps in reading lessons, namely **direct explanation, modeling, guided practice and application.**
3. **Think-alouds** were used to model for students the thinking process involved during reading

Starting with stated main ideas

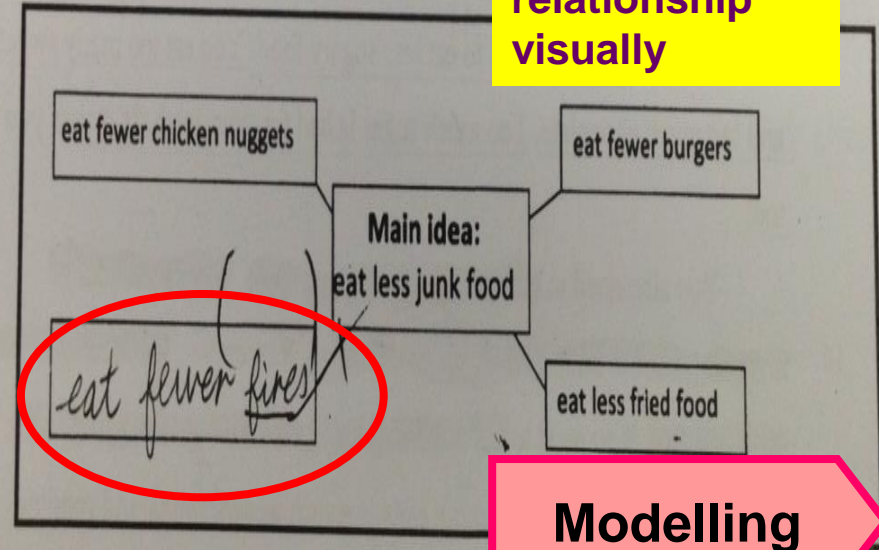
Topic sentence

Reading text

Supporting details

Reading text

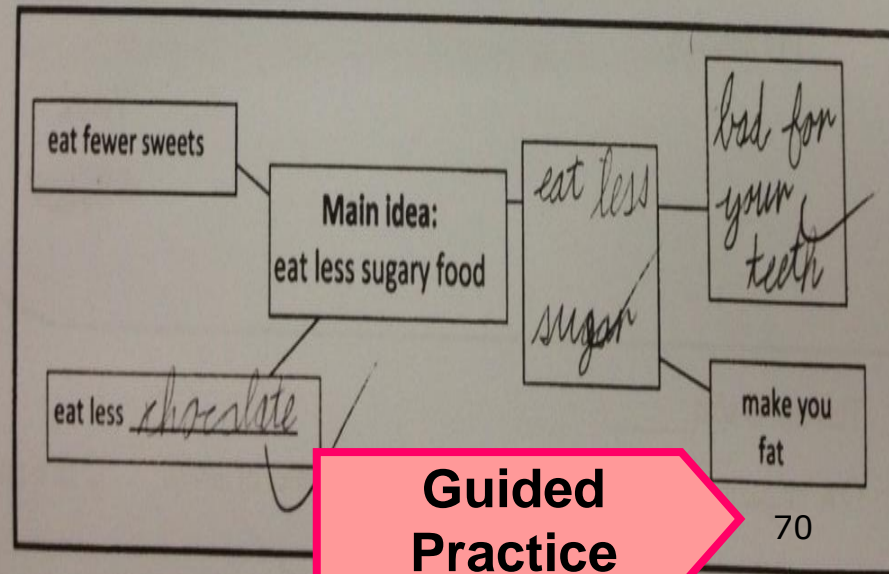
6. What is the main idea of the Paragraph 2?



Organizers to
show the
relationship
visually

Modelling

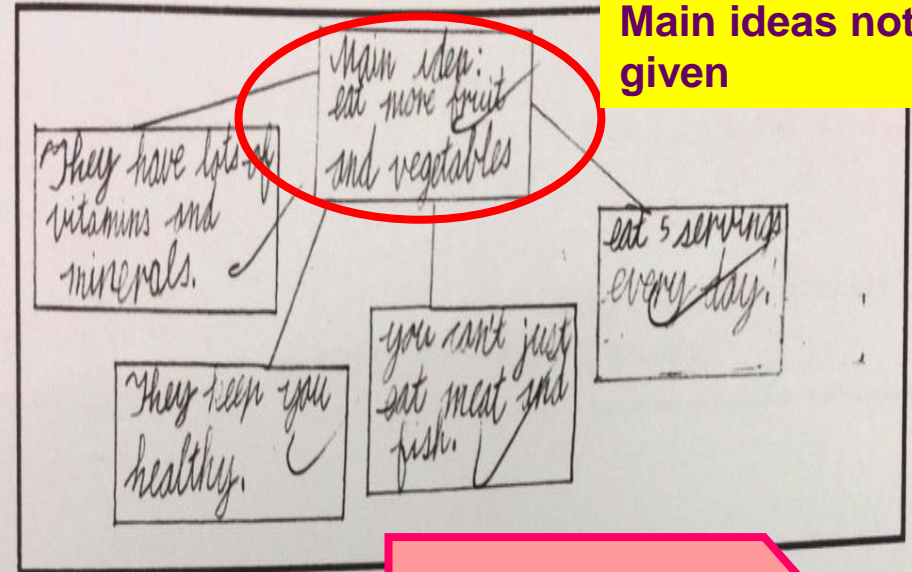
7. What is the main idea of the Paragraph 3?



Guided
Practice

Reading text

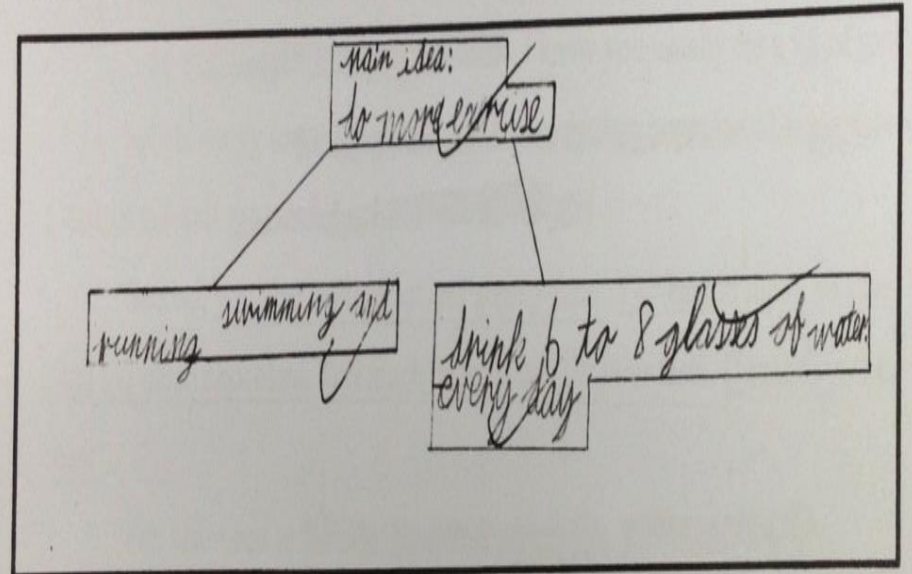
8. What is the main idea of the Paragraph 4?



Main ideas not given

Application

9. What is the main idea of the Paragraph 5?



Implied main ideas

A. You are Sam. You got a letter from your pen friend Benny. Read his letter and write him a reply.

Room 1809, Block I
Tai Po Court
Tai Po, N.T.

22nd November 2012

Dear Sam,

Hello. My name is Benny Chan. I am nine years old. I am a Primary Four pupil. I have a big family. I have one brother and two sisters. We live with our parents and grandmother. We live in Tai Po.

I go to an international school in Shatin. I am a new pupil in the school this year. There are only twenty pupils in my class. Many of them come from the USA and the UK. They are funny and I hope we will be friends soon. My teachers do not speak Cantonese. We can only speak English in class. ☺

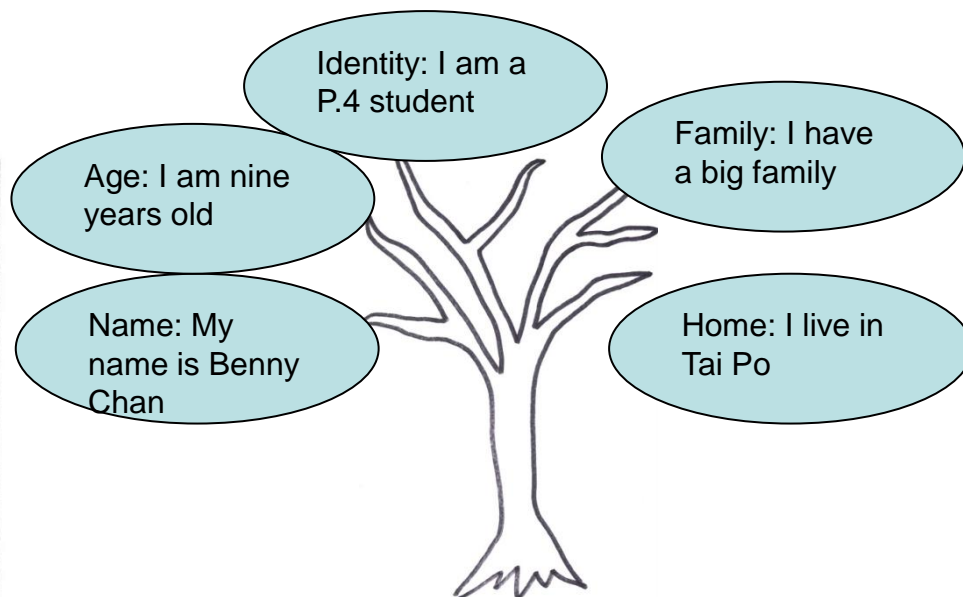
My favourite subjects are English and Music. My English teacher is from Australia. She is very nice. She always plays games with us in English lessons. I enjoy having Music lessons because I love singing songs. What are your favourite subjects?

I love reading comics very much. My favourite comic is Garfield. I like collecting stamps and playing the piano, too. I like collecting stamps from other countries very much. I think they are special. I like playing the piano because I love music. I have many hobbies and I never feel bored. What are your hobbies?

Please write soon and tell me about yourself. Keep in touch!

Yours,

Benny



Benny Chan's personal information

Circle the correct answers.

Main idea

Benny Chan's personal information

Small idea (1)
(Name)

- a. Hello.
- b. We live with our parents and grandmother.
- c. My name is Benny Chan.

Small idea (2)
(Age)

- a. My name is Benny Chan.
- b. I am nine years old.
- c. I am a Primary Four pupil.

Small idea (3)
(Identity)
(身分)

- a. My name is Benny Chan.
- b. I am nine years old.
- c. I am a Primary Four pupil.

Small idea (4)
(Family)

- a. We live in Tai Po.
- b. I have a big family.
- c. I have a big family. I have one brother and two sisters.

Small idea (5)
(Living place)

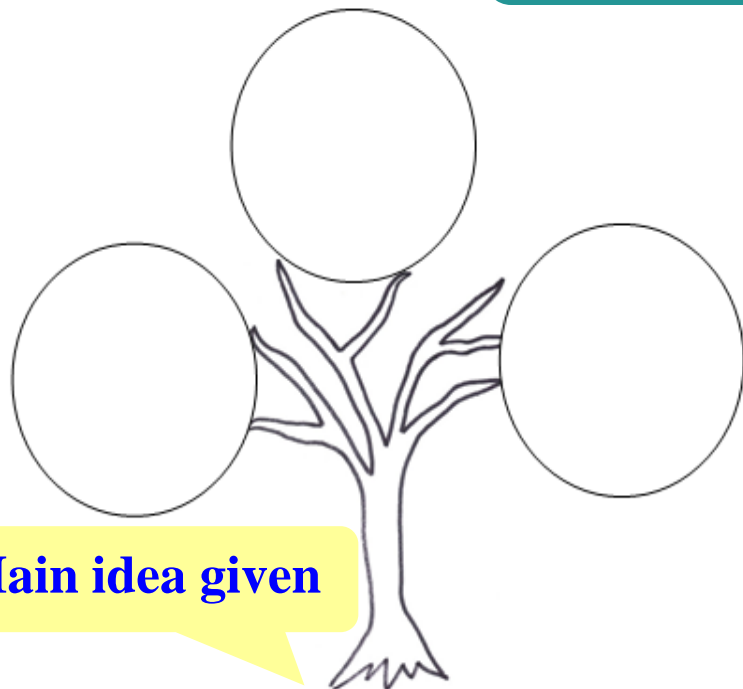
- a. I am a Primary Four pupil.
- b. I have a big family. I have one brother and two sisters.
- c. We live in Tai Po.

Main idea given

Explanation
and modelling

What is the main idea of Paragraph 2?

Guided practice



Main idea given

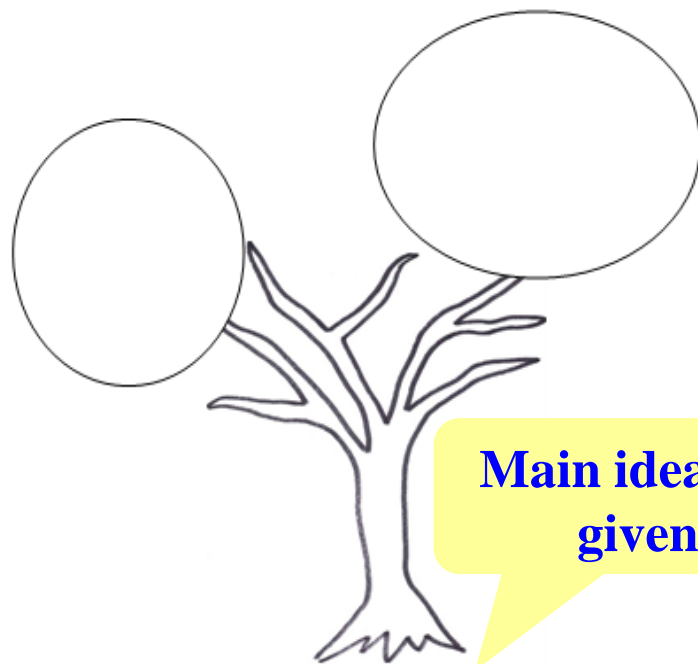
I go to an international school in Shatin and we can only speak English.

Guided Practice

support

Main idea	I go to an international school in <u>Shatin</u> and we can only speak English.
Small idea 1	I am _____
Small idea 2	There are only _____ Many of them _____
Small idea 3	My teachers _____

What is the main idea of Paragraph 3?



Main idea **not** given

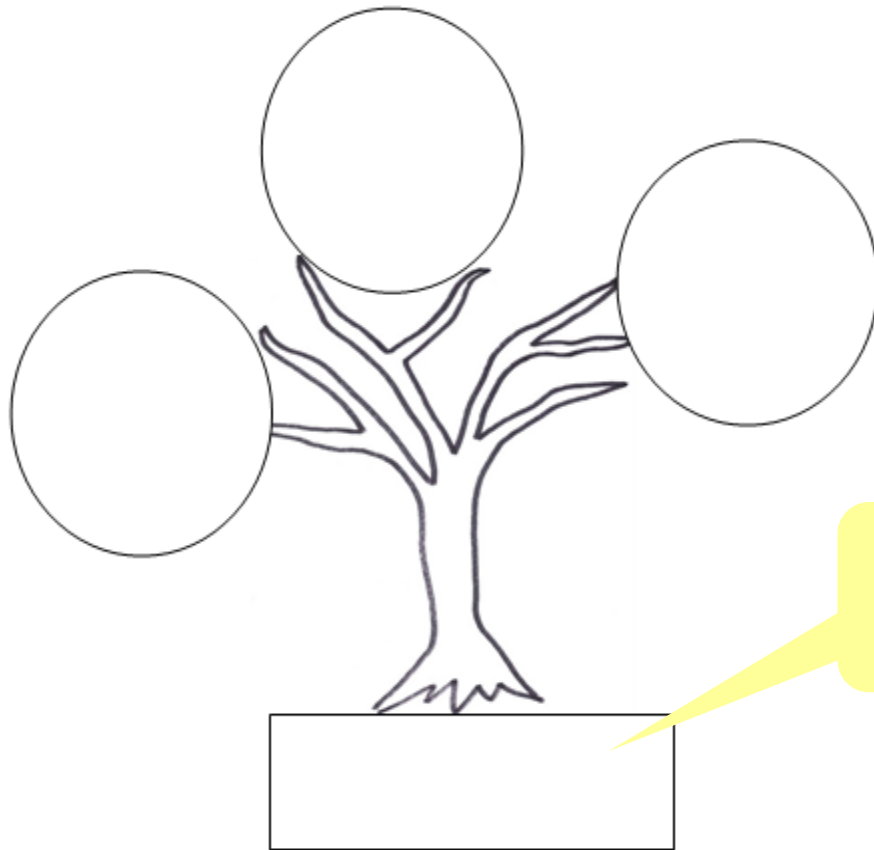
Guided Practice

support

Main idea	
Small idea 1	My English teacher is _____ She is _____. She always plays _____.
Small idea 2	I enjoy _____

What is the main idea of Paragraph 4?

Independent
practice



Main idea **not**
given

Independent Practice

Main idea	
Small idea 1	
Small idea 2	
Small idea 3	

**without
support**



Strategies used (con't)

4. Making effective use of the textbook materials by adapting “Read and Discover” to make **thematic links**
5. Exposing students to **a wide range of text types**

Leaflet

Removing the headings
and providing more
details

Text

Newspaper article

Text

**Rewriting the text
to ensure there is a
clear central idea
in each paragraph**



Strategy used: making effective use of readers

Task 1: Understanding the main ideas

Choose one sentence in each chapter that best summarizes the main idea of the chapter.

Chapter	Main ideas
1	<p>A. Marcus liked watching TV more than pottery.</p> <p>B. Marcus was not interested in making model cars.</p> <p>C. Marcus didn't enjoy playing with the boy next door.</p> <p>D. Marcus didn't enjoy doing anything except watching TV.</p>
2	<p>A. Marcus's parents didn't want to fix the TV for him.</p> <p>B. Marcus's TV was broken because he watched it night and day.</p> <p>C. Marcus was sleeping during the lesson.</p> <p>D. Marcus's favourite show is about cooking.</p>



Skill-based practice

Read each short text and find the main idea of it.

Text 1:

John loves to play games of all kinds. His favourite game is chess because he needs to think. He also likes to play other kinds of board games. He likes to play video games, too.

1. What is the main idea of the text?
 - A. John likes to think.
 - B. John enjoys playing games.
 - C. John likes to play chess.
 - D. John likes to play board games.

Text 2:

Eric likes to help his dad cut the grass every week. He helps rake the grass into small piles when his dad is cutting the grass. Sometimes his dad lets him cut the grass. This is Eric's favourite part of helping.

2. What is the main idea of the text?
 - A. Eric likes helping his dad.
 - B. Eric likes helping his dad cut the grass the most.
 - C. Eric's dad lets Eric cut the grass.
 - D. Eric helps rake the grass into small piles.



School-based example 3

Inferring skills

What if our students don't know how to make inferences?

- Tom: Are you free tonight?
- Mary: yes.
- Tom: I've got two tickets for Eason's concert.
- Mary: I see.
- Tom: So...
- Mary: So?
- Tom: Would you like to go with me?
- Mary: Oh!

TSA S3

- Infer and understand different views and attitudes

Stars: ★ ★ ★ ★ ★

The 108 Warriors is another film about the famous Chinese fol Margin. What sets it apart is that it focuses on the beginning of t to squeeze everything into one film. Instead, *The 108 Warriors* that will tell the entire tale. The result is a film that explores th lives in more depth.

May Wong, Ben Chan, Joe Chau and martial arts scenes and action sequ of the best I have ever seen.

The special effects were great, partic release of the demons from the Ha amazing! Yet it was terrifying for s scared some of the adults!

The location and setting were beauti

The costumes were spectacular and Best Costumes in the HK Martial Ar

I can't wait to see the rest of the film

Stars: ★

I didn't like *The 108 Warriors* at all halfway. I stayed hoping it would ge

The main focus was telling the stor scenes were just background and fil all know the story and don't need the

Given that *The 108 Warriors* is the include the elements I felt were lac effects. They made some scenes mor

As a diehard martial arts fan I expec to see Ben Chan and Joe Chau show There were few scenes that showc

missed the opportunity to display the skills that have made the lead actors such famous stars in the martial arts world and attracted their fans to see their films.

This film is not worth wasting your money on!

10. The first reviewer has written a/an _____ review.

- A. positive
- B. negative
- C. neutral
- D. angry

11. The second reviewer _____.

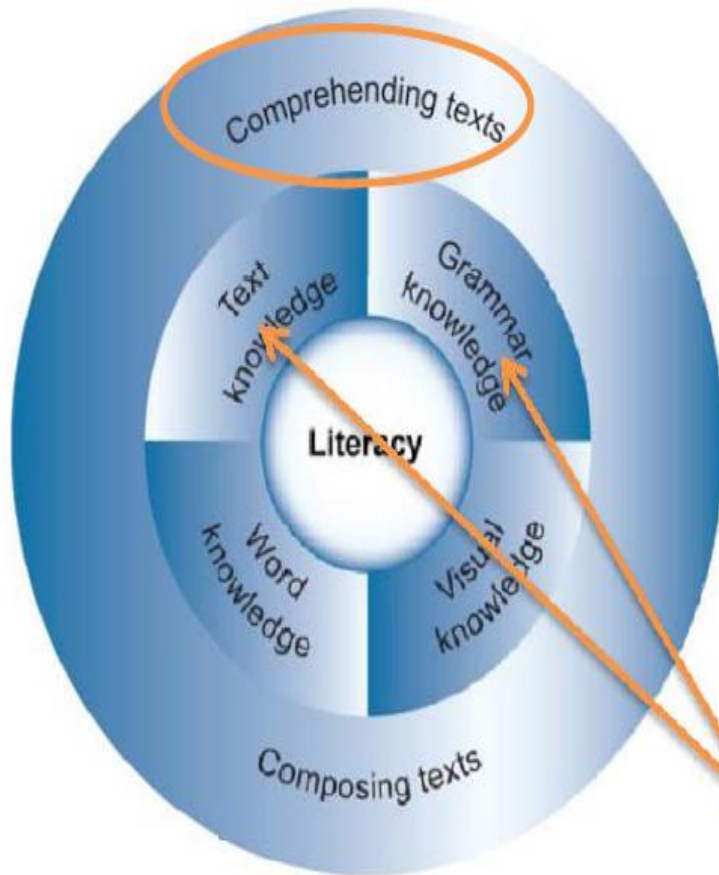
- A. doesn't like martial arts movies
- B. nearly walked out
- C. was excited
- D. loved the film

12. The second reviewer also felt that a lot of the scenes were _____.

- A. exciting
- B. very bad
- C. necessary
- D. not required

Making inferences

Literacy Capability organising elements

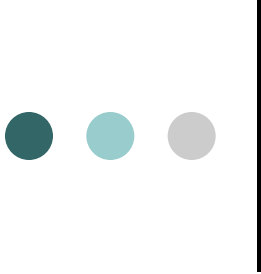


Where does inferring fit?

Inferring meaning is a higher order thinking skill. When comprehending written texts, inference requires a level of proficiency in English to recognise its use and when composing texts it requires an ability to understand the role of nuance and subtlety.

Visual texts support students to infer as they give opportunities to interpret meaning without having to decode written text.

While all four elements of the Literacy Capability can play a part in inferring meaning in a written text, this resource focuses on Text Knowledge and Grammar Knowledge.



Strategy used: moving on from easy texts to difficult ones

Teaching students how to make inferences

Using Wh questions

Infer from pictures



Infer from a short text



Infer from texts in
TSA paper

Suggest five areas to help students infer:
people (who), **place / context** (where),
time (when), **feeling** (how) and **ending**
(what happened) and **reasons** (why)

Encourage students to employ
personal experience and **knowledge of
the world** to make inferences

All inferences must be **supported by
evidence** found in the pictures and/or
texts

Infer from pictures

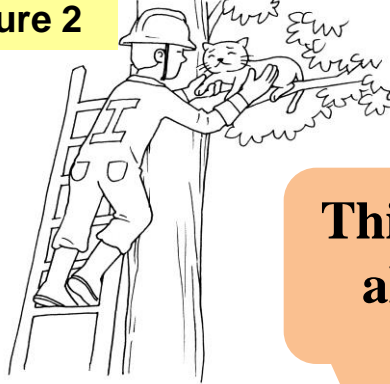
Modelling

Making guesses with evidence

Picture 1



Picture 2



Picture 3



Thinking aloud

		Reasons / Support	Why?
Who?	<p>A cat is on the tree</p> <p>A dog is barking at the cat</p> <p>A fireman</p> <p>A reporter</p> <p>A boy who owns the cat</p>	<p>He wears a uniform</p> <p>He takes pictures of the fireman and boy</p> <p>He looks very happy when he carries the cat – Pic 3</p>	
Where?	In a park / in a street	There is some grass under the tree	
When?	Not sure – during the day		
How do they feel?	<p>The cat is scared - Pic 1</p> <p>The fireman and boy are happy - Pic2</p>	<p>The cat is chased by the dog. It is hiding on the tree.</p> <p>They are smiling and look happy</p>	
What happens?	<p>The fireman saves the cat and gives it back to the boy. He is very thankful.</p> <p>A reporter comes to take a picture.</p>		

Infer from texts

[Modelling – Explicit teaching of reading skills and strategies]

Before Joshua went over to the field to play ball with friends, he milked the cows and fed the pigs. He also helped his brother grow some fruits and vegetables. After the game, Joshua helped his dad repair the fence that kept the sheep inside at night. He also helped his mom prepare dinner. He did many things to help his family and had a satisfying day.

Infer using personal experience and world knowledge

Questions	Your guesses	Reasons/Support (Why)
1. When was it?	afternoon / late afternoon	- Before dinner
2. Where was/were the character(s)?	on a farm	- The things Joshua did show that he actually lived on a farm (e.g. milked the cows, fed the pigs, the fence that kept the sheep inside at night...)
3a. Who was/were the characters?	a boy living on a farm	- A boy – he
3b. What are the personality traits of the character(s)?	hardworking	- He did so many things to help his family and it shows that he is <u>hardworking</u> .
4. What happened in the story?	Joshua helped his family do different things on the farm	-
5. How did the character(s) feel?	satisfied	- A satisfying day

Logical deduction from the text using knowledge of the world

Handouts

Infer from texts in TSA Practice paper

Reading between
the lines

Questions	Your guesses	Reasons/Support (Why?) Circle the clues or write down your answers
1. When was it?	A. August B. July C. September D. November	■
2. Where was/were the character(s)?	A. In the playground B. In the school hall C. In the toilet D. In the staff room	■
3a. Who was/were the characters?	A. David and Peter were students. B. David and Peter were prefects. C. David and Peter were teachers. D. David and Peter were cousins.	■
3b. What were the personality traits of the character(s)?	A. David was careful but Peter was careless. B. David was lazy but Peter was <u>hardworking</u> . C. David was hardworking but Peter was lazy. D. Both David and Peter were hardworking.	■
4. What happened in the story?	A. They were doing homework. B. They were studying. C. They were having an exam. D. They were going to school.	■
5. How did the character(s) feel?	A. David was happy but Peter was sad. B. David was confident but Peter was nervous. C. Both David and Peter were nervous. D. David was nervous but Peter was confident.	■

Strategies used: making effective use of readers

Looking for evidence to support the inferences

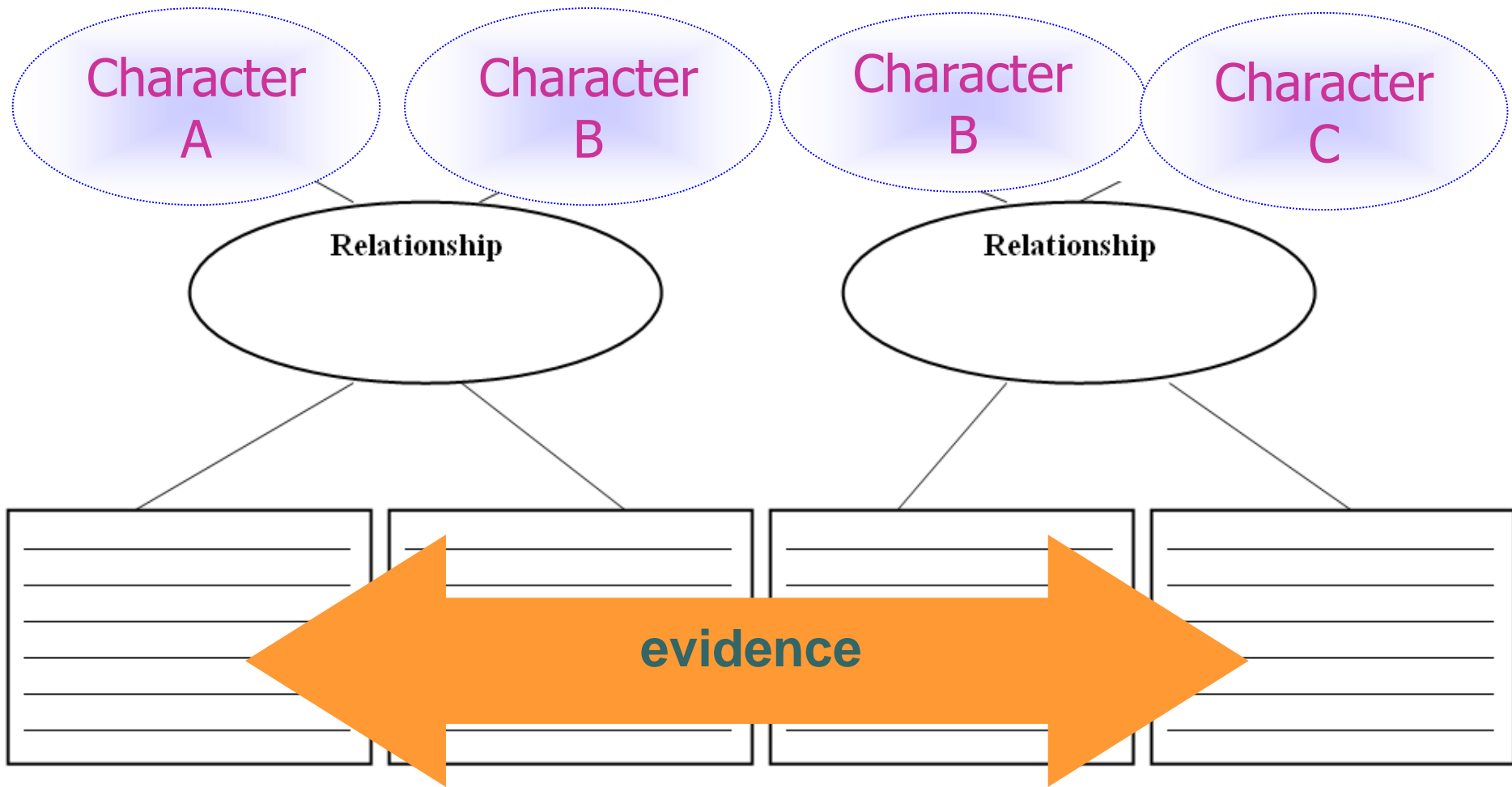
Task 2: Making inferences

Try to find evidence in the book to support what you think.

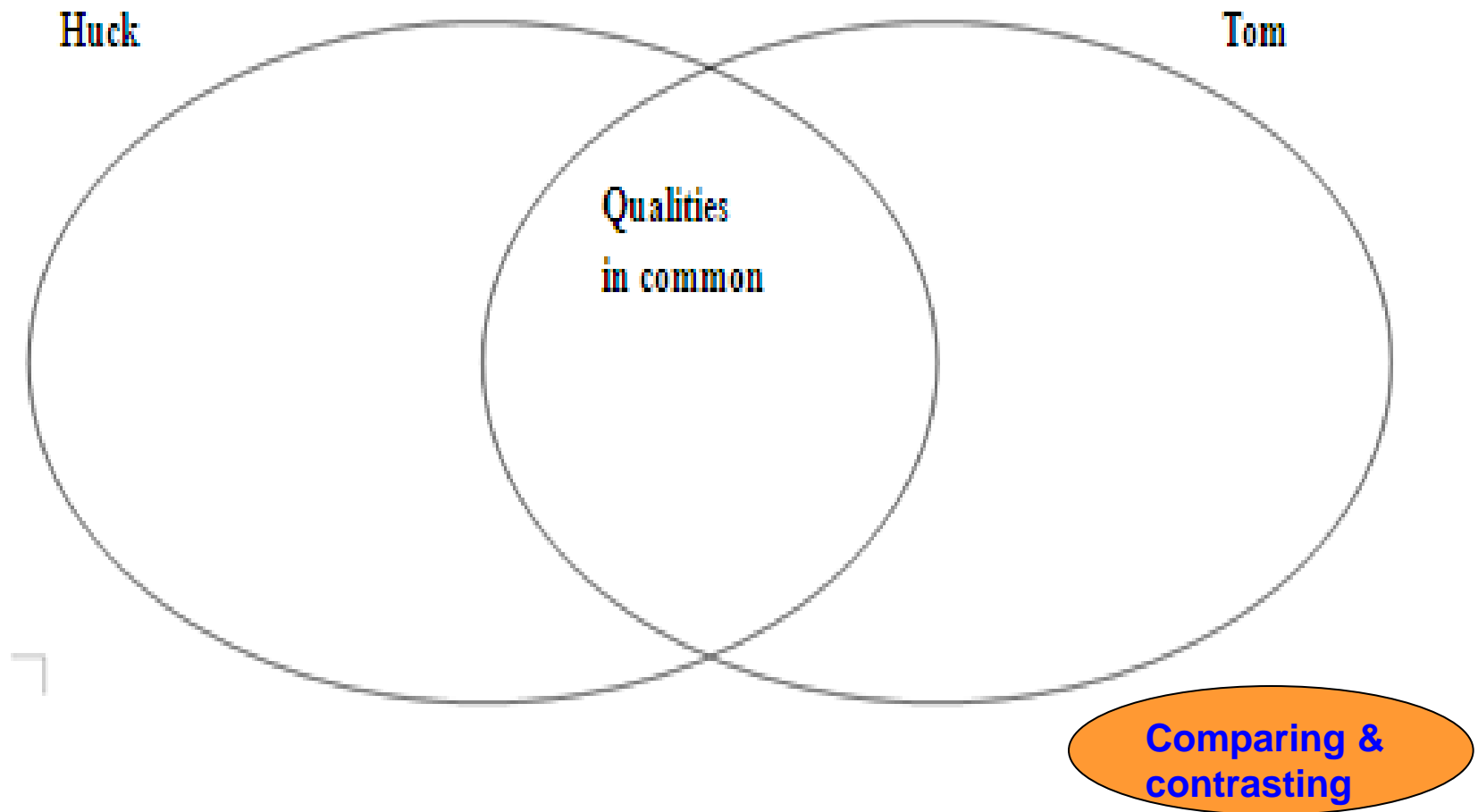
Marcus	Page	What Marcus said or did
Chapter 3		
He was lazy.		
He was lonely.		
He didn't care about people or things around him.		
Chapter 5		
He was proud of himself		

Tula	Page	What Tula said or did
Chapter 3		
She was friendly		
She was caring and supportive		

Inferring the character's relationships



Comparing characters' personalities



Strategy used: Scaffolding students in inference
with **clear** and **manageable** steps

What do we need to do when we solve a riddle?

1. We need to read each line carefully.
2. We need to find out the key words and think carefully.
3. After reading each line, we need to put a \checkmark against the right item.
4. There are 4 items and the item with the most \checkmark is the correct answer.



Let's try!

Riddle 1

What are the key words?
Any hints from these key words?

➡ I am cold and sweet.
➡ I am very soft and creamy.
➡ I am made of milk.
What am I?

A. coke B. ice-cream C. cheese D. water

✓ ✓✓✓ ✓✓

So the answer is B



School-based example 4

Guessing the meaning of unfamiliar words from the context without using a dictionary

Sentences that
contain unknown
words

What is the
meaning of the
unknown words?

How do you
know?

Signal words

What are
you actually
doing?

Because we **verb**
lingered too long at
the restaurant, we
were late for school.

stay at a
place
too long

because

Cause and
effect

My home is very
small, **but** my
friend's place is
very **spacious**.
adj

big

but

Opposite
/ contrast

Sentences that
contain unknown
words

What is the
meaning of the
unknown words?

How do you
know?

Signal words

What are
you actually
doing?

Don't eat so
much ice-cream!

You will become
over-weight **or**

obese one day!

adj

over-weight /
fat

or

looking for
similar
meanings

The **chimpanzee**,
like other social
animals, is very
friendly.

A kind of
animals

like

for example,
for instance,
including, like

looking for
examples


Item 1

- I studied for many hours, but I flunked the test. My mother was very angry and she said I didn't study for it.
- Q1: What is the meaning of flunked?
- Q2: What does it refer to?



Part 2

○ Baboons are very social. They are very different from other animals because they know how to make friends with others.



○ A1: What are baboons?

○ A2: What does “They” refer to?

Part 2

- More and more Hong Kong children are **obese** now. **They** are becoming fatter and fatter because they eat a lot of **junk food**, **for example**, chocolate and ice-cream.
- B1: What is the meaning of **obese**?
- B2: What does “**They**” refer to?
- B3: What is **junk food**?



How many marks have you got?

- 6 - 7 marks : Congratulations! You are very smart!
- 4 - 5 marks: You have done a good job!
- 2 - 3 marks: Not bad, but you can do better next time!
- 1 mark: You need to exercise your brain more!
- 0 mark: Probably you were not listening to the teacher!



How to get HOT in the classroom?

- **Maintain the right kind of environment and atmosphere**
- **Use the right kind of activities**
- **Construct the right kind of questions**
- **Give the right kind of support**

Nurturing Pupils' Creative Thinking in the Upper Primary English Classroom



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Please fill out the evaluation form.

The End
Thank You



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