Read to Write:
Quality Education Fund 2018/19 Project
Professional Development Workshop 1

Facilitator: Prof. Barry Bai

Date: 28 Sept 2018 (Friday)

Time: 2:30 p.m. – 5:30 p.m.

Venue: Room B5, Ho Tim Building, CUHK

Professional Development Workshop 1

Teaching self-regulated reading and writing strategies

Workshop objectives

❑ To understand **the core elements** of self-regulation in English reading and writing

❑ To learn **the framework** of teaching self-regulated reading and writing strategies in the classroom

❑ To learn **how to teach** self-regulated reading/writing strategies

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To understand the core elements of self-regulation in English reading and writing

Discussion

➢ Are English reading and writing **important skills to teach**? Why?

➢ Are English reading and writing **difficult to teach**? Why?

What is self-regulation?

➢ In the process of self-regulation, students **activate and sustain their cognitions, affects and behaviors** in order to achieve their goals (Zimmerman & Schunk, 2011).

➢ **Self-regulated students constantly set goals for learning, apply strategies to achieve the goals, and self-evaluate the performance for further improvements or a more challenging task** (Harris et al., 2008).

➢ *Self-regulation* means **"control [of oneself] by oneself."** It refers to a person taking the needed steps to keep himself/herself in balance.

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Terms

➢ Self-regulation strategies

➢ Self-regulated learning (SRL) strategies

➢ Self-regulation in reading and writing

➢ Self-regulated reading strategies

➢ Self-regulated writing strategies

➢ Reading strategies

➢ Writing strategies

Purpose: very **realistic purposes** set by each individual student

Action: **realistic and doable actions/thoughts** for each individual student

Goal setting for general English learning

➢ Earning a good grade for English

➢ Gaining a good understanding of a module

➢ Studying hard for one semester and using specific strategies (e.g., revising at home, always paying attention in class, and always asking questions when in doubt)

Operationize it
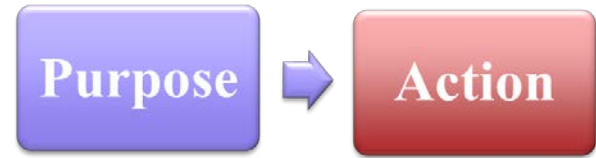
In order to gain a good grade for English, I should…

- ✓ gain a good understanding of the modules in my English textbook.
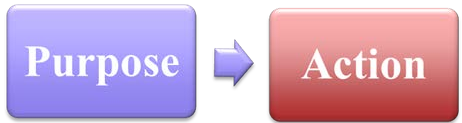
In order to gain a good understanding of a module, I should…

- ✓ study hard for one semester.

- ✓ use specific strategies (e.g., revising at home, always paying attention in class, and always asking questions when in doubt).

- ✓ …

- ✓ …

Awareness on strategy use

- **Strategy awareness**: I know many useful self-regulated reading strategies.
- **I apply SRL reading strategies actively**.

Strategy use:

- I **use prediction** before I start reading a story/book. (**Prediction**)

- I **ask questions** before I start reading a story/book. (**Questioning**)

- I **check my understanding** while reading a story/book. (**Checking understanding**)

- I reflect on my reading in a Reading Log. (**Self-reflection**)

- I would like to be a fluent reader. I would like to improve my reading ability. (**Goal setting**)

- I plan to read stories for 30 minutes every day. I plan to read one book every month. (**Planning**)

Goal setting for English writing

In order to write an interesting story, I should…

✓ use a wide range of vocabulary.

✓ include plenty of details with a twist.

✓ …

✓ …

In order to include plenty of details with a twist, I should…

- ✓ describe what, when, where…
- ✓ have a surprising/unexpected/funny ending.

The definition

In the process of self-regulation, students activate and sustain their *cognitions*, *affects* and *behaviors* in order to achieve their goals (Zimmerman & Schunk, 2011).
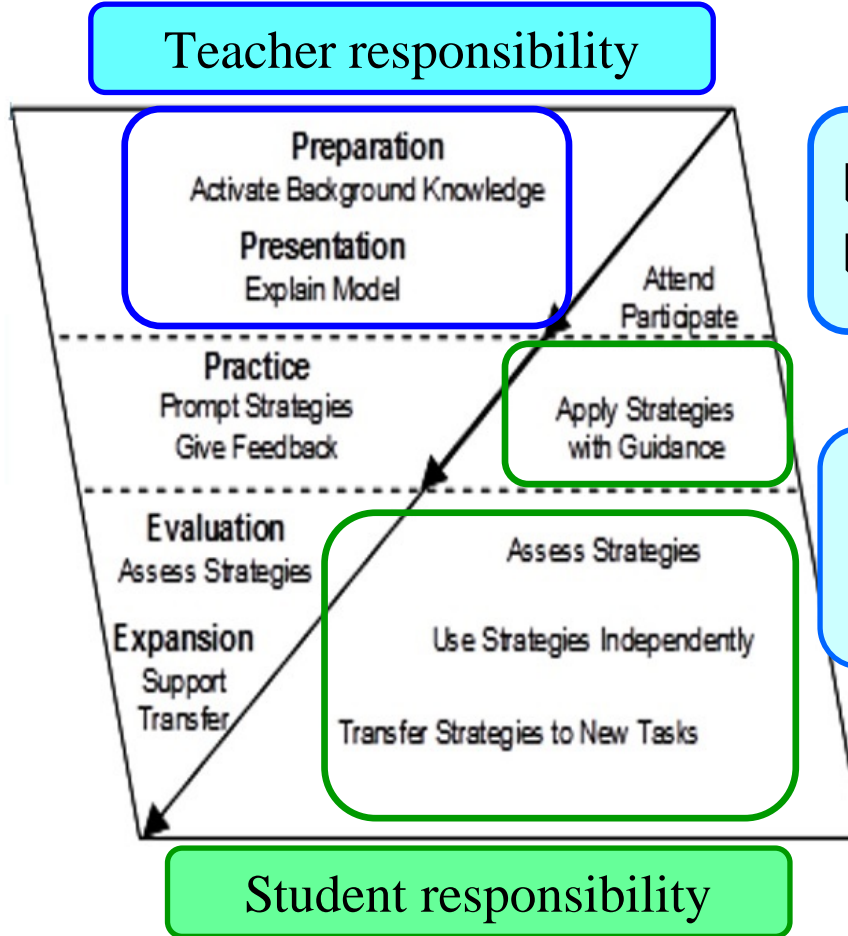
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To learn the framework of teaching self-regulated reading and writing strategies in the classroom

The classroom modelling

Teacher responsibility

Preparation
Activate Background Knowledge

Presentation
Explain Model

Attend
Participate

Practice
Prompt Strategies
Give Feedback

Apply Strategies
with Guidance

Evaluation
Assess Strategies

Assess Strategies

Expansion
Support
Transfer

Use Strategies Independently

Transfer Strategies to New Tasks

Student responsibility

❑ I do, you watch.
❑ I do, you help.

❑ You do, I help.
❑ You do, I watch.

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5 key steps

1. **Prepare**: activate background knowledge
2. **Present**: model strategy use through think-aloud or another method
3. **Practice**: students use the strategy
4. **Evaluate**: discuss each other's goals, give comments, take actions, etc.
5. **Expand**: reinforce learning by using the strategy on another task

Assessing students' knowledge and use of SRL reading and writing strategies

- Ask students how they solve their problems with reading and writing.

- Administer questionnaires.

- Collect think-aloud protocols of students while completing reading and writing tasks.

Methods of teaching SRL reading & writing strategies

- Think-alouds

- Teachers' modeling

- Sharing of good readers and good writers

- Explicit instruction of SRL reading and writing strategies: direct teaching of concepts and use of SRL reading and writing strategies.

Think-alouds

"Every time when I am going to write a composition I **set goals** for it because the goals help remind me of why, what and how I should write. I'm going show you how I set goals for a writing task. I'm going to **think aloud** and make notes as I do it, so that you can follow my thinking. Well, I want to write an email to my brother who is living in Australia to tell him about the bush fire that started outside of our housing complex last week. I want him to have a good idea of what happened so I am going to tell him about when it started, what caused it, and what damage occurred. I want it to be a good story for him to read so I will include a lot of specific details about the fire." (Bai, 2016)

Good readers and good writers

- ✓ Good readers read a lot.

- ✓ Good readers ask questions.

- ✓ Good writers set writing goals.

- ✓ Good writers use SRL writing strategies.

**STUDENTS SHOULD KNOW
WHAT GOOD READERS AND WRITERS DO.**

Teachers' activity 1

❑ What are the characteristics of good readers and writers you know?

❑ How do you utilize this information about good readers and writers in your teaching?

SRL reading strategies

- Setting purpose for reading
- Using prior knowledge
- Previewing text before reading
- Checking how text content fits purpose
- Skimming to note text characteristics
- Determining what to read
- Using text feature (e.g., tables)
- Using context clues
- Using typographical aids (e.g., italics)
- Critically evaluating what is read
- Resolving conflicting information
- Predicting or guessing text meaning
- Confirming prediction
- Reading slowly and carefully
- Trying to stay focused on reading

- Adjusting reading rate
- Paying close attention to reading
- Pausing and thinking about reading
- Visualizing information read
- Re-reading for better understanding
- Guessing meaning of unknown words
- Taking notes while reading
- Reading aloud when text becomes hard
- Summarizing text information
- Discussing reading with others
- Underlining information in text
- Using reference materials
- Paraphrasing for better understanding
- Going back and forth in text
- Asking oneself questions

Conversations with students

- Students should understand what good reading/writing is like.
- Primary 3 - 6 English teachers should constantly discuss what they think good stories/reading passages/compositions should look like.
- Teachers should discuss their expectations.
- Teachers should help students develop interest.
- Students should be aware of the importance of reading and writing.
- Students should set goals for reading and writing.

Raising students' awareness on the reading/writing process

SRL strategies **before** reading/writing

SRL strategies **while** reading/writing

SRL strategies **after** reading/writing

Raising students' awareness on the reading process

Raising students' awareness on the writing process
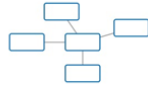
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To learn how to teach self-regulated reading/writing strategies

SRL

It takes a big heart to teach little minds

Teachers' activity 2

❏ What are the SRL reading/writing strategies you know?

❏ How do you teach SRL reading/writing strategies in your class?

Teaching reading strategies

- Asking questions
- Predicting
- Self-correction
- Evaluating
- Generating keywords
- Concept mapping
- Self-explaining

Questioning

Questioning

Ask questions to help your understanding of the text
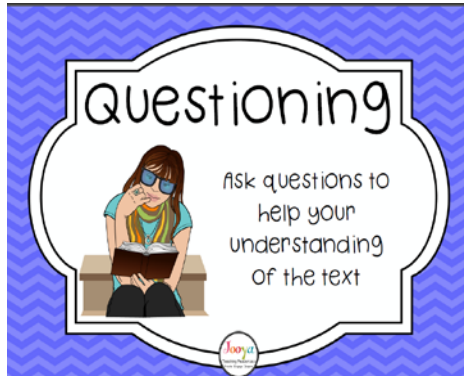
Questioning

Ask yourself questions while you read:

- Who, what, where, when, why, and how?

- What are you confused about?

- What do you wonder?

- What does the author want you to know?

Good Readers ask questions:

Before
- I wonder what the story is about. Does the title help?
- What schema do I have?
- What prediction can I make?
- Is this book fiction or nonfiction?
- Will I learn something?

During
- I wonder what will happen next?
- Do I need to reread?
- Am I making a movie in my mind?
- What is the story mainly about?

After
- Is my prediction correct?
- Do I need to read it again?
- Did I learn something new?
- What is my connection?
- Can I give a detailed retell?

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Predicting

Predicting

Think about what might happen in the text

Making Predictions

1. Book Cover
2. Pages 1-2
3. Picture Walk

From looking at the cover I predict the book will be about

From looking at pages 1 & 2 I predict the book will be about

After our picture walk I predict the book will be about

Name:

Amanda Phillips – Inspired in Second
Stars by Ashley Hughes

Self-correction

Good readers catch mistakes.
They ask themselves:

Does that look right?

Does that make sense?

Look at the words

↓

Make a guess

↓

Check if it makes sense or not

Yes ↓   No ↓

Continue reading

Go back and self-correct

Evaluating

A good story/reading passage should have:

Characters you would like to connect with

Setting you can picture

Exciting plot

Effective use of vocabulary, phrases, and grammar

Clear messages

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Evaluating

		Story 1	Story 2
1	Characters you would like to connect with (yes/no; why?)		
2	Setting you can picture (yes/no; why?)		
3	Exciting plot (yes/no; why?)		
4	Effective use of vocabulary, phrases and grammar (yes/no; why?)		
5	Clear messages (yes/no; why?)		

Generating keywords

➢ Keywords are words which are especially important to the meaning of the text
➢ They often appear in the title
➢ They are often repeated in a text, or replaced by synonyms

prettiest

beautiful

kindest

white as snow

cruel

cold

evil

jealous

Concept mapping

- A visual organizer that can enrich students' understanding of a new concept.
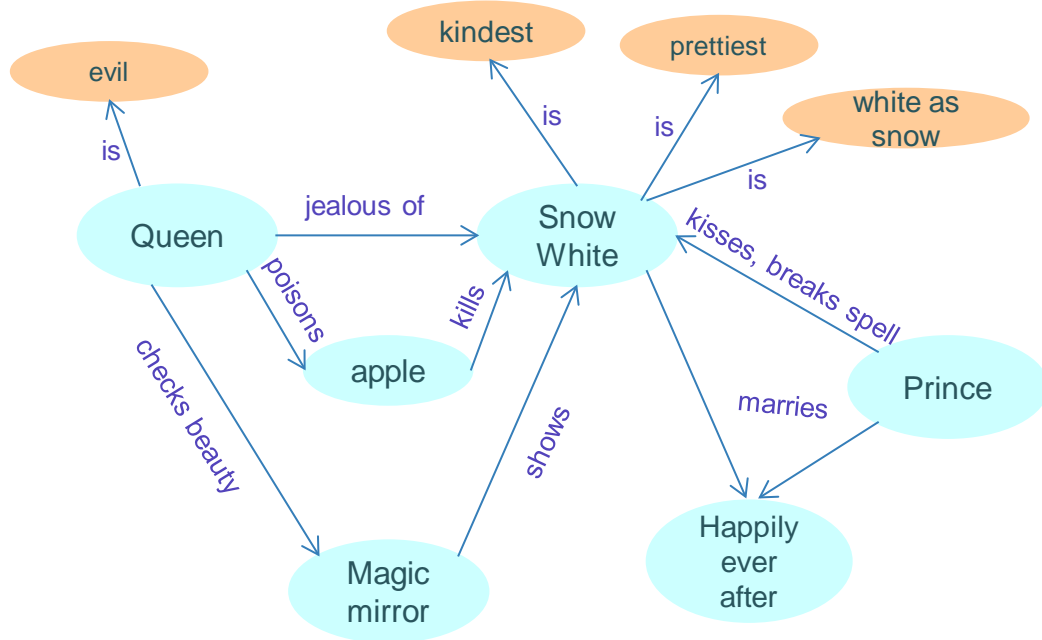
Model how to **identify main ideas** as you read

⬇

Organize ideas into categories

⬇

Use lines or arrows to show how the ideas are connected to one another

⬇

Encourage students to share and **reflect** how they made connections between ideas

Identifying main ideas

Understanding Main Idea and Details

The Main Idea is the BIG idea that covers all of the other ideas.
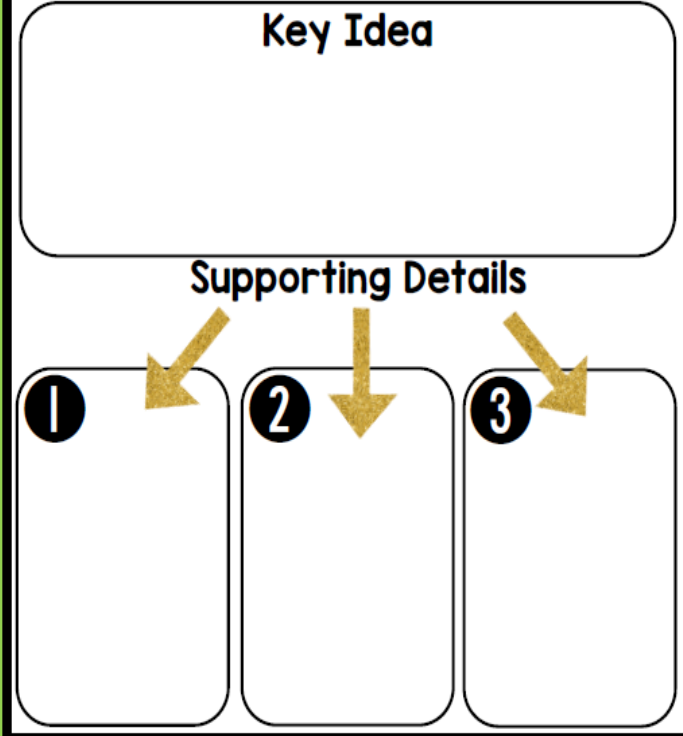
The Details are the smaller ideas that support the main idea by falling under it.

IDENTIFY KEY IDEA

Key Idea

Supporting Details

① ② ③

Self-explaining

Pause from your reading

Explain parts of the text to yourself
Ask: What does it mean to me?

Try to answer the question

◆ Try to pull ideas from **different parts of the text**

◆ Try to bring in **what you already know** about the topic

Teachers' activity 3

Using reading strategies

- Asking questions
- Predicting
- Self-correction
- **Evaluating**
- **Generating keywords**
- **Concept mapping**
- Self-explaining

The classroom modelling: 4 steps

- ❑ I do, you watch.
- ❑ I do, you help.

↓

- ❑ You do, I help.
- ❑ You do, I watch.

❑ Design a series of steps with reference to the 4-step method to teach the **"evaluating"** strategy.

❑ Design a series of steps with reference to the 4-step method to teach the **"generating keywords"** strategy.

❑ Design a series of steps with reference to the 4-step method to teach the **"concept-mapping"** strategy.

Some useful planning strategies

POW + WWW What =2 How =2

P = Pick my idea
O =Organize my notes
W =Write and Say more

WWW= Who, When, Where
What, What
How, How

POW + WWW What =2 How =2

Who was the main character?

When did the story take place?

Where did the story take place?

What did the main character do or want to do? What did other characters do?

What happened then? What happened with other characters?

How did the story end?

How did the main character feel? How did other characters feel?

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Before writing

Organise your thoughts

A writing topic:

An unforgettable trip

Who?	When?	Where?
_____	_____	_____
_____	_____	_____
_____	_____	_____

What?	What?
_____	_____
_____	_____
_____	_____

How?	How?
_____	_____
_____	_____
_____	_____

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Hamburger Writing Organiser

Introduction:

Detail 1:

Detail 2:

Detail 3:

Conclusion:

Stretch a sentence

While writing

Who? A dog

Is doing what? A dog barked loudly.

When? A dog barked loudly all night long.

Where? A dog barked loudly down the street all night long.

Why? A dog barked loudly down the street all night long because of the noise.

BARK
BARK

SHOW!	Don't TELL.
Brian pursed his lips and clenched his fists into tight balls. Try as he might, he could not contain himself. Within seconds, he erupted like a volcano.	Brian was angry. He started to yell.
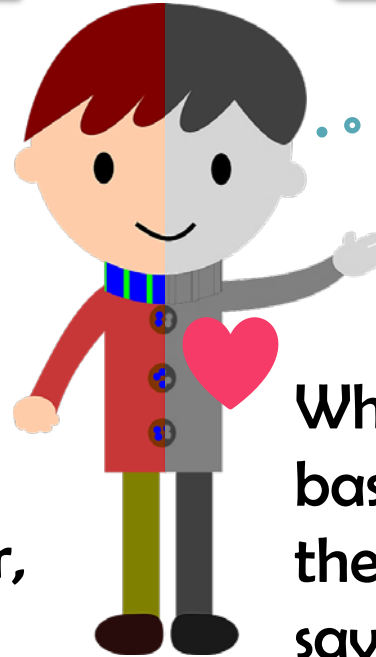
Great endings

Memory or reflection

Emotions

Advice

Lesson learned

Summary

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After writing

Revise	Edit
ARMS (hand)	CUPS (cup)
A Add sentences and words	**C** Capitalization: names, places, months, titles, I
R Remove unneeded words or sentences	**U** Usage: match nouns and verbs correctly
M Move a sentence or word placement	**P** Punctuation: . , ? ! " "
S Substitute words or sentences for others	**S** Spelling: check all words; use a dictionary if needed

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Building word banks together
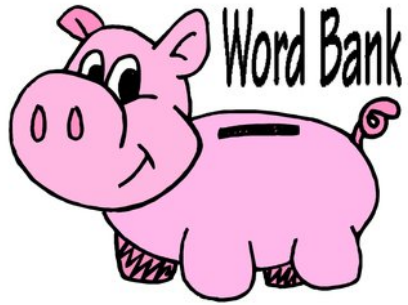
Transition Words and Phrases

Million Dollar Words

Character Traits

Emotion Words

Sense Words

Juicy Colour Words

My Personal WORD Wall

Transition Words and Phrases

Words or phrases to help sequence ideas or transition between sentences or paragraphs
- after
- before
- _____
- _____
- _____
- _____
- _____

Words or phrases to show location
- behind
- near
- _____
- _____
- _____
- _____
- _____

Words or phrases to show time
- soon
- now
- _____
- _____
- _____
- _____
- _____

Words or phrases to indicate more information
- furthermore
- _____
- _____
- _____

Words or phrases to help conclude a piece of writing
- to sum up
- _____
- _____

Million Dollar Words

SEE
observe
notice
_____
_____
_____

HAPPY
glad
delighted
_____
_____
_____

BIG
giant
huge
_____
_____
_____

ASK
inquire
question
_____
_____
_____

FAST
quick
rapid
_____
_____
_____

HAVE
hold
possess
_____
_____
_____

GOOD
awesome
excellent
_____
_____
_____

WANT
desire
long for
_____
_____
_____

_____
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_____

_____
_____
_____
_____

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Character Traits

NICE
helpful
friendly
_____
_____

MEAN
impolite
unfriendly
_____
_____

HAPPY
joyful
delighted
_____
_____

SMART
intelligent
brilliant
_____
_____

BRAVE
courageous
adventurous
_____
_____

TRICKY
dishonest
sneaky
_____
_____

MAD
furious
angry
_____
_____

SCARED
afraid
frightened
_____
_____

FUNNY
amusing
humorous
_____
_____

Emotion Words

happy	surprised	sad	angry
content	startled	hurt	disgusted
satisfied	terrified	disappointed	irritated

Sense Words

Five senses	Sense words
Sense of sight	It looks... dark shiny
Sense of hearing	It sounds... noisy squeaky
Sense of smell	It smells... fresh rotten
Sense of taste	It tastes... sweet bitter
Sense of touch	It feels... soft silky

Juicy Colour Words

amber
aquamarine
bronze
cherry
coffee
copper
coral
cream
crimson
eggshell
gold
indigo
ivory
jade

khaki
lemon
lime
navy
olive
pearl
pink
plum
rose
ruby
rust
scarlet
tan

_____
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_____

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My Personal WORD Wall

A	B	C	D
I	J	K	L

E	F	G	H
M	N	O	P

My Personal WORD Wall

Q	R	S	T
Y	Z		

My Personal WORD Wall

U	V	W	X

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Summary

- Think of what else is important for successful reading/writing besides grammar and vocabulary.

- Raise students' awareness on strategy use.

- Encourage students to apply SRL reading/writing strategies frequently.

- Have a plan to teach SRL reading/writing strategies.

- Develop vocabulary banks.

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Questions & Answers