

# Connecting reading and writing

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# Workshop focuses

- Theoretical discussion on reading and writing and importance of connecting the two
- Useful strategies for teaching reading and writing
- Tasks that connect reading and writing integratively
- Two models for the curriculum
- General suggestions



**Let's recap some main points of PD1...**

# What the reading process involves



- **Preview:** read titles, subtitles and headings
- **Read actively:** ask who, what, where, when, why, how while reading
- **Highlight:** find important key words, bold, italics, write about the important words
- **Review:** find the answers to your questions

# What the writing process involves



- **Prewriting:** find ideas, build on ideas, plan and organize
- **Writing:** translate the plan into sentences and paragraphs
- **Revision:** add, rearrange, remove and replace
- **Editing:** check spelling, grammar, punctuation, etc.
- **Publishing:** sharing writing

## Reading Strategies

### Before

Preview 

Make connections 

Predict 

Ask questions 

### While

Self-check 

Make connections 


Predict 

Ask questions 

Make inferences 

Summarize 

### After

Evaluate 

Make connections 

Predict 

Ask questions 

Make inferences 

Summarize 


## Writing Strategies

### Before

Self-initiating


Planning 


Monitoring and evaluating 

Cooperative learning 

### While

Text-generating 

Monitoring and evaluating 

Cooperative learning 

### After

Acting on feedback 

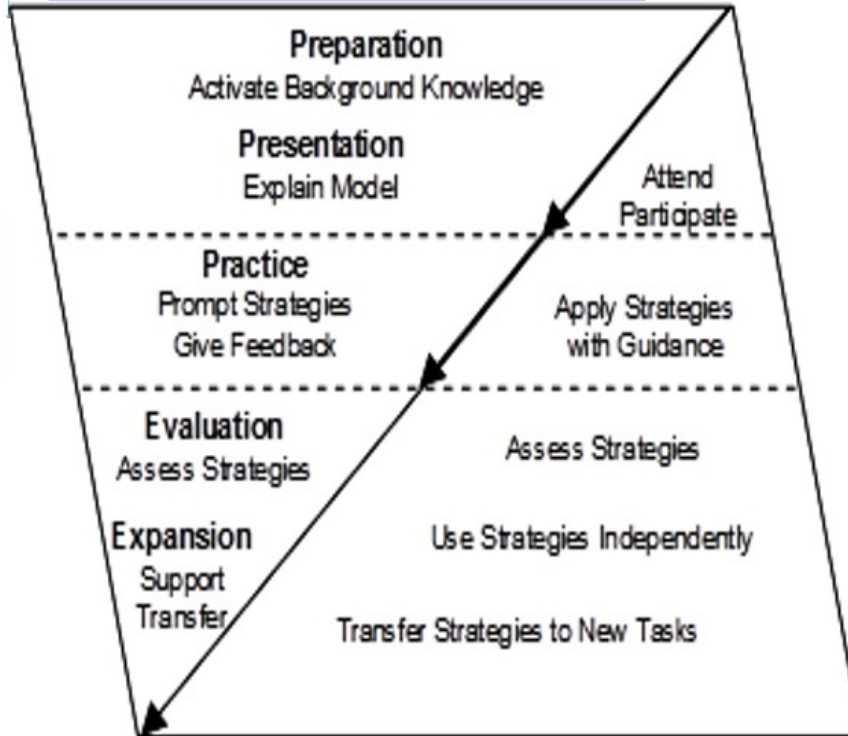
Revising 

Editing

Cooperative learning 

# Classroom modelling for teaching strategies

Teacher responsibility



Student responsibility

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



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



# Important pointers

- Reading and writing strategies should be taught **explicitly** in the classroom.
- The curriculum should include an implementation plan.



# Theoretical discussion on reading and writing and importance of connecting the two





**Want to teach a child to read?  
Give him a pencil.**

**Want to teach a child to write?  
Give him a book.**

# R + W = ?

- Young students can derive more learning benefits across reading and writing when they understand the mutual relationship between reading and writing.
- Reading is a receptive process, while writing is a productive process. Thus, **reading and writing are reciprocal processes.**
- Reading and writing skills are two important predictors of academic success.

# Discussion











Refer to the following slide.

What are essentials for successful reading and writing?

# Gaps between reading/writing and students

## How much do you need to eat every day?

		1 serving =	
fat and sugar	a little	—	
dairy products	2 servings	 a glass of milk	
meat and fish	3-5 servings	 or 	about 4 slices of meat or $\frac{1}{4}$ bowl of fish
fruit and vegetables	2+3 servings	 a piece of fruit	 $\frac{1}{2}$ bowl of vegetables
grain products	3-4 servings	 $2\frac{1}{2}$ slices of bread	or  /  a bowl of noodles or rice

- A special birthday
- Buying something with my own money
- Cooking dinner with Mom/Dad
- Eating lunch with my friends
- Going grocery shopping
- Insects, insects everywhere
- Learning to ride a bike
- Losing my teeth
- My adventure



# Healthy eating



- What do students need to know in order to read this passage well?
- Do you think if your students have enough...?
- What is hidden knowledge/experience with regard to reading this passage?

# Going grocery shopping



- What do students need to know in order to write this composition well?
- Do you think if your students have enough....?
- What is hidden knowledge/experience with regard to writing about this topic?

# Essentials for successful reading and writing





# Essentials for successful reading



- Knowledge about reading, e.g., language, text types, etc.
- Students should have **authentic experiences** with the topics. Don't just focus on teaching language.
- Motivation
- Probably less challenging as a receptive skill
- **SRL reading strategies, e.g., knowing how to analyze, search for, organize and process information and knowledge**

# Essentials for successful writing



- Knowledge about writing, e.g., language, text types, etc.
- Students should have **authentic experiences** with the topics.
- Motivation
- Very challenging as a productive skill
- **SRL writing strategies, e.g., knowing how to search for, organize, process, and synthesize information and knowledge in order to produce writing**

# Suggestions



- Familiarize your students with the factual details, through observation, and creation of information booklets about grocery stores/supermarkets (e.g., do an information text first).
- Family members' preferences
- Food/vegetable prices
- Bargaining
- **Slow down** your teaching pace with this topic.
- **Explore each topic with the students in depth.** Don't rush through topics. Give students plenty of time to explore writing.
- Do two topics with each text type the most?
- Do three-four topics each term the most?

# Pillars of reading and writing

## Reading

Phonics

Phonemic awareness

Fluency

Vocabulary

**Motivation**

**Authentic experience**

**Reading strategies**

**The reading process**

## Writing

Capitalization, punctuation & spelling

Vocabulary

Sentences

Paragraphing

Vivid details

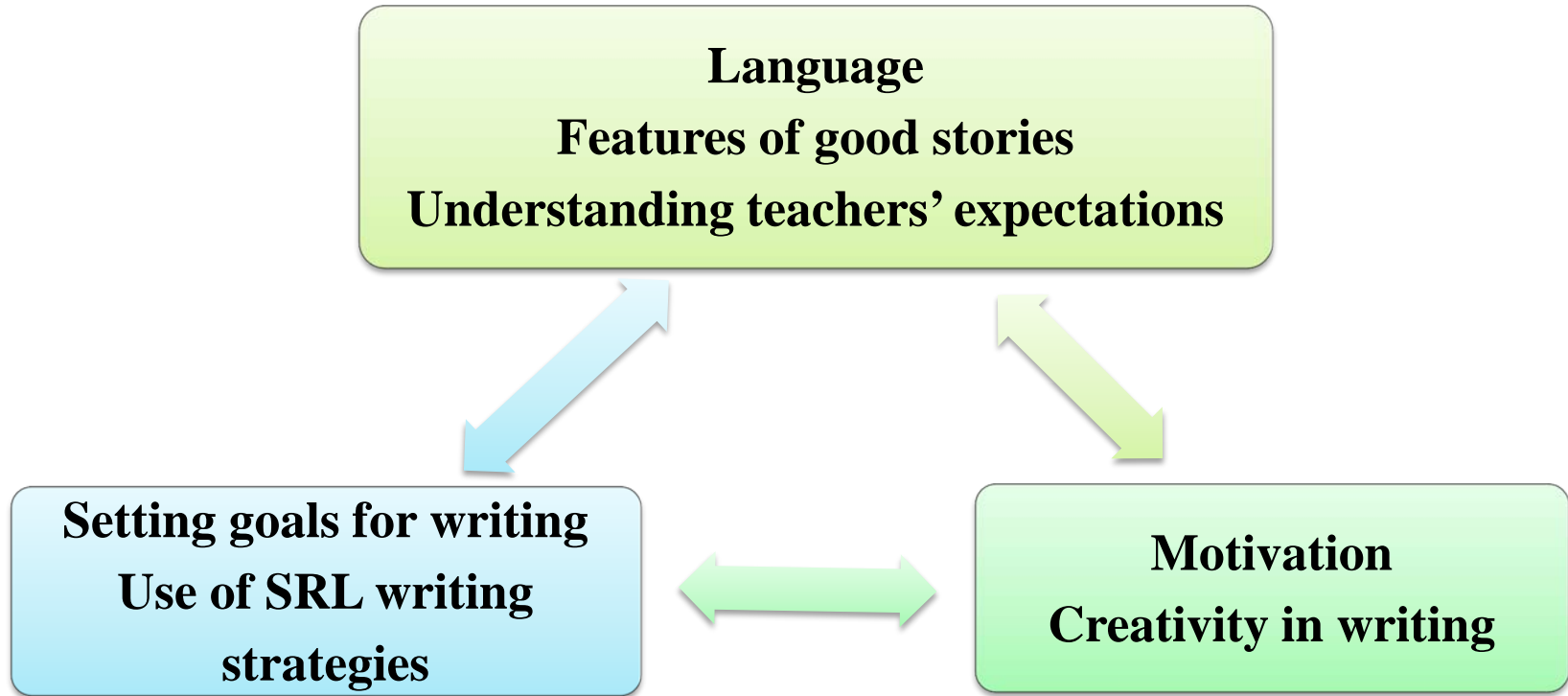
**Motivation**


**Authentic experience**

**Writing strategies**

**The writing process**

# Relationships between important elements for successful writing and use of SRL writing strategies





**Useful SRL reading strategies that involve  
some writing**

# Good readers ask **QUESTIONS**



**to stay engaged in their story!**


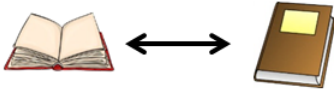

# How can I **ask** and **answer** questions while I read?

- ☆ **What does the title tell me about the story?**
- ☆ **Who or what is the text about?**
- ☆ **What details are the most important?**
- ☆ **When and where does the story take place?**  
**(The setting)**
- ☆ **What do the illustrations tell me?**
- ☆ **What is the lesson, moral, or message of the story?**
- ☆ **What are the main events of the story?**





# Text Connections

<b>Text to Self</b> 	<b>Text to Text</b> 	<b>Text to World</b> 
<b>It reminds me of a time...</b>	<b>It reminds me of a book...</b>	<b>It reminds me of something in the world...</b>

**My topic:** \_\_\_\_\_

**K** What I Already  
Know

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

**W** What I Want to  
Know

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

**L** What I Learned

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_



**Try these strategies on the reading passages  
in groups**

# Read, Write, Pair, Share

Read the following text:



What is my response to the text?



What does my partner think?



What will we share?






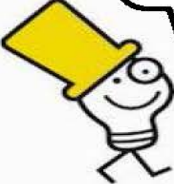


Eating bugs is an old habit. Ten thousand years ago, before they learned to farm, our ancestors found food by hunting and gathering. Bugs were considered part of the daily diet. It made sense for ancient people to eat a source of nutrition that was right under their noses—or buzzing by their ears.

*This is NASTY! I hope that I would never have to eat bugs in my lifetime.*

*We both agree this is nasty. Sylvia said she remembers watching something on TV about it the other day. Although some have to eat bugs, WE DO NOT WANT TO BE ONE OF THEM!*

*Although we are not fond of eating bugs, we understand that some have to do so for survival.*

# Six ways of thinking

 <p>I'm after the facts, and just the facts!</p>	 <p>Let's lay down some rules of order.</p>	 <p>What's something we haven't tried yet?</p>
<p><b>White Hat</b> (Focuses on facts and data)</p>	<p><b>Blue Hat</b> (Manages the process)</p>	<p><b>Green Hat</b> (Looks for alternatives, new solutions, and creative ideas)</p>
 <p>It's not perfect, but there are definitely some upsides here!</p>	 <p>That's exciting but makes me anxious!</p>	 <p>I can see at least three problems with that plan.</p>
<p><b>Yellow Hat</b> (Explores value and benefits)</p>	<p><b>Red Hat</b> (Considers feelings, both positive and negative)</p>	<p><b>Black Hat</b> (Judges and plays "devil's advocate")</p>

Write down what you usually eat every day.

Discuss with your friend to find out whether you have a healthy diet or not.



What do you usually eat for:

- breakfast? \_\_\_\_\_
- lunch? \_\_\_\_\_
- dinner? \_\_\_\_\_
- What do you usually drink?  
\_\_\_\_\_
- What do you usually have for  
snacks?  
\_\_\_\_\_



What's wrong with your diet?

I eat (too much/ not enough)

\_\_\_\_\_

I drink (too much/ not enough)

\_\_\_\_\_

Evaluate  
your diet



What are the good points in your diet?  
I eat/drink plenty of \_\_\_\_\_

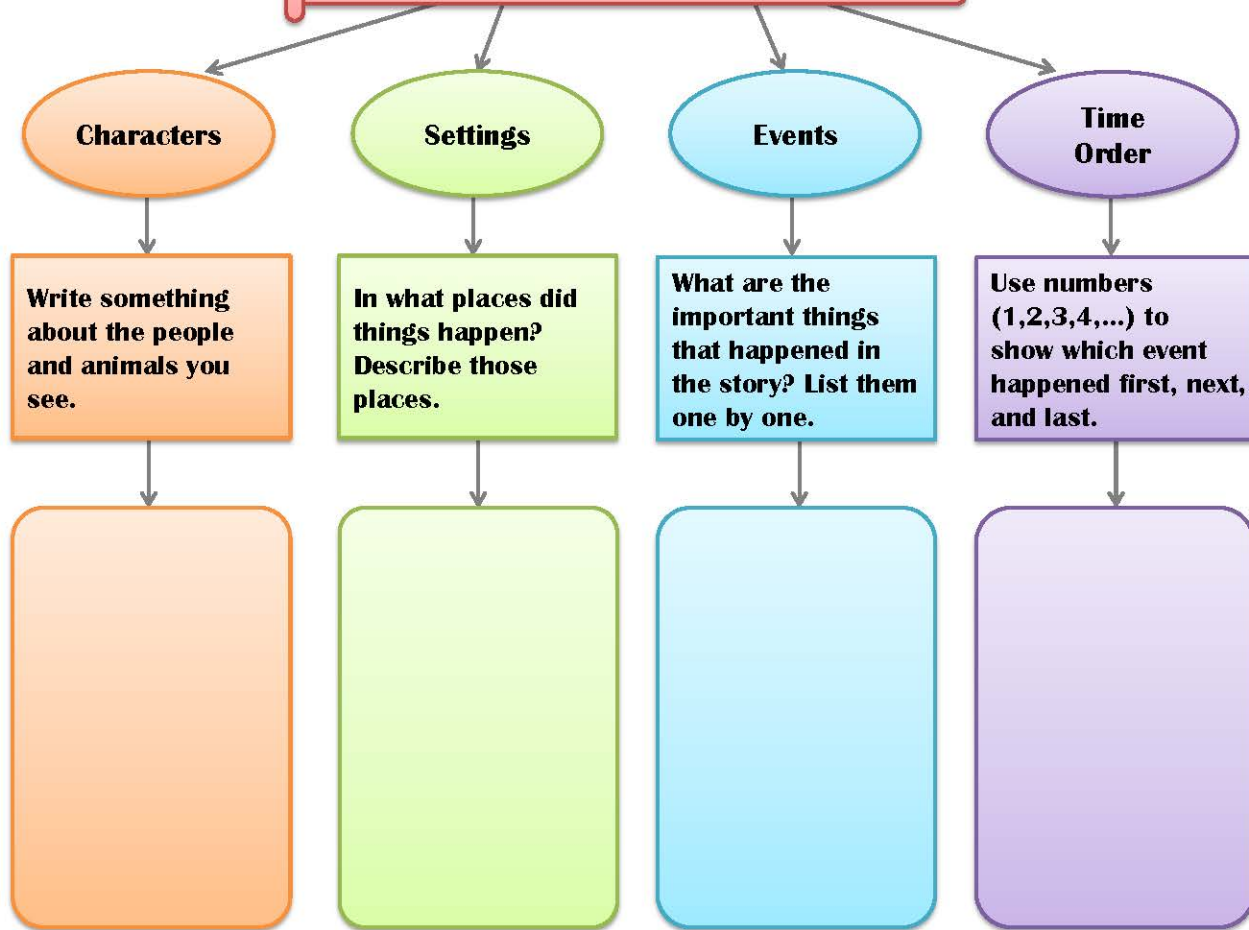
\_\_\_\_\_

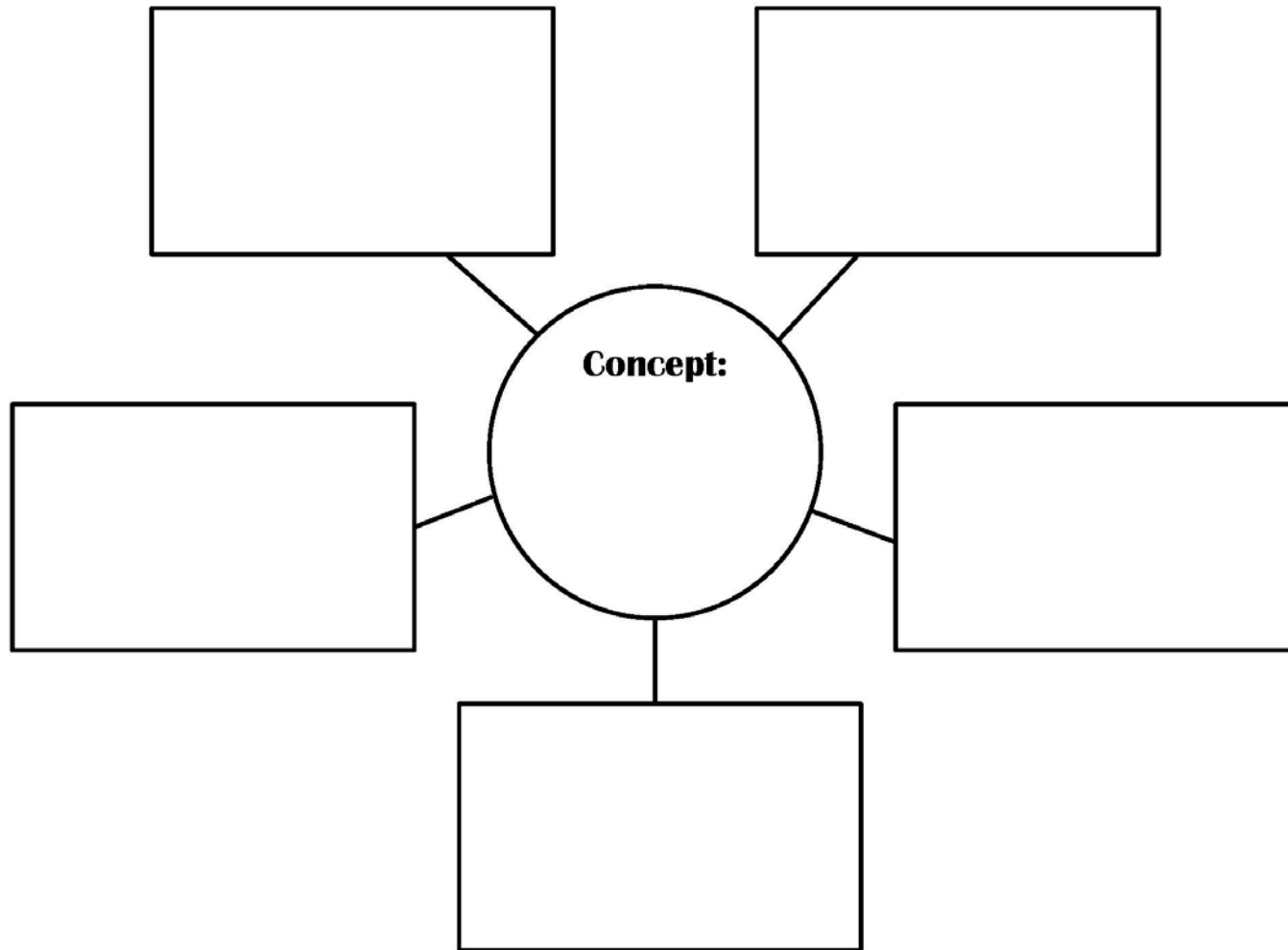
Write down some suggestions to  
improve your diet.

I should \_\_\_\_\_

\_\_\_\_\_

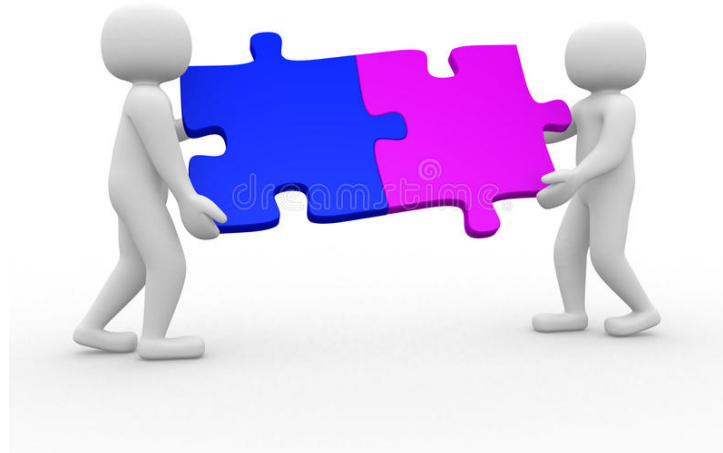
# Frozen: Concept Map







# Tasks that connect reading and writing





# Read to write and write to read

Write a 2-4 sentence summary of the text.



How did writing a summary foster comprehension?

Write and answer 3-4 questions about the text.



How did writing and answering questions about the text foster comprehension?

Write a 3-4 lines of notes of the text.



How did note taking foster comprehension?



# Read to write and write to read

## Reading + writing

Spend two minutes writing in response to the following questions before you read:

- What are you about to read?
- Why this text?
- How is it/might it be related to what you are **writing**?
- What do you hope to find/think you will find?
- How long have you got to read it and how much of it do you hope to cover?

## Writing + reading

- Write a story about your classmates.
- Then exchange your story with a classmate.
- Read your classmate's story and give suggestions on making it more interesting, fun, or funny.



# Read to write and write to read

## Reading + writing

### **Reductive summary –**

Instead of highlighting the points you feel are important from a text, make a fresh copy of the text and **delete** all the things you feel are not important –

**aim to keep less than 20-50% of the text.**

## Reading + writing

As you read or once you have finished, **write down any question(s)** that you have about the text – about meaning, how ideas relate to other ideas/texts, stages of story/text development and so on. These can be a useful resource to return to in the future to see what aspects of a text you might want to read again or think more about.



## Mining a text (Mindful study of texts)

- Look out for **specific rhetorical and linguistic conventions** as detectives or miners.
- Move students from passive reading to **active search for information** from a writer's perspective.
- Ensure students to make contact with the **writing elements** they need exposure to in order to bring those elements into their own writing **in a conscious manner**.

# Writerly reading (thinking like a writer while reading)



- Cut the text into pieces and ask students to **assemble them into a coherent text.**
- **Make writerly decisions** in the reassembly of the text at various levels (e.g., word, sentence and paragraph).
- **Compose own pieces** at the sentence or paragraph level to provide linkages between given pieces of text.

# Peer help

Both readers and writers collaborate in peer collaboration.

Students respond to the reading/peer's writing and share their responses.

Peers read each other's writing, revise and write again.



# Reading reflection

What did I learn  
about the topic  
and why is this  
important?





# Beginning – Middle – End

**Today I read** 'Twas the Night Before Thanksgiving.

**In the beginning** 8 children went on a field trip to a turkey farm.

**In the middle** the children played with the turkeys.

They hid the turkeys under their shirts and took them home.

**In the end** the turkeys lived with the children, and they weren't eaten.



## **Write a Different Ending**

**Write a different ending to the story you just read.**

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# Writing about Reading

- My favourite part...
- This book reminded me of...
- I predict that...
- I wonder why...
- My favourite character is...
- I was confused when...
- After reading, I felt...
- I was surprised when...
- A part that disappointed me was...
- I pictured in my head...
- I like this author because...
- The ending was...
- The theme is...
- Some evidence is...
- Some words I'm not sure of are...

# Investigative reading



I enjoy reading this story/article because there are some interesting things/ideas in it. For example, the story is about pigs eating a lot of meat. This is not what I have understood about pigs.

**Why don't I investigate it?**

**I will ask myself several questions and then search for the answers.**

**I will write out my answers to (dis)approve the ideas/things in the article.**

# Investigative Reading



What I read from the passage	My opinions/questions	What I have found out after investigation
A little fat helps the body work well.	Fat isn't good for us. Why should we eat a little fat?	Fat helps the body absorb vitamins A, D and E.



# Online (re)searcher

My English teacher has asked me to write a composition about a birthday party. I have had birthday parties and attended my friends' birthday parties. However, I'd like to get to know more about how other people normally celebrate their birthday so I will do some research online.

Teachers can prepare some links/videos/articles on some topics and upload them to their class websites.

# I'm a researcher!



Topic: \_\_\_\_\_

<b>What I want to know</b>	<b>What I read for information (e.g., books and websites)</b>	<b>The information I found</b>	<b>Is it useful? Why or why not?</b>
Why do meat and fish help the body grow strong?	Website	They are great sources of protein.	Yes, I can include this piece of information in my writing! 😊



# Creative editing

I like this reading but I think I can edit a part of it by replacing some characters/words/phrases/sentences, etc. Then the reading will look funnier/more interesting.





# Creative reader



## What I read in the story:

Three months later the little pigs could run faster than the old wolf. They were not afraid of him anymore.



## How I want to change it:

Three months later the little pigs became healthier and stronger, but they still couldn't run faster than the big bad wolf. They asked Mr Grunt for his advice. "You need to exercise every day," said Mr Grunt. From that day onwards, the little pigs went jogging for 15 minutes every day. Finally, they could run faster than the big bad wolf and were not afraid of him anymore. "Hurray!" said the little pigs.

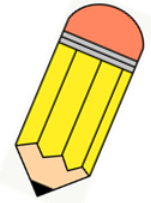


## I OWN these sentences!



I think these sentences  
will be useful in my  
English writing.  
I'd like to own them by  
copying them in my  
Strategy Book. Then  
make them my OWN !

# I OWN these sentences!



Sentences in the reading passages	My sentences
This report <b>is to help</b> the three little pigs <b>eat</b> healthier food.	Reading <b>is to help</b> me <b>write</b> better.



# Be co-writers!

## Instructions:

1. Work in pairs.
2. The two of you take turns to write.
3. Write **ONE** sentence only each time.
4. When it is your turn, read what your co-writer has written. Then, write the next sentence. Make sure that it makes sense.
5. You do not need to discuss with each other.



Last Sunday, I went to Disneyland with my family. It was sunny and windy. We went to the theme park by MTR. My sister and I were so excited when we got on the train! There were Disney characters everywhere. We took lots of pictures on the train.

...

...

...



# Peer feedback

You can invite your peers to read your story and give you feedback.

Language  
(e.g., grammar  
and spelling)

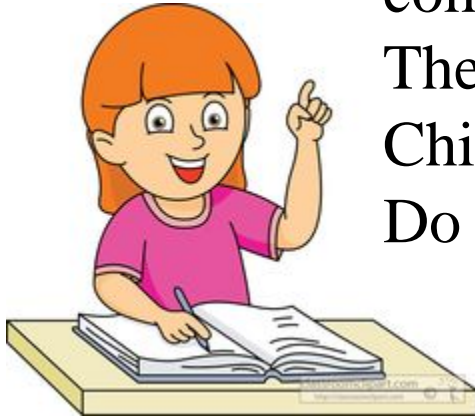
Content (e.g., setting,  
events and  
characters)

Organisation  
(e.g., paragraphing)

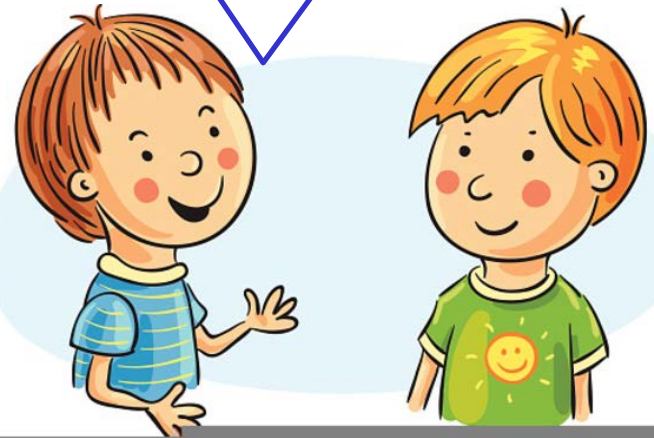


# Telling my story in Chinese

I have written my  
composition.  
Then I retell it in  
Chinese.  
Do I like it?

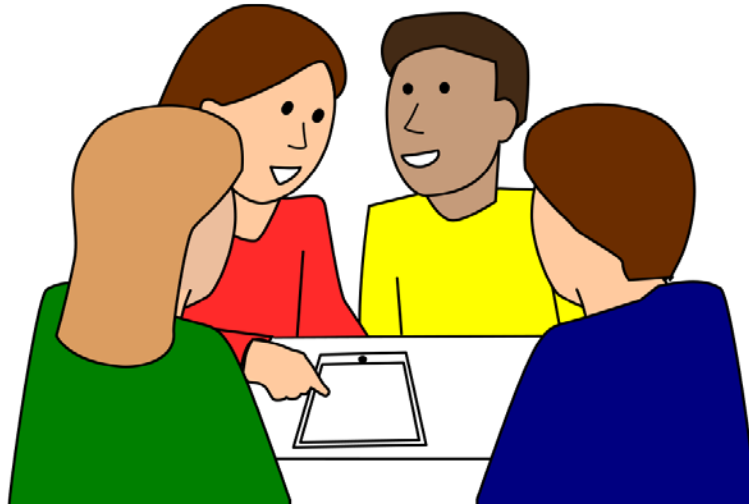


Can I tell you my  
story in Chinese  
and then you give  
me comments?



# Be my critical readers!

I will read my complete composition to my friends, at least two of them. They will listen and then give me critical comments. I will discuss their comments and then revise my composition.





# Let's **compare** and **discuss!**

How did you start the first paragraph?

Why did you use the word 'suddenly' here?

Let's compare our compositions!



I like the way you described the characters! Maybe I should also describe the characters in greater detail.

# My reading comprehension questions

I have completed my composition. I will **design a few questions** and then invite my friends to answer them.

I will read my friend's composition and **answer her questions.**



We are both good writers and readers!



# Reading response



Title of story: \_\_\_\_\_

Date: \_\_\_\_\_

My favourite part:

What I have learnt:

If I could change one thing in the story, it would be...

My opinions on the story:





# SUMmarise it

**S**horter than the text

**U**se your own words

**M**ain ideas only



# **Two models for the curriculum**

# Model 1: From reading to writing

## Reading stage

- Teaching language, text type, etc.
- Authentic experience
- Motivation
- Reading strategies and those that involve some writing
- Read-to-write strategies



## Writing stage

- Teaching language, text type, etc.
- Authentic experience
- Motivation
- Writing strategies
- Read-to-write strategies

# Model 2: Reading + writing

- Teaching language, text type, etc.
- Authentic experience
- Motivation
- Reading strategies and those that involve some writing
- Read-to-write strategies
- Writing strategies

# Organise your thoughts

Who?



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When?



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Where?



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What?



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What?



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How?



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How?



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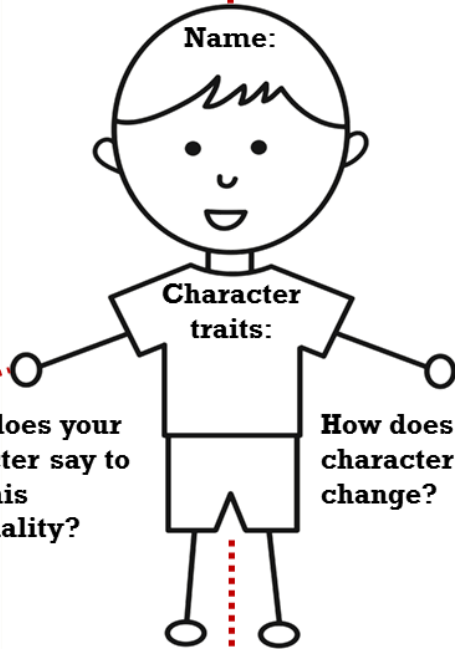
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# Character Profile

What does your character do to show his personality?

What does your character look like on the outside?



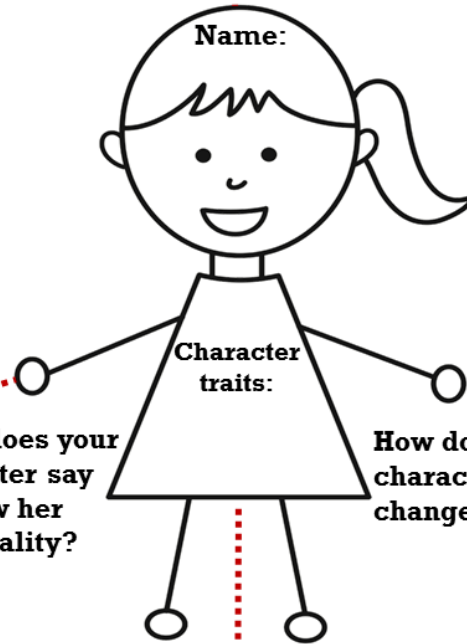
What does your character say to show his personality?

How does your character change?

# Character Profile

What does your character do to show her personality?

What does your character look like on the outside?



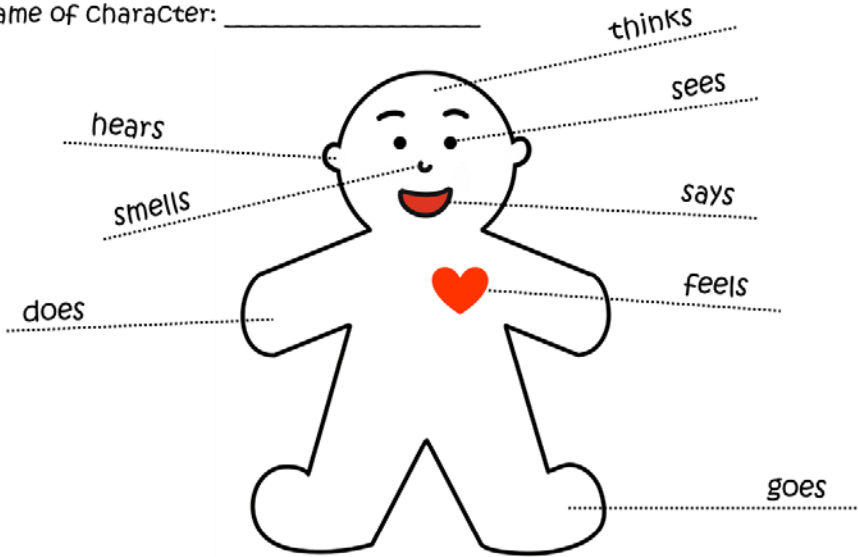
What does your character say to show her personality?

How does your character change?

# Character Map

Title of story: \_\_\_\_\_

Name of character: \_\_\_\_\_



# Character Traits

outside      inside

Brown hair

Dark eyes

Striped shirt

Physical traits



What we see

Thoughts

Words

Actions

Feelings

Personality traits

What we learn based on what the character says, does, thinks and feels



# Story stones



10+

ways to use  
**STONES**  
for play



# Hamburger Writing Organiser



Introduction:

Detail 1:

Detail 2:

Detail 3:

Conclusion:



## Let's discuss

What are teachers' expectations  
on students' writing?



# Characteristics of good stories

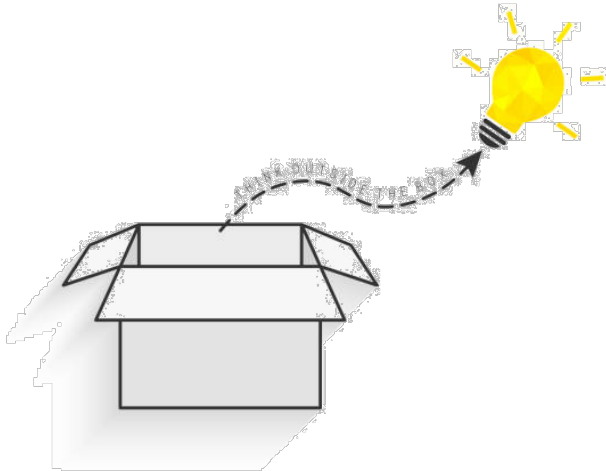
Discuss them with students...

- Good stories are fun to write and fun for others to read.
- Good stories make sense and have several parts.
- Good stories...
- Good stories...
- Good stories...

**STUDENTS SHOULD UNDERSTAND  
WHAT GOOD STORIES LOOK LIKE.**

# Creativity and creative writing

- Creativity: ability to produce original ideas
- Creative writing: writers' expressions of thoughts and feelings in an imaginative/unique way



# How to teach creative writing/thinking

- Give interesting topics.
- Go beyond the given information.
- Give time to think and discuss.
- Reward creative efforts.
- Value creative attributes.
- Teach creative thinking strategies.
- Create a climate conducive to creativity





# Creative thinking strategies (MUDA)

1. Think of **many** ideas (**fluency**).
2. Think of **unusual**/original ideas (**originality**).
3. Add **details** to their ideas to make them better (**elaboration**).
4. Think of **additional** types/categories of ideas (**flexibility**).



# Collaborative writing

- Each group member is responsible for **drafting a specific part** of a composition, planned by the group as a whole. The group then **collaborates to revise and edit the parts into a coherent whole.**
- Each member of the group writes a **first draft** of the composition, which has been jointly planned by the group. All the drafts are **responded to and commented on** by the group. **A synthesis is arrived at consensually by the group members, who then revise and edit the final copy in concert.**



## Collaborators

- A group of writers **sits together and plans, drafts, and revises a piece of writing**, which thus becomes a single final composition.



# General suggestions



## General suggestions

- Both reading and writing are **equally important and useful.**
- **Teach (some) reading in writing classes and teach (some) writing in reading classes?**
- There is no automatic transfer of knowledge gained from reading to writing. **Raise students' awareness on the benefits of reading for writing from time to time.**
- Pay special attention to the kinds of input (for writing) you provide through reading.



## General suggestions

- Students should **discover and deconstruct** how reading works in order to write well.
- Ask students to conduct online searches for source text materials so that they can make conscious decisions on what (not) to include.
- Ask students to discuss/explain what they have encountered in their online reading.
- **Teach reading and writing connections/read-to-write strategies.**
- Raise students' awareness on the connections between reading and writing **explicitly wherever and whenever possible.**

# General suggestions



- **Reading should be treated as part of writing.**
- **Show connections between reading and writing explicitly.**
- Reading comprehension or **read for writing** too?
- Students should use their reading time to identify material (e.g., quotes or key events in a story) that they would incorporate into their writing.
- **Writing while reading!**

## General suggestions



- **Teachers need to think how their teaching of reading facilitates their students' writing and vice versa.**
- **Differentiate the read-to-write strategies among students of different reading and writing abilities.**
- Do planning as usual, but more text generating and revising in the classroom. **Teach explicitly text generating and revising strategies. Give students time to generate and revise texts.**