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Activity guide – Inclusive approaches to strengthening literacy across learning areas

Eight activities to explore as a department

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Ministry of Education

Changes to NCEA

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NCEA is changing so that it continues to be a valued and relevant qualification that reflects the needs of educators, students, whānau and employers. We're strengthening NCEA by making the following seven key changes.

The seven key changes

- **Make NCEA more accessible** ✓
- **Mana ōrite mō te mātauranga Māori**
- **Have fewer, larger standards** +
- **Strengthen literacy and numeracy requirements** ✓
- **Simplify NCEA's structure**
- **Show clearer pathways to further education and employment** +
- **Keep NCEA Level 1 as an optional level** +

KEY

✓ Indicates where a change is a focus of these activities

\+ Indicates where a change is explored within one of these activities

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These activities will help you:

1. Identify which of the 10 effective literacy practices are already a strength for your department?
2. Identify which of the 10 effective literacy practices you want to strengthen?
3. Review and select useful vocabulary ideas in the Literacy Pedagogy Guide for your learning area.
4. Explore four vocabulary activities that you can use with ākonga.

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Note to HoDs

1. There are eight activities outlined in this slide deck.
2. The activities can be used as part of your teacher-only day and as an ongoing resource for your department.
3. Although the activities build on one another, **select only the ones** that are relevant to the needs and interests of your department.
4. Each activity has been tagged with a time allowance to assist planning. These are very approximate and can be adjusted to your context and time frame.
5. All resources for each activity are hyperlinked from this slide deck. You may also prefer to provide printed copies of some resources as an option for team members.
6. The draft Common Practice Model is being released in Term 4, 2023. It will outline evidence-informed pedagogical approaches and practices to underpin teaching and learning of literacy & communication and maths across the curriculum. You can find more information about the Common Practice Model here: Common Practice Model.

Activity 1: Identifying effective literacy strategies

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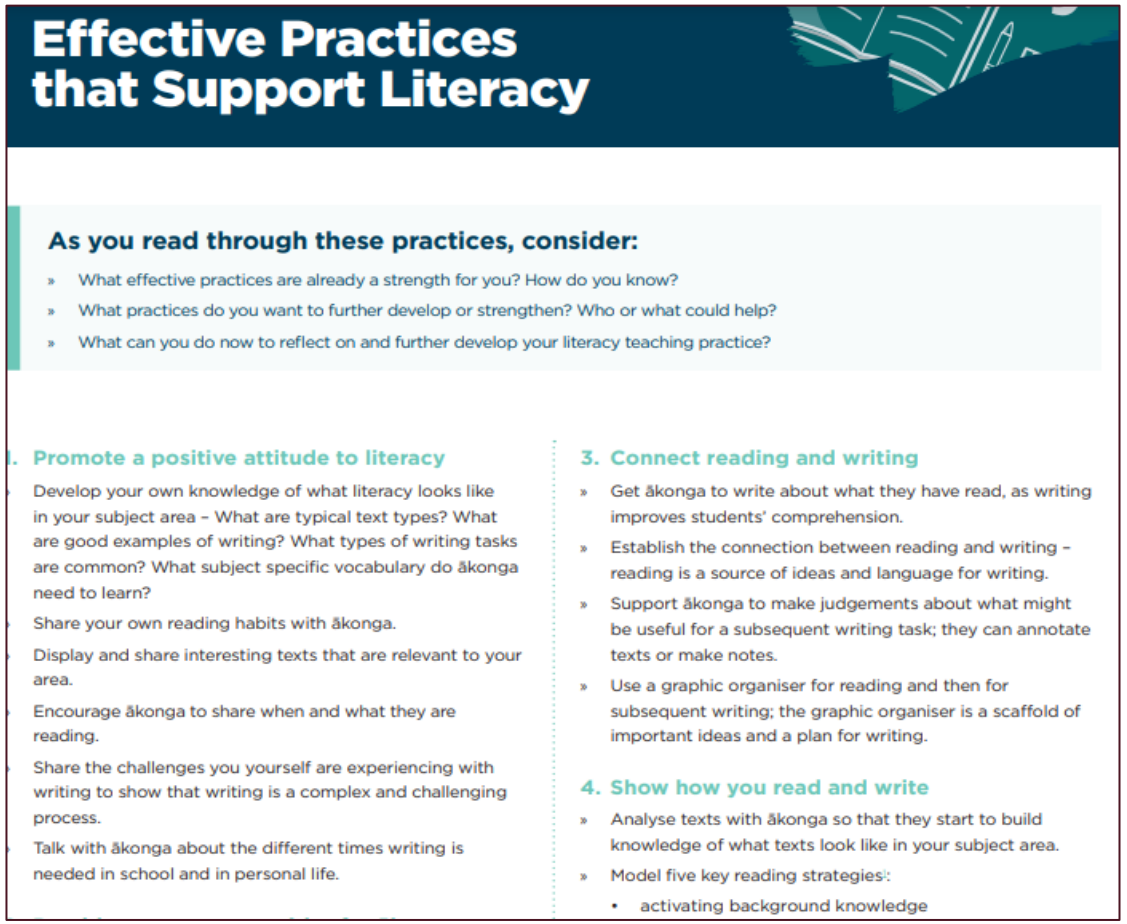
1. Open the document: Effective Practices that Support Literacy
2. Take 5 minutes to familiarise yourself with the 10 strategies.
3. Discuss the following questions:
    1. What effective strategies are already a strength for our department?
    2. How do we know?



Effective Practices that Support Literacy

As you read through these practices, consider:

- What effective practices are already a strength for you? How do you know?
- What practices do you want to further develop or strengthen? Who or what could help?
- What can you do now to reflect on and further develop your literacy teaching practice?

1. Promote a positive attitude to literacy

- Develop your own knowledge of what literacy looks like in your subject area – What are typical text types? What are good examples of writing? What types of writing tasks are common? What subject specific vocabulary do ākonga need to learn?
- Share your own reading habits with ākonga.
- Display and share interesting texts that are relevant to your area.
- Encourage ākonga to share when and what they are reading.
- Share the challenges you yourself are experiencing with writing to show that writing is a complex and challenging process.
- Talk with ākonga about the different times writing is needed in school and in personal life.

3. Connect reading and writing

- Get ākonga to write about what they have read, as writing improves students' comprehension.
- Establish the connection between reading and writing – reading is a source of ideas and language for writing.
- Support ākonga to make judgements about what might be useful for a subsequent writing task; they can annotate texts or make notes.
- Use a graphic organiser for reading and then for subsequent writing; the graphic organiser is a scaffold of important ideas and a plan for writing.

4. Show how you read and write

- Analyse texts with ākonga so that they start to build knowledge of what texts look like in your subject area.
- Model five key reading strategies:
    - activating background knowledge

50 minutes

Activity 2: Identifying strategies we can strengthen

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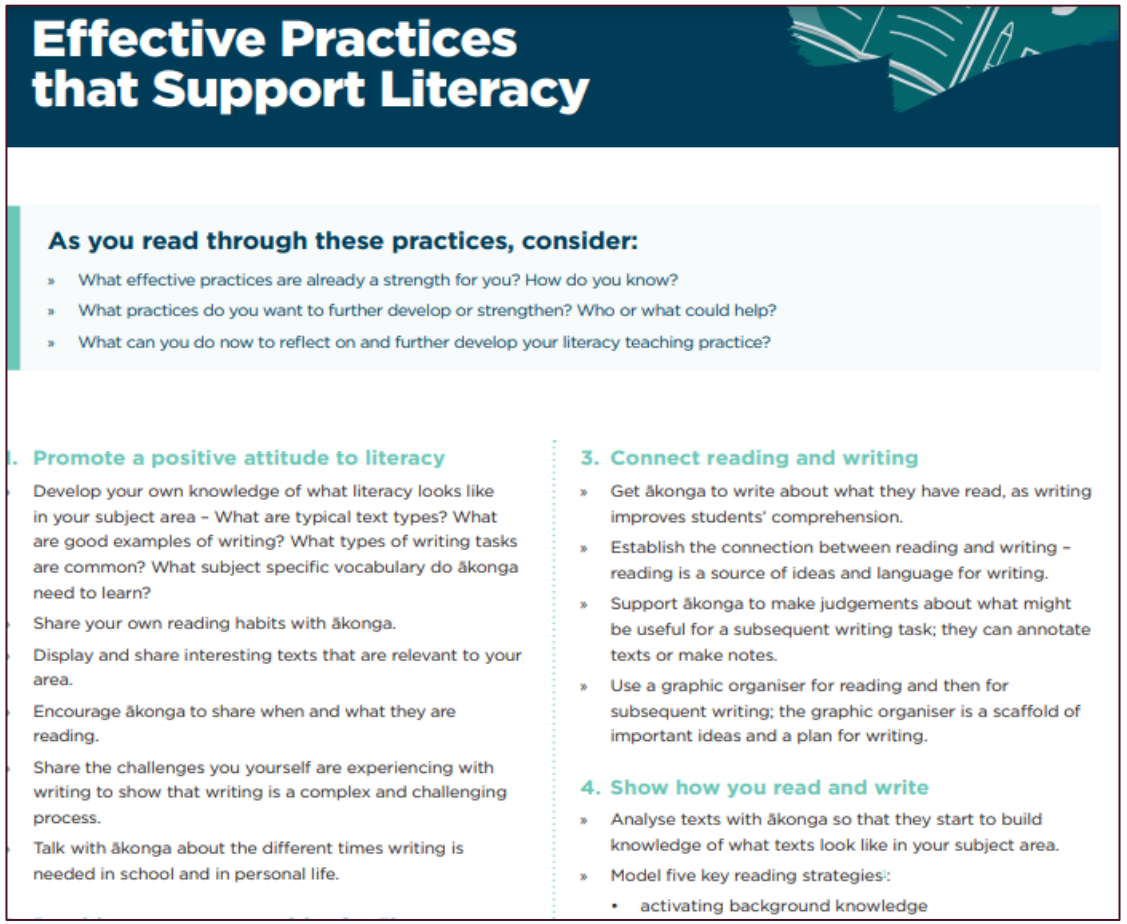
1. Open the document: Effective Practices that Support Literacy
2. Discuss the following questions:
    1. What practices do we want to further develop or strengthen?
    2. Who or what could help?
    3. How can we continue to reflect on and further develop our literacy teaching practice?



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Introducing the Literacy Pedagogy Guides

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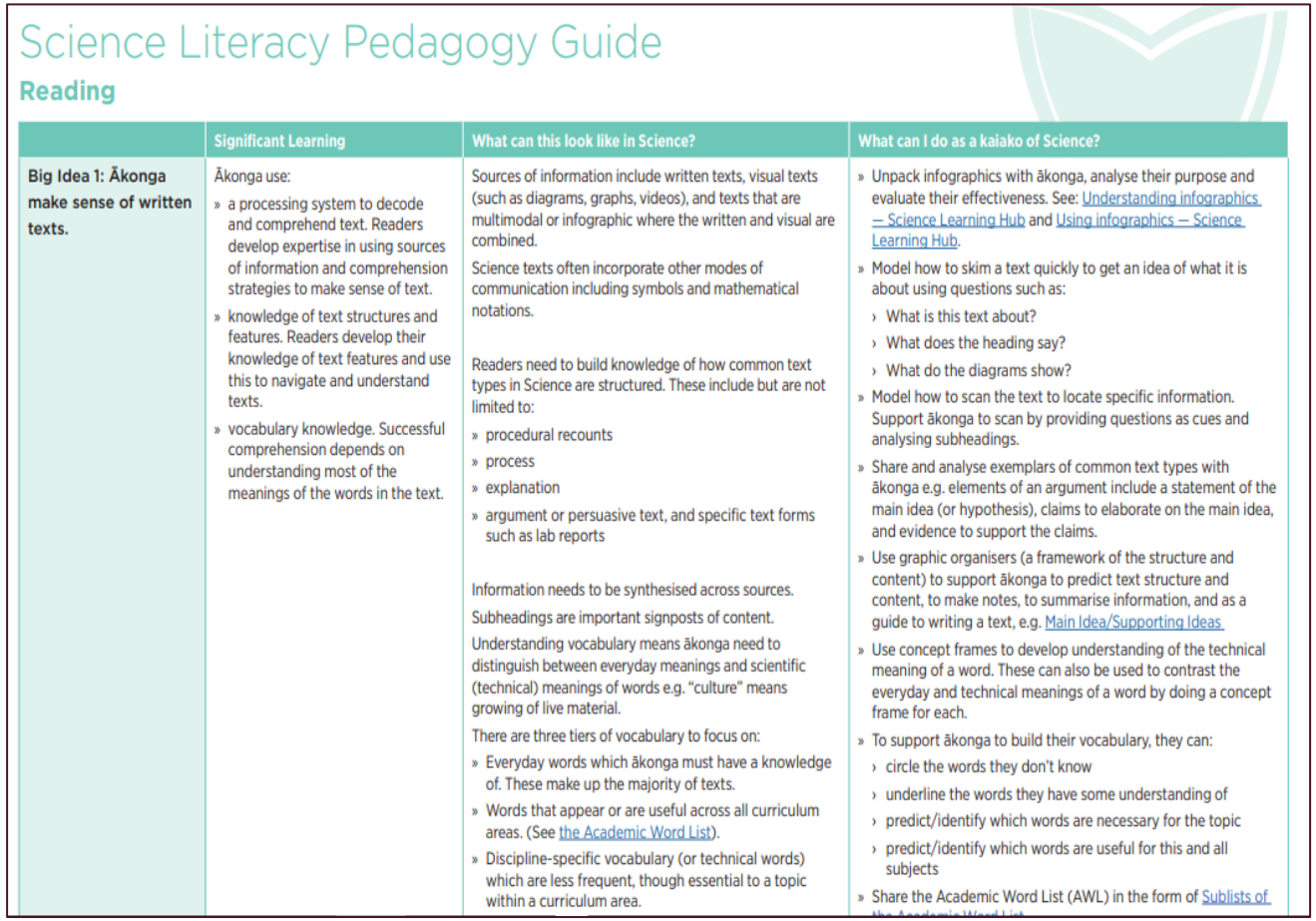
There is a Literacy Pedagogy Guide (LPG) for most learning areas.

The Literacy Pedagogy Guides (LPGs) showcase:

- a selection of literacy-rich contexts in your learning area
- the small, effective steps that you can trial and weave into your teaching practice.

For learning areas without a specific LPG, useful and applicable strategies to support literacy development may be found by dipping into the LPGs provided for other subjects



Science Literacy Pedagogy Guide

Reading

	Significant Learning	What can this look like in Science?	What can I do as a kaiako of Science?
Big Idea 1: Ākonga make sense of written texts.	Ākonga use: » a processing system to decode and comprehend text. Readers develop expertise in using sources of information and comprehension strategies to make sense of text. » knowledge of text structures and features. Readers develop their knowledge of text features and use this to navigate and understand texts. » vocabulary knowledge. Successful comprehension depends on understanding most of the meanings of the words in the text.	Sources of information include written texts, visual texts (such as diagrams, graphs, videos), and texts that are multimodal or infographic where the written and visual are combined. Science texts often incorporate other modes of communication including symbols and mathematical notations. Readers need to build knowledge of how common text types in Science are structured. These include but are not limited to: » procedural recounts » process » explanation » argument or persuasive text, and specific text forms such as lab reports Information needs to be synthesised across sources. Subheadings are important signposts of content. Understanding vocabulary means ākonga need to distinguish between everyday meanings and scientific (technical) meanings of words e.g. "culture" means growing of live material. There are three tiers of vocabulary to focus on: » Everyday words which ākonga must have a knowledge of. These make up the majority of texts. » Words that appear or are useful across all curriculum areas. (See the Academic Word List). » Discipline-specific vocabulary (or technical words) which are less frequent, though essential to a topic within a curriculum area.	» Unpack infographics with ākonga, analyse their purpose and evaluate their effectiveness. See: Understanding infographics — Science Learning Hub and Using infographics — Science Learning Hub. » Model how to skim a text quickly to get an idea of what it is about using questions such as: › What is this text about? › What does the heading say? › What do the diagrams show? » Model how to scan the text to locate specific information. Support ākonga to scan by providing questions as cues and analysing subheadings. » Share and analyse exemplars of common text types with ākonga e.g. elements of an argument include a statement of the main idea (or hypothesis), claims to elaborate on the main idea, and evidence to support the claims. » Use graphic organisers (a framework of the structure and content) to support ākonga to predict text structure and content, to make notes, to summarise information, and as a guide to writing a text, e.g. Main Idea/Supporting Ideas » Use concept frames to develop understanding of the technical meaning of a word. These can also be used to contrast the everyday and technical meanings of a word by doing a concept frame for each. » To support ākonga to build their vocabulary, they can: › circle the words they don't know › underline the words they have some understanding of › predict/identify which words are necessary for the topic › predict/identify which words are useful for this and all subjects » Share the Academic Word List (AWL) in the form of Sublists of

Activity 3: Find useful vocabulary ideas

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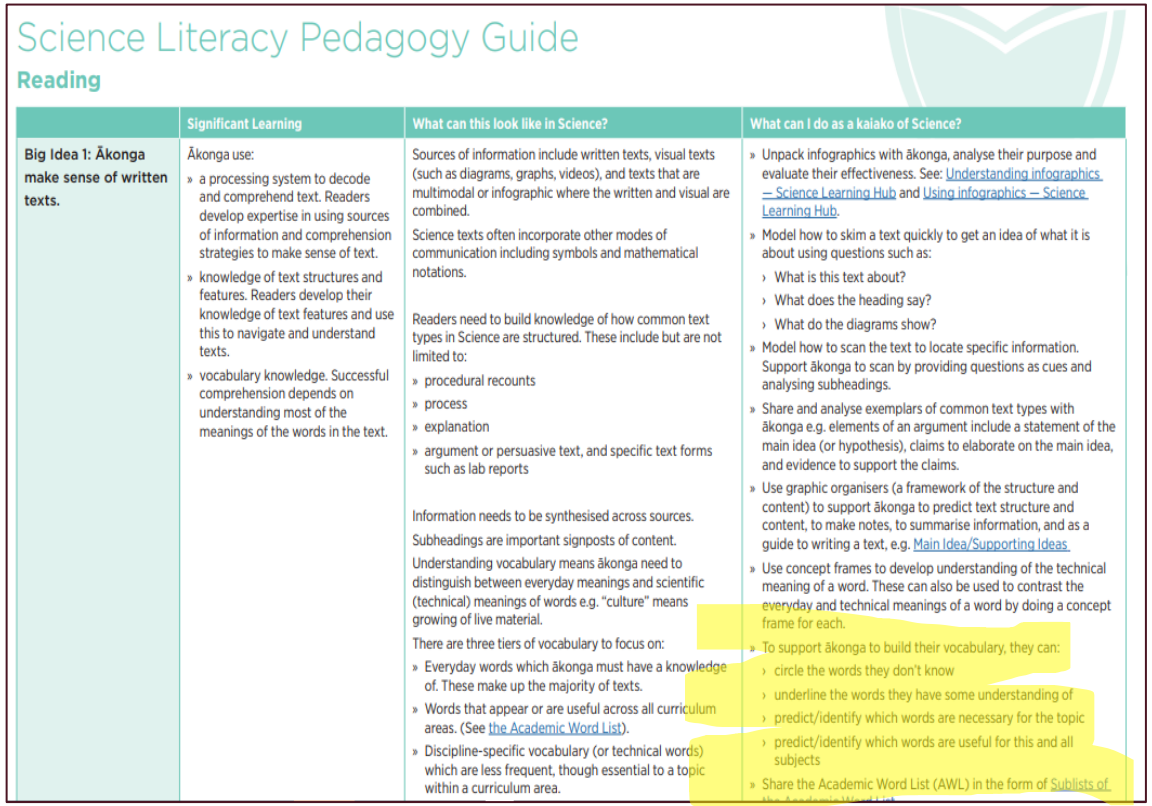
1. Find the Literacy Pedagogy Guide for your learning area
2. In your LPG identify suggestions to support ākonga to build their vocabulary.
3. Discuss the following questions:
    1. Which suggestions you could take away and add to your planning for a lesson tomorrow?
    2. Which suggestions you could take away and add to your planning for the Term ahead?



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60 minutes

Introducing vocabulary activities for ākonga

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Things to keep in mind:

- We are all teachers of Literacy and Numeracy
- There is a strong connection between a student's vocabulary and their reading ability.
- Small shifts in how we all teach vocabulary make a big difference.

Activities 4 to 8 will introduce strategies to Strengthen Vocabulary Knowledge:

- Provide lots of repetition (Activity 5)
- Build vocabulary knowledge (Activity 6)
- Using word clusters (Activity 7)
- Build a word wall (Activity 8)

Activity 4: Explore 4 vocabulary activities

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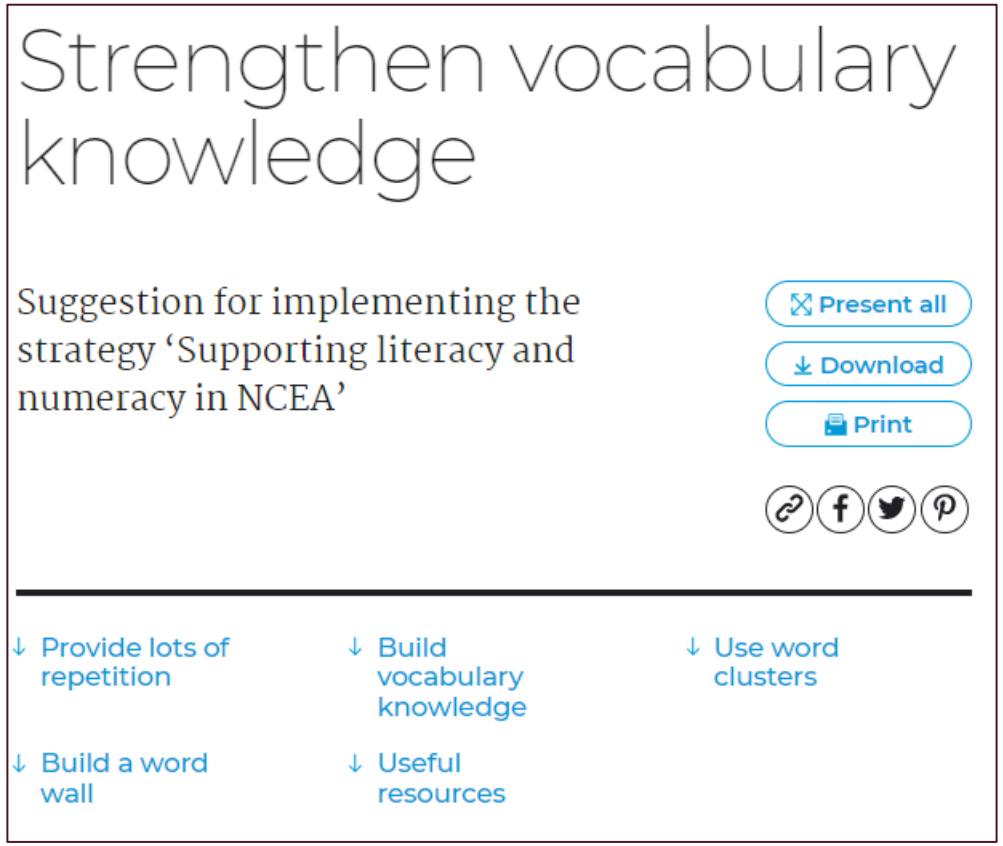
1. Open the webpage: Strengthen vocabulary knowledge.
2. Take 15 minutes to read and view the content and suggestions.
3. Discuss the following questions:
    1. What suggestions are we already using?
    2. What approaches are working well? For who? How do we know?
    3. What practices do we want to further develop or strengthen?
    4. What can we do **this term** to embed and strengthen these strategies?



60 minutes

Provide lots of repetition

Things to keep in mind:

- Recent research has shown that working on student's oral language skills has the biggest impact on their reading comprehension skills.

- An oral language approach has better outcomes for reading comprehension than working with students at text level.

Activity 5a: Provide lots of repetition

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1. Watch the Provide lots of repetition video (15 minutes)
2. The video outlines 6 key steps to teaching new vocabulary.
3. Using the grid on slide 12, identify and comment on how each of the 6 steps are followed.
4. As a department, consider how you could incorporate these 6 steps into your practice.

60 minutes

Activity 5b: Provide lots of repetition

60 minutes

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Marzano's 6 steps	Observations/ Ideas for our own practice
1. The teacher provides a description, explanation or example of the term.	
2. Students define, describe or provide an example of the new word using their own words.	
3. Students create a nonlinguistic definition - picture, pictograph, symbolic representation or act out the representation of the new word.	
4. Students engage in activities to deepen their knowledge of the new word.	
5. Students discuss the new word with one another.	
6. Students play games to use and reinforce the new vocabulary.	

Activity 5c: Provide lots of repetition

60 minutes

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These websites offer digital vocabulary building activities that support repetition.

1. Take 20 minutes to skim the websites and familiarise yourself with their approaches.
2. Discuss the following questions:
    1. Are there suggestions you could use immediately?
    2. Are there suggestions you could take away and add to your planning for the term ahead?

Area of support	Website
Semantic maps (English only)	Lexipedia Snappy words Visu words Describing words
Digital tool to make vocabulary on webpages interactive	Lingro (connects to NCEA language subjects French, German, Spanish, Chinese)
Word lists for NCEA languages, including Pacific languages and te reo Māori	Knoword
ESOL vocabulary games (not adaptable to other languages)	Games to learn english

Building vocabulary knowledge

Things to keep in mind:

- Consider vocabulary challenges at the outset of a unit of work or before reading with ākonga and identify which words to teach using explicit instruction.
- Supporting recognition of new vocabulary means ākonga can focus more on comprehension instead of decoding

Activity 6: Building vocabulary knowledge

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1. Pick a topic that you will be teaching across this term.
2. Take 15 minutes to identify and select vocabulary that you anticipate your ākonga may find challenging.
3. Make a list of these words.
4. In pairs, discuss how you will explicitly teach these words.

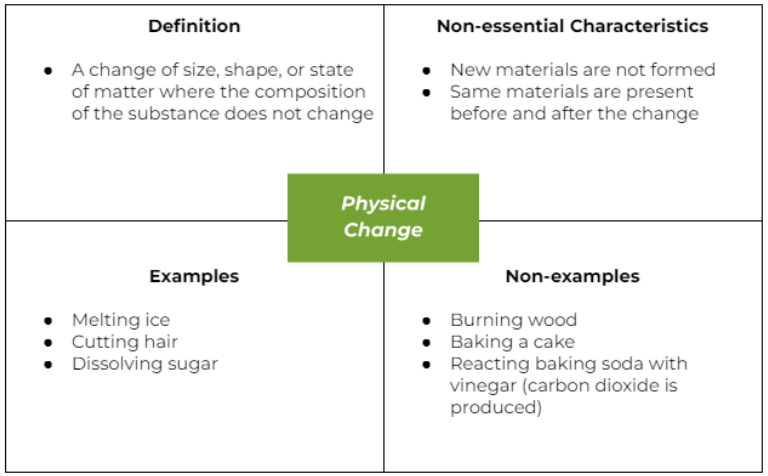
The activity links and graphic organisers on this slide could be a useful starting point.

50 minutes

A – Z Vocabulary Activity

(Insert Topic Here)	
A	N
B	O
C	P
D	Q
E	R
F	S

Frayer Model graphic organiser



Using word clusters

Things to keep in mind:

- Word maps help students to make connections between their prior knowledge and the new words.
- By showing these relationships students can modify their existing framework of knowledge (schema) and more effectively construct meaning when they meet the words in the text.

Activity 7: Using word cluster activity

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1. Watch the video, Use word clusters
2. Explore and discuss some other ways of using word clusters, e.g.:
    1. Semantic mind mapping
    2. Discuss the possible ways that you could incorporate word clusters into your practice.

60 minutes

Build a word wall

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Things to keep in mind:

- Keep new vocabulary visible, organise words into groups to support decoding (see academic wordlists) and illustrate where possible.

Activity 8: Build a word wall

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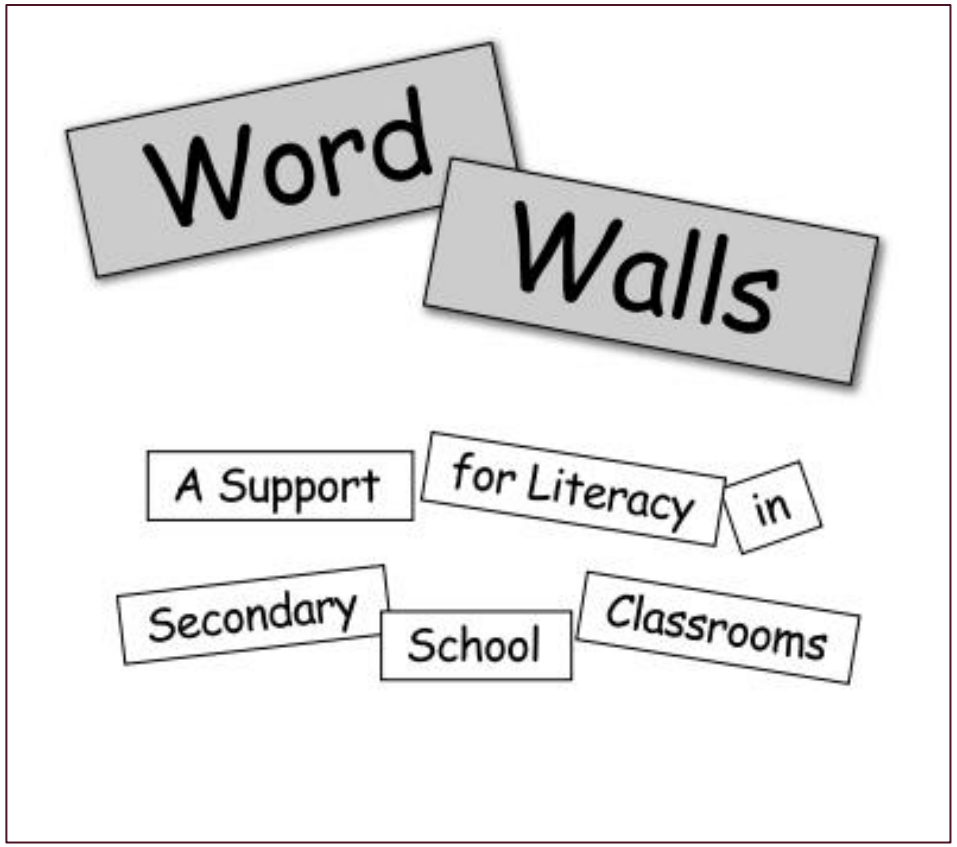
1. Watch the video, Build a word wall
2. Discuss how word walls could be utilised in secondary school classrooms
3. Open the document Word walls: A support for literacy in secondary school classrooms
4. Take 15 minutes to read and view the content.
5. Take this time to plan and begin building a word wall space in your classroom. Consider the follow questions
    1. How will you continue to add to it?
    2. How will you incorporate it into your practice?



60 minutes

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We are interested in your feedback. Your views can help develop additional resources. Email ncea.review.education.govt.nz with your feedback on this resource.

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Te Mahau

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He mea **tārai** e mātou te **mātauranga** kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

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