Supporting NCEA Literacy in the Economic World

The Economic World, which can be offered under the Social Sciences learning area, is rich in literacy opportunities.

The 2007 New Zealand Curriculum specifically acknowledges the importance of literacy in the Key Competencies related to language, symbol and text. These state that ākonga will:

» develop the capacity to interpret commercial information that relates to everyday life (for example, financial literacy and employment law).

» develop the capacity to interpret information which relates to the running of businesses (for example, accounting and business regulations).

The key competencies thinking and relating to others are also relevant to literacy, as the texts that ākonga encounter and produce in the Economic World involve:

» analysing economic decisions and their potential impacts on communities and environments.

» exploring how information and models can be used to communicate financial and non-financial decisions.

» understanding that Māori, Pacific, and other perspectives have differing models and concepts.

The NCEA Literacy standards are composed of a reading and writing strand, each of which has their own Big Ideas. These are unpacked by the Significant Learning statements, which have a connection with the key competencies identified above. Ākonga of the Economic World need to be critical readers of complex information,

use discipline specific vocabulary, and have an understanding of their intended audiences. They also need to communicate information in ways appropriate to the discipline.

The Literacy Pedagogy Guide (LPG) for Economic World takes the Big Ideas and Significant Learning and poses two questions:

» *What does literacy look like in the Economic World?*

» *What can I do as a kaiako of the Economic World?*

The LPG is not exhaustive, but illustrative of small but effective steps that any kaiako of the Economic World can target, trial and ultimately embed in their teaching practice.

Economic World Literacy Pedagogy Guide

Reading

	Significant Learning	What can this look like in Economic World?	What can I do as a kaiako of Economic World?

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.
		Written and visual sources of information include:
		» Case studies
		» Business plans
		» Financial reports
		» Statistical reports
		» Presentations
		» Risk analysis
		» Legal documents/agreements
		» Models
		
		Informative texts include:
		» Reports: a factual description of an economic feature or a descriptive report about the strategies to manage risk and reward.
		» Recounts: the reporting of events
		» Explanation: a process being sequentially or causally explained
		
		Persuasive or argument texts include:
		» Analytical expositions which argue a point with supporting evidence or that a specific course of action should be taken.
		» Discussions that consider two or more perspectives before making a decision.
		» Justifications that present a point of view.
		
		Subheadings are important signposts of content.
		
		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. The Economic World has many abstract terms such as "globalisation".
		
		Understanding vocabulary means ākonga need to distinguish between everyday meanings and subject-specific (technical) meanings of words, for example, "capital".
			» Unpack infographics with ākonga, analyse their purpose and evaluate their effectiveness. (See How to read infographics).
			» Share and analyse examples of common text types with ākonga.
			» Model how to skim a text quickly to get an idea of what it is about using questions such as:
			  › What does the heading say?
			  › What do the diagrams show?
			» Model how to scan the text to locate specific information. Support ākonga to use scanning strategies by providing questions as cues and analysing subheadings.
			» 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. For example:
			  › Main Idea/Supporting Ideas is particularly useful when preparing for a debate or presentation on a specific topic in the Economic World.
			  › Flow charts are useful for describing a procedure (how something is done) or a process (how something occurs)
			  › Tree diagrams are useful for classifying.
			» Thinking tools are a form of graphic organiser. There are a variety of maps that suit particular purposes: Thinking Maps and Processes
			» 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 the Academic Word List.
			» Co-construct lists of topic specific vocabulary with ākonga, and revisit often.
			» Use vocab grids or vocabulary frame flashcards of key words, or their word family and synonyms.
			» Design tasks which make use of an Economist Glossary, for example, by asking ākonga to select which definitions relate to the topic they are studying.

Big Idea 2: Ākonga read critically	Ākonga:
	» develop a critical awareness that enables them to consider who wrote a text, for whom, why, and whether it may have purposes that are not immediately apparent.
		Authors have different purposes.
		
		Information needs to be analysed from a range of perspectives, including consumer and organisational perspectives, as well as media.
			» Support ākonga to scan the text for clues as to author, text type, purpose, and intended audience, by:
			  › Unpacking vocabulary, phrasing and identifiers for each text type to determine the purpose of a text, for example, inform, persuade
			  › Scanning the details of diagrams, charts and graphs
			
			» For reading texts, use an ākonga checklist[1] to locate elements of the text type
			» e.g. For an argument, ākonga locate the statement of the main idea, claims to elaborate on a main idea and evidence to support the claims.
			» Support ākonga to read text closely by:
			  › identifying argument indicators such as: thus, hence, and so
			  › recognising any emotive vocabulary
			  › identifying and evaluating the validity of claims and evidence
			  › analysing reader-oriented features such as you, we.

Big Idea 3: Ākonga read for different purposes	Ākonga:
	» are clear about their purpose for reading and have appropriate strategies to meet that purpose
	» understand and use ideas in texts
	» locate and evaluate the ideas and information within and across a range of print and digital texts to meet their purpose.
		Ākonga need to know when to skim, scan or read text more closely.
		Not all texts are equal in terms of information.
		Visual texts have varying relationships to written texts: they can be parallel, they can add new information, they can be only loosely linked, or present different information from the written text.
			» Discuss reading strategies[2] with ākonga and model how you read texts, and how you compare them.
			» Use KWL (Know/Want to know/Learned) charts to embed reading strategies of drawing on prior knowledge, predicting and summarising.
			» Use an Inquiry Chart (I-Chart) to find key information in different texts, to compare information and synthesise across different texts. (This can include visual texts).
			» Develop ākonga strategies for "reading" visual texts e.g. When analysing a visual text, ask:
			  › What can you see?
			  › How does it make you feel?
			  › What is the image trying to tell us?
			» Use elements of the Rauru Whakarare Evaluation Framework (Feekery & Jeffrey, 2019) which examines a text in terms of its mana (authority), its māramatanga (content), its whakapapa (background), and its aronga (lens or perspective).
			» The tool LEGIT can be reduced down to a basic level by using only the Label, Intention and Evidence (LIE). Is it LEGIT: finding and evaluating information.

[1] (Rowlands, 2007). https://www.jstor.org/stable/30046754

[2] (Dymock & Nicholson, 2010).

Writing

	Significant Learning	What can this look like in the Economic World?	What can I do as a kaiako of the Economic World?
Big Idea 1: Ākonga write meaningful texts for different purposes and audiences.	Ākonga: » use strategies within a writing process to plan and create texts » select content, text structure and language choices appropriate to purpose and audience » select and use vocabulary that is specific to their topic, purpose and audience » revise and edit their work.	The writing process involves the recursive use of strategies of planning, composing and reviewing. As writing unfolds, good writers review how their text (at the level of language choice, content, and organisation) addresses audience and purpose. This guides further planning and composing. Types of texts include both informative texts (where information needs to be expressed clearly, sequenced, and connected causally) and persuasive or argument text where a point of view needs to be logically connected to evidence or reasons.	» With ākonga, identify the audience and purpose for each piece of writing, using some of these questions on Purpose and Audience. » ideas, notes, discussion points and questions which they may want to call on for later use. Model this. » Provide opportunities to discuss and rehearse ideas in pairs or in small groups before writing. » Observe examples of sentence starters and linking words in exemplars and co-construct a useful list over time. » Provide ākonga with opportunities to plan their writing with templates that match the text type e.g. writing a business report. » Provide templates that reflect the organisation of a paragraph e.g. TEXAS (developed for History but useful for some writing in other learning areas). » Plot key words on clines (formal to informal; friends to unknown unfamiliar audience, etc). » Provide or co-construct checklists for ākonga[1] to revise and edit their work. (See examples of checklists for Instructional writing, Description, Explanation and Argument.

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[1] (Rowlands, 2007). https://www.jstor.org/stable/30046754

| Big Idea 2: Ākonga use written language conventions appropriately to support communication. | Ākonga:
» develop their expertise in sentence construction, grammar, punctuation, spelling, word choice. | Sentence structures, including:

» Simple sentences
» Compound sentences that use coordinating conjunctions such as "but", "as", "yet" which allow the reader to unify two related points often for greater detail.
» Complex sentences like those that use "because", "while" to combine two different but connected ideas.

Text within the Economic World presents a range of challenges related to grammatical structure, including:
» Nominalisation, which is when complex processes are described using a single noun, for example, inflation.
» Nouniness, which refers to the number of elements that precede and follow a noun e.g. the imminent [rise] of interest rates signalled by the Reserve Bank. These elements provide specificity. This is a factor in lexical density.
» High lexical density, which refers to the high ratio of content words (nouns, adjectives, verbs, adverbs) to function words (pronouns, prepositions, conjunctions etc).
» Modal verbs are important ways to signal degrees of certainty: *can, may, must, will, shall, could, might, ought to, would* and *should.*

Vocabulary knowledge entails not only conceptual understanding but also knowledge of collocation (the pairing of words) and grammatical context. | » Scaffold ākonga to write increasingly specific noun phrases by adding adjectives (premodifiers) before the head noun and phrases or clauses after the head noun (postmodifiers).
» Deconstruct and reconstruct sentences so ākonga can see what complex sentences and their parts do.
» Have ākonga consult the Academic Word List as a resource for word choice.
» Practice matching the most frequent collocates (words that go together) e.g. human resources, fixed assets.
» Expand ākonga knowledge of word families e.g. product, production, productive, productively so that the correct form is available for the grammatical context.
» With ākonga, evaluate the usefulness of words for present or future learning. Consider words for use, across learning areas.
» Draw the attention of ākonga to the function of different punctuation marks with, for example, a fill in the blanks activity. Or create a punctuation worksheet of your own to illustrate its importance.
» Encourage ākonga to mark words for later checking. Checking can be for spelling, grammatical context, or meaning.
» Use short dictations on a regular basis for practice in encoding words and using punctuation. |

References and sources of further information

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