Supporting NCEA Literacy in Social Studies

Social Studies is a literacy-rich subject.

The 2007 New Zealand Curriculum acknowledges the importance of literacy specifically in its Key Competencies related to language, symbols and text. Through Social Studies, ākonga can learn to:

» engage with oral and written language, along with visual and audio

» access and communicate information in a variety of formats

» develop multiple literacies, for example: digital, popular culture, media

» use clear, logical writing which uses supporting evidence, multiple sources, and robust, ethical research skills

» use diverse knowledges obtained and expressed in different ways

» learn specific concepts and develop connected, conceptual understanding

These Key Competencies related to **language, symbols and text** provide a useful starting point to think about how literacy relates to you, a kaiako of Social Studies, and how you can play a role in supporting ākonga to achieve the literacy corequisite.

Ākonga of Social Studies engaged in developing these competencies will be well prepared to sit the Literacy corequisite.

The Literacy standards are composed of a reading and a writing strand each of which have a small number of Big Ideas. These are unpacked further by the Significant Learning statements, many of which connect with the Key Competencies related to language symbol and text. They share, for example, the perspective that ākonga need to become critical readers, they need a deep understanding of key concepts or vocabulary, and they need to write text with a clear structure.

The Literacy Pedagogy Guide (LPG) below for Social Studies takes the Big Ideas and the Significant Learning from the Literacy Learning Matrix, and poses two questions:

» *What can this look like in Social Studies?*

» *What can I do as a kaiako of Social Studies?*

The LPG is not exhaustive, but illustrative of small but effective steps that any kaiako of Social Studies can target, trial, and eventually embed in their teaching practice.

Social Studies Literacy Pedagogy Guide

Reading

	Significant Learning	What can this look like in Social Studies?	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, and hybrid genres (e.g. a definition embedded in a recount text). Information needs to be synthesised across sources. Subheadings are important signposts of content. There are three types of vocabulary to focus on: High frequency words which ākonga must have a sound knowledge of as they constitute over 75% of academic texts. Academic words and their word families which constitute about 10% of academic texts. These can be seen in the Academic Word List and are words ākonga will meet again in other topics and other subjects. Topic-specific vocabulary (or technical words) which tend to cover less than 5% of academic texts. Ākonga are unlikely to meet these again outside of the present topic.	Use graphic organisers to support ākonga to predict text structure and content, to make notes, to summarise information, and as a guide to writing a text. Share and analyse exemplars of common text types with ākonga. Teach ākonga how to scan the text to locate specific information e.g. by providing questions as cues, analysing subheadings. Support ākonga to become word savvy, so that 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.
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. Types of texts include but are not limited to: › Recount › State-situation (a recount including a key event or innovation that led to change) › Argument. Recounts of events may differ depending on purpose audience, and context. Argument texts are particularly important ways for authors to present a point of view, sometimes, with the purpose of changing the reader's point of view.	» Support ākonga to scan the text for clues as to author, text type, purpose, and intended audience, e.g. › vocabulary › diagrams › elements of a genre or text type e.g. a statement of the main idea (or thesis), claims to elaborate on the thesis and evidence to support the claims for an argument text. You could model how to look at an issue in Social Studies, capture the steps you took, and then ask ākonga to try using the same process to examine the same (or another) issue. » Support ākonga to read text closely by: › identifying argument indicators: e.g. thus, hence, and so, › recognising emotive vocabulary › isolating and evaluating claims and evidence › analysing reader-oriented features e.g.- 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 with ākonga and model how to read texts they encounter.
» Support ākonga to predict content from titles and draw on prior knowledge.
» Use I-charts to locate key information in different texts and synthesise across different texts.
» Develop ākonga strategies for 'reading' visual texts e.g. Describe/Analyse/Interpret/Extrapolate. |

Writing

	Significant Learning	What can this look like in Social Studies?	What can I do as a kaiako of Social Studies?

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 planning at many levels: content, organisation, language choice; and monitoring in a recursive way to review how each level addresses audience and purpose.
		Types of texts include but are not limited to:
		» Recount
		» State-situation (a recount including a key event or innovation that led to change)
		» Argument.
		Vocabulary knowledge entails: conceptual understanding of abstract nouns and nouns naming processes; a confident knowledge of academic word families, and an understanding of how register, purpose and audience affect word choice.
			» With ākonga, identify the audience and purpose for each piece of writing.
			» Provide ākonga with opportunities to plan their writing with templates that match the text type e.g. the CERCA Framework for argument texts.
			  › Claims
			  › Evidence
			  › Reasoning
			  › Counterargument
			  › Audience
			» Generate word family members with ākonga.
			» Use tools such as concept frames to deepen ākonga' conceptual understanding.
			» Plot key words on clines (formal to informal; friends to unknown unfamiliar audience, etc).
			» Provide or co-construct ākonga checklists to revise and edit their work.

Big Idea 2: Ākonga use written language conventions appropriately to support communication.	Ākonga: develop their expertise in sentence construction, grammar, punctuation, spelling, word choice.	Features include: **Sentence and phrase construction** » Nouniness (long noun phrases) » Complex sentences which specify time when, reasons why, conditions, etc. » Passive constructions. **Grammar** » Modality - ways to express degrees of uncertainty e.g might occur, may occur, will occur » Use of tense. **Word choice** » Register determines word choice. **Punctuation** » Punctuation marks need to be seen as meaning-making devices. **Spelling** » Spelling is part of word knowledge.	» 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. » Plot modal verbs on clines (highly likely to unlikely, etc). » With ākonga, mark chains of verbs through a text. » Expand ākonga' knowledge of understanding word families for general academic words e.g. investigate, investigation, investigator. » Generate or co-construct lists of topic specific vocabulary. » With ākonga, evaluate the usefulness of words for present or future learning. » Draw ākonga' attention to the function of different punctuation marks by e.g. a fill in the blanks activity. » Draw ākonga' attention to words that are difficult to spell. Co-construct a list of these as they arise. » Encourage ākonga to mark words for later checking. » 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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