

Presentation:

Literacy in Social Sciences Years 9-13

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Starpath

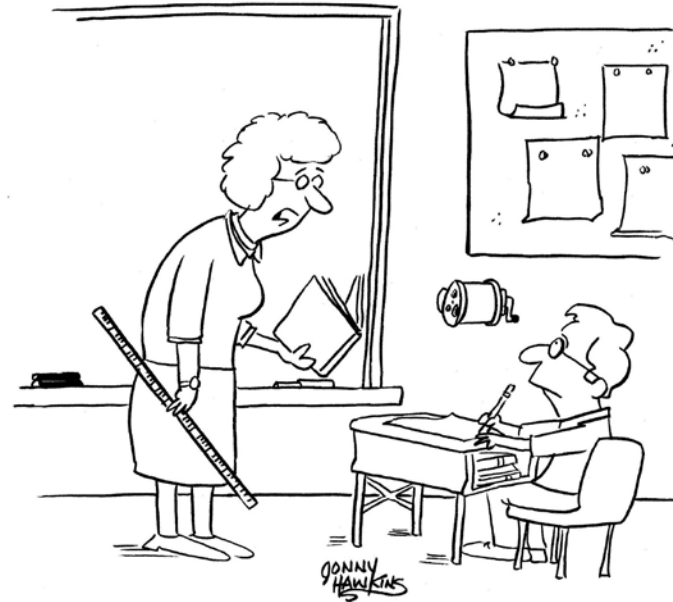
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**THE UNIVERSITY
OF AUCKLAND**

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau



"I'm still going with our textbook. I don't care what Wikipedia says!"

Ko tōku reo
Tōku rangatiratanga

Learning Intentions

Develop understanding of:

1. Literacy in Social Sciences
2. Vocabulary instruction
3. Preparing your students to read
4. Preparing your students to write

Programme

9am	Introductions Why is literacy important? Developing students' vocab knowledge
10.30am	Morning tea
10.50am	Developing students' reading skills
12.45–1.15pm	Lunch
1.15-3pm	Developing students' writing skills
3.15pm	Questionnaire and exit

Why is literacy important?

“All teachers are teachers of literacy because all students learn through language. Language is fundamental to thinking and learning. Language is the primary means by which we gather and communicate information.”

Literacy in Secondary School

- “Secondary school presents learners with many literacy challenges. In every subject area students need to read and write increasingly sophisticated texts as they progress through secondary school.”
- “Literacy teaching is just as important for academic success in Year 13 as it is in Year 9.”
- “Teachers have a responsibility to find out where each individual student is at in their learning.”

The Curriculum

For each (learning) area, students need specific help from their teachers as they learn:

- The specialised vocabulary associated with that area;
- How to read and understand its texts; how to communicate knowledge and ideas in appropriate ways;
- How to listen and read critically, assessing the value of what they hear and read.

Year 9 and 10 Baseline Data

To be considered at 'expected level' students should be reading at or above Curriculum Level 4 on entry to high school.

However, the Starpath Year 9+10 Baseline Data Report (Earl Irving) indicates that the following groups were at or below Curriculum Level 3 in AsTTle reading at the beginning of Year 9:

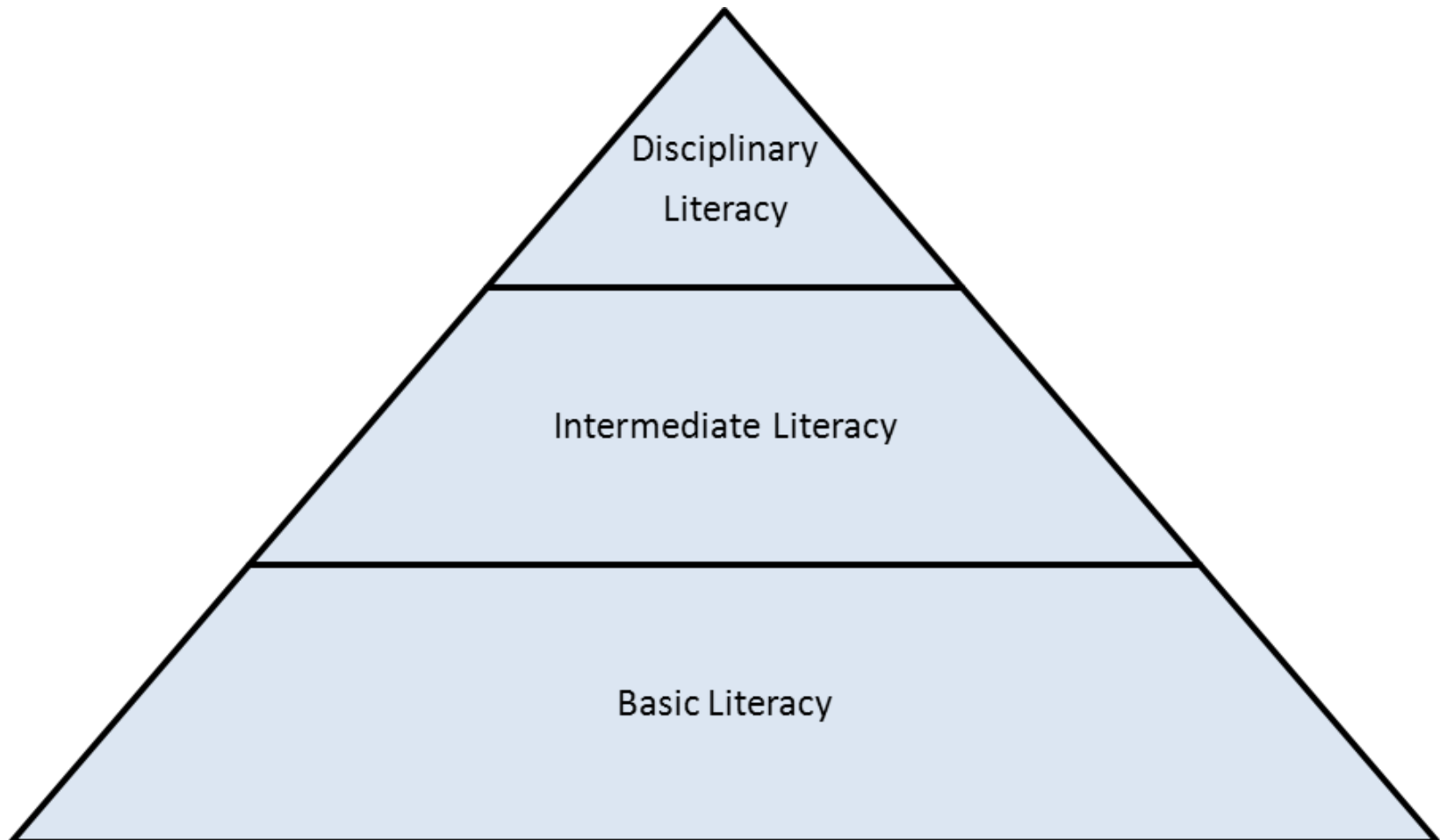
- 28.5% of New Zealand European students (n=6652)
- 56.3% of Māori students (n=8179)
- 70.4% of Pasifika students (n=8201)

Data from the PAT listening comprehension tool also indicates many students' oral listening comprehension is below expectation, with 66.8% of Māori and 91.4% of Pasifika students having scores at Stanine 4 or below.

What does this mean for Social Sciences teachers?

We must provide our students with language rich environments, where they have access to challenging texts and plenty of opportunities to read, write and talk about these texts.

Shanahan & Shanahan (2008)



Optimal conditions for literacy learning

- A language-rich environment in which students regularly read, write and discuss challenging texts
- An emphasis on students developing their own literacy strategies in a gradual withdrawal of support model
- Targeted teaching of specific needs identified through inquiry

Scaffolding

English language learners learn best when:

- Provided with meaningful, high challenge/high support tasks
- Language learning is amplified rather than simplified.

From:

Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism*, 9(2), 159-180.

Text use

The most powerful texts for developing a student's subject literacy are those which would be **challenging** for that student to read independently but which are **accessible** with appropriate scaffolding from the teacher or peers

		Text complexity		
		Low	Med	High
Level of scaffolding	Low			
	Med			
	High			

Scaffolding



Scaffolding is placed around the outside of a new building to allow builders access to the emerging structure as it rises from the ground. Once the building is able to support itself, the builder removes the scaffolding.



- Jennifer Hammond

Vocabulary key concepts

- Comprehension appears to depend on knowing between 90 – 95% of words in a text
- Students need frequent and repeated opportunities to experience and use new vocabulary
- Vocabulary is best learned in context
Amplify rather than *simplify* vocabulary

Receptive & productive vocabulary

Receptive = what you *receive*
(through reading and listening)

Productive = what you *produce*
(*through writing and speaking*)

Both are important and mutually
beneficial

Vocabulary Learning

- Academic verbs
- Vocab jumble
- Traffic lights
- Word map
- Word families
- Word solving strategies
- Clines

Academic Verbs in Social Sciences

Verb

Definition

Answer

Justify

Investigate

Analyse

Understand

Undertake

Vocab Jumble – Key Concepts in Geography

natural environments iwi mapping
pollution sustainability landscapes
spatial patterns ecosystems
change taonga values viewpoints
interrelationships tikanga Māori
graphing temporal patterns
interaction hekenga cultural environments
perspectives mana whenua

Traffic Lights Activity

Green: all words you are very confident you know the meaning of

Orange: words you have seen before but are a little unsure about their meaning

Red: words that are completely new to you

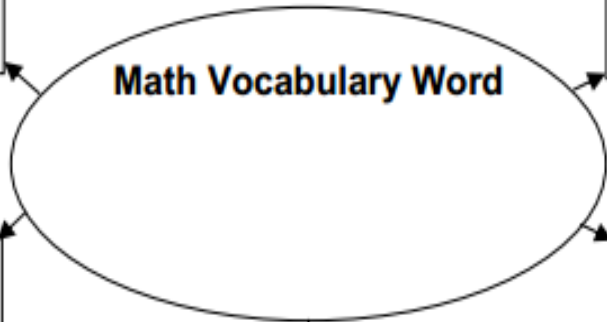
Math Word Map



Definition

Synonyms(s)

Antonym(s)



What real world situations would you use this word in?

Draw a picture or visual example

Use it in a sentence

Word Families

How many words can you make from 'military'?

- Militia
- militarily
- Pre-military
- antimilitary
- Non-military
- militariness

Word-solving strategies

(from Lubliner 2001)

- **Consider the context**
- **Substitute a synonym**
- **Study the structure** e.g. Root word, prefix or suffix
- **Mine your memory:** Have you ever seen this word before?
- **Ask an Expert**
- **Place a post-it**

Clines

A cline is a useful strategy for 'ranking' vocab. Use any scale – vertical, horizontal or diagonal. Here is one for systems of government, from far left to far right. It can be helpful for students to classify which words are most important, somewhat important or not very important at all.

communism anarchism socialism democracy capitalism monarchism nationalism fascism

Preparing Your Students to Read

“When students have difficulty reading and understanding subject area texts, they hit a “literacy ceiling” that limits what they can achieve both in the classroom and in their lives outside of school.”

Reading For Understanding p5

Preparing Your Students to Read

- General Principles
- Road Blocks and Strategies – metacognitive exercise
- Strategies of good readers
- 3 Level Reading Guides
- Final word strategy
- Classroom discussions

General Principles

Pre-reading activities are perhaps the most powerful and easiest ways to scaffold students to read more challenging texts

Pre-reading activities include:

- Creating a purpose for reading
- Activating prior knowledge of topic/context
- Activating prior knowledge of text type
- Getting the gist (e.g. through skimming and scanning)

Independent vs instructional level

Independent reading level: student can read text on his/her own with ease.

Instructional reading level: student needs the support of a teacher, parent, or tutor.

Instructional is the level where the greatest progress in reading occurs.

Talking Point

“Some efforts to ‘scaffold’ literacy in subject areas may inadvertently exacerbate students’ literacy issues by removing cognitive challenge, constraining students’ own responses and strategy use, and by fostering dependence and learned helplessness”.

3. Understanding text complexity

Understanding text complexity: a three part model

1. Quantitative measures (e.g. of word and sentence length)
2. Qualitative measures
3. Knowledge of reader and task

Quantitative Measures of Readability

<http://humanorigins.si.edu/resources/intro-human-evolution>

<http://www.readabilityformulas.com/free-readability-formula-tests.php>

Class set of Roadblocks and Strategies

Road Blocks	Strategies

Metacognitive Conversations

(Braunger et al, 2005)

- Predicting – I predict... In the next part I think... I think this is...
- Picturing – I see... I picture...
- Making connections – This is like... This reminds me of...
- Identifying a problem – I got confused... I'm not sure... I didn't expect...
- Fixing up – I'll need to..., I think I will....

Strategies of Good Readers

Good readers will:

- Re-read
- Read forwards and backwards for comprehension
- Self-correct
- Attack new/unfamiliar vocab
- Read everything on the page
- Visualise as they read
- Re-establish concentration if it is lost
- Use headings, sub-headings, titles, captions, graphics etc
- Ask questions of the text
- Notice/pay attention to words in bold, italics, capitals, underlining
- Skim and scan
- Read at different speeds
- Activate prior knowledge and put this on hold if need be
- Make predictions
- Take breaks
- Make notes/annotations
- Continue reading – persevere – they don't give up

What Makes Text Difficult?

Language: density of unfamiliar, abstract, polysyllabic and technical or highly specialised words.

Sentence Length and complexity: Long sentences are harder to read than short ones. Complex sentence structure also affects difficulty.

Conceptual difficulty: Difficulty of a text depends on how abstract the ideas are and the amount of prior knowledge they require.

Idea density: the density of ideas and the ways in which they are embedded affect text difficulty.

Relevance: How important is this text to the reader? Texts about motivating topics 'feel' less difficult.

The Three Level Reading Guide

Purpose:

Three level thinking guides promote active reading for meaning at different levels and encourage critical reading. The class discussion that takes place after the students have completed the guide is an important part of this strategy.

Three Levels of Thinking

A three level thinking guide consists of a series of statements, about a specific text, presented at three levels of thinking:

Level One	knowledge fact	reading on the lines
Level Two	comprehension interpretation	reading between the lines
Level Three	application analysis synthesis evaluation	reading beyond the lines

Some Tips for the Teacher

Select a text with content that is worth studying with close attention, because the guide takes time to prepare and to work through with the class. Begin by writing the higher level three statements and work backwards to levels two and one.

Do not use this strategy as a homework exercise or as a test. The value of the activity lies in the discussion it generates among the students as they give their views and justify what they say by referring back to the text.

Provide plenty of time for the students to work through the guide, because it has the potential to stimulate a lot of lively discussion and debate in the classroom.

Three Level Reading Guide

Level One: Literal Meaning – Reading on the lines - the answers are in the story.

Select the statements which say what the text says.

Level Two: Inference/Reading between the lines - to interpret what the author might mean

Select the statements which you think are true from what the text says. Be prepared to give reasons for your answers.

Level Three: Evaluative – Reading beyond the lines - I will have to think for myself.

Select the statements you think the author would agree with. Be ready to give reasons for your answers.

Final Word Strategy

- Person 1 reads one of their highlighted sections without comment
- Each other person in the group comments in round-robin order about that section without interruption or comment or cross-talk from the others
- Person 1 who read the item first then paraphrases the trends and key ideas then has the 'final word' by sharing their thinking about the item.
- Repeat

Talking About Text

Recent studies suggest that promoting extended discussion about rich texts may be even more effective than direct instruction.

Typical Patterns of Classroom Talk

I-R-E = teacher **I**nitiation, student **R**esponse,
teacher **E**valuation

Criticized on basis that it is:

- one-sided, teacher-centred
- privileges transmission of information
- leaves little room for exploration of ideas (needed for deeper understanding)

Activity

Read the scenario by Ian Wilkinson

Key Features of Extended Discussion

- More time for open-ended discussion
- Feature authentic open teacher questions which serve to explore rather than 'test' students' understanding,
- Attempt to increase 'uptake' whereby teachers prompt for elaboration and incorporate and build on students' ideas (Applebee, Langer, Nystrand, & Gamoran, 2003).

Talking About Text

- Barriers?
- Strategies?

Preparing Your Students To Write

- In your own words – metacognitive task
- Strategies of good writers
- Vocab toolbox
- Writing frame
- Using visuals for writing

In Your Own Words

Read the article from Hawke's Bay Today "Exclusive: Funds from Schoolboy's Story to be Gifted to College". What is your opinion on the following issues from the story? Write a response to these in your own words.

- The case of Lucan's long hair going as far as the High Court
- That he plans to sell his 'saga' to a woman's magazine
- The decision to suspend Lucan for his long hair was "stupid"
- The contrast between Mr Battison having long dreadlocks but not allowing his son to grow them
- The idea of the Battison family donating money to help pay the school's legal costs

Strategies of Good Writers

Good writers will:

- Determine their purpose and audience
- Find, select and use the most appropriate content or ideas
- Use topic statements
- Use suitable vocabulary/subject terminology
- Structure and sequence content appropriately, using headings/sub-headings/captions as necessary
- Use connectives to link ideas
- Present the text, with suitable visual material for the intended audience
- Attend to surface features (spelling, grammar and punctuation)
- Edit – review drafts (edit later and edit lots)
- Proof read the writing and make necessary corrections
- Ask for feedback on their writing
- Share their writing with others

Writing a Report on the Treaty of Waitangi – Vocab Toolbox

Reasons for the Treaty

Participants

Versions/differences in interpretations

Consequences for today's Society

Sentence Combining

Combine the five sentences in as many ways as you can. Add additional descriptive words in order to combine if you like

- The mouse was hungry
- The mouse was grey
- The mouse ate the cheese
- The cheese belonged to the vicar
- The cheese was in the fridge

Writing Frame

Writing Based on Visual Texts

1. Choose one of the human rights images and create a word bank describing what you see, using appropriate vocab that students might use in Social Sciences. Include technical terminology. (As an extension you could include some words that are NOT applicable).
2. Swap your image and words with another group. This group will use your word bank, and add to it, writing a few sentences to form a paragraph, explaining what is shown in the image.
3. Higher level thinking task – write suitable assessment questions that relate to this image and the study of human rights.

Exit Questionnaire

Please use this link to our questionnaire and provide us with some feedback on today's workshop:

<http://goo.gl/forms/10JqSNt6y6>

Summary of Strategies

To help you with the questionnaire, here is a summary of strategies we have promoted today:

Vocab:

- Academic verbs
- Vocab jumble
- Traffic lights activity
- Word map
- Word families
- Clines

Reading:

- Road blocks and strategies
- Three level reading guides
- Final word strategy
- Classroom discussions

Writing:

- In your own words
- Vocab toolbox
- Writing frame
- Using visuals for writing

Resources

- Reading for Understanding by Ruth Schoenbach, Cynthia Greenleaf and Lynn Murphy
- Effective Literacy Strategies in Years 9-13 Ministry of Education
- I've Got Something To Say by Gail Loane with Sally Muir
- TKI – Literacy Online
- TKI – ESOL Online
- TKI - Literacy Leadership