



# READING IN ECONOMICS

Disciplinary Literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.



Reading like an Economist needs to be extended beyond just the reading of text. To be able to read like an Economist, students need to be able to interpret graphs and charts interpreting key words data for their specific meanings and trends. Students need to be able to read sources critically, make inferences, summarise and utilise the information to form meaning and make connections.

- BLOGS
- JOURNALS / ARTICLES
- NEWS WEBSITES
- FINANCIAL PAPERS
- ECONOMICS MAGAZINES



## DISTINCTIVE FEATURES

- Texts will contain many Tier 3 words
- Numbers need to be read in the context of specific and often abbreviated units (e.g. 000s, \$, bn)
- Numbers may be nominal values, percentages or indices
- There will be many visual representations such as bar charts, pie charts and line graphs
- All words and phrases matter including small print perhaps denoted with an asterisk.



INFERRING



SUMMARISING



MAKING CONNECTIONS



SYNTHESISING



ASKING QUESTIONS



CLOSE READING



## DEMANDS AND STRATEGIES

- Make meaning from every word or phrase
- Identify all parts of the words and phrases
- Analyse specialised words for meaning
- Critical analysis of document sources
- Focus must stretch across both written words and visuals
- Switch strategies when reading charts and diagrams
- Focus on the detail of the context.



## CULTURAL CAPITAL

Wider reading around economics can enable students to gain a wider and deeper knowledge of the subject and is arguably essential:

- Use reading as a way to make connections and understand real world issues
- Summarise and synthesise ideas
- Read non-fiction critically. Pay attention to the source and reliability.

LITERACY DISCIPLINARY

# DISCIPLINARY LITERACY