

# Increase Reading Scores Using Literacy-Rich Social Studies Lessons



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- Taught social studies grades 7-12, English grades 7-12, co-taught ELA/Social Studies block classes for sophomores and juniors



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- Taught Social Studies grades 7-12 and co-taught American Studies with ELA teacher.
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In the Chat...

Take minute to introduce yourselves  
and let us know where you are from.



# Outcomes

- Participants will leave with a knowledge of the most current research on reading and social studies.
- Participants will understand what literacy-rich means.
- Participants will be able to identify literacy-rich lessons in the classroom.
- Participants will have access to many literacy-rich resources.



# Why do we need literacy-rich lessons?

“It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lesceledge.”





## Question 1

What is traxoline?

**“It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lescelidge.”**

## Question 2

Where is traxoline  
monotilled?

**“It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lesceledge.”**



## Question 3

How is traxoline  
quaselled?

**“It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lesceledge.”**

## Question 4

Why is it important to know about traxoline?

**“It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lescelidge.”**

# Why do we need literacy-rich social studies lessons?

"The batsmen were merciless against the bowlers. The bowlers placed their men in slips and covers. But to no avail. The batsmen hit one four after another with an occasional six. Not once did a ball look like it would hit their stumps or be caught." Tierney and Pearson (1981)





# The Marginalization of Social Studies

Research consistently demonstrates that social studies receives the least amount of instructional time in the elementary grades when compared to the amount of time afforded to other core content areas.



## College, Career, and Civic Life

Students are denied opportunities to succeed in college, career, and civic life when social studies is marginalized.



Students in low-income communities have less access to social studies instruction in elementary school.



An increase in time devoted to social studies in elementary schools resulted in higher scores on the Nation's Report Card for 4th grade U.S. History.

## Civic Engagement

Preparation for civic life was the primary purpose for establishing public schools in the United States. Students who receive effective social studies instruction are:



More likely to vote and discuss politics at home.



Four times more likely to volunteer and work on community issues.



More confident in their ability to speak publicly and communicate with their elected representatives.

# 44%



of districts surveyed have reduced time for social studies since the enactment of No Child Left Behind.

## Reading

Content knowledge makes weak readers better readers.



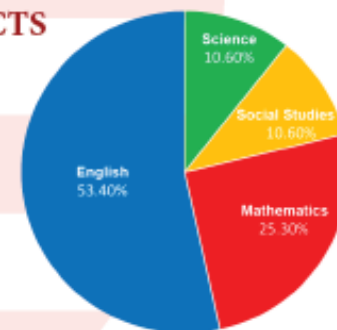
Reading assessments require background knowledge from social studies disciplines like civics, economics, geography, and history.<sup>1</sup>

Poor readers with strong background knowledge display better reading comprehension than strong readers with low background knowledge.<sup>2</sup>

2nd graders who had 60 lessons of literacy-rich social studies instruction scored 23% higher on reading assessments.<sup>3</sup>



## TIME SPENT ON CORE ELEMENTARY SUBJECTS



U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS)

# 23%

of American 8th graders are proficient in civics, according to the most recent NAEP assessment.



## What to do?



Dedicate at least 45 minutes of daily instructional time to social studies in grades K-5.



Assess social studies skills and content.



Support social studies professional learning.



Use high-quality social studies curriculum and materials.

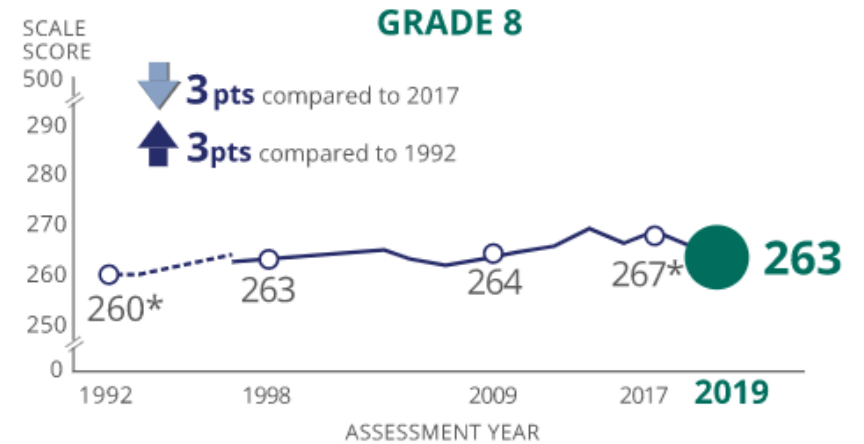
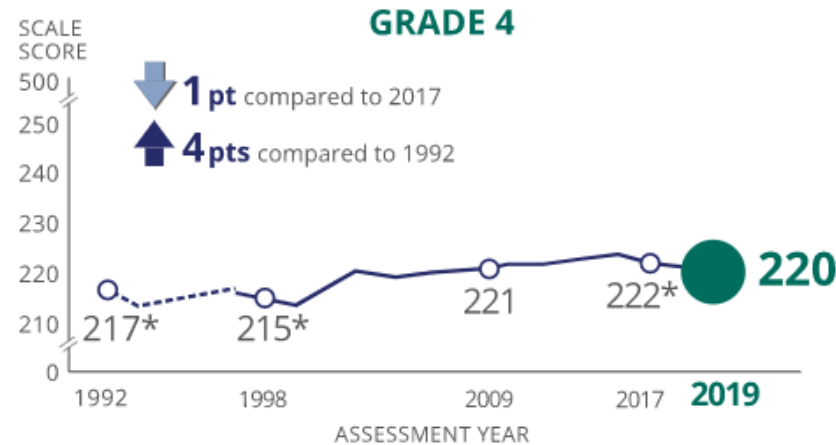
# NAEP

## NATIONAL AND STATE AVERAGE SCORES

Lower reading scores at both grades in 2019 than in 2017

Score decreases differ by gender nationally and across states

Trend in NAEP reading average scores, by grade



\* Significantly different ( $p < .05$ ) from 2019.

--- Accommodations not permitted

— Accommodations permitted

# Research

- Social studies is critical to literacy success
- Studies - Willingham, Leslie and Recht, Wexler
- Fordham Study
- Nell Duke

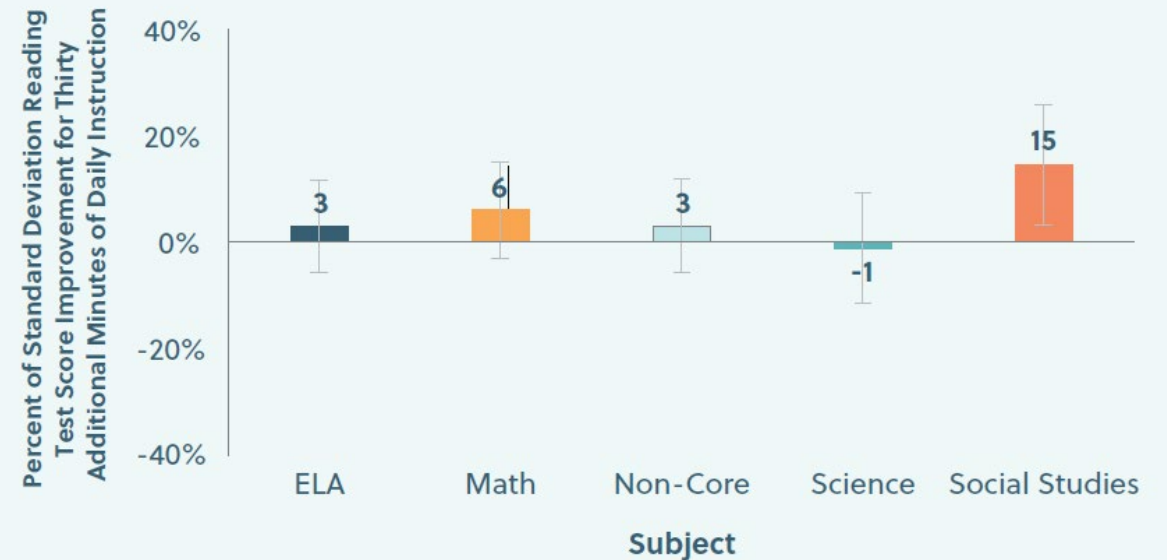




1. Elementary school students in the U.S. spend much more time on ELA than on any other subject.
2. Students from less-affluent backgrounds, Hispanic students, and those attending public schools (traditional and charter) spend more classroom time on ELA than do other students.
3. Increased instructional time in social studies – but not in ELA – is associated with improved reading ability.
4. The students who benefit the most from additional social studies time are girls and those from lower-income and/or non-English-speaking homes.

# Fordham Study

**Figure ES-2. More instructional time devoted to social studies is correlated with greater reading growth from first through fifth grade.**



# Nell Duke – Project PLACE



“Kids are getting to 4th grade with the ability to read words, but they don't have the world knowledge necessary to comprehend. They don't have the background knowledge that the authors assume that they would have.” (Nell Duke 2018)

[Nell Duke Video](#)

# Timothy Shanahan's research



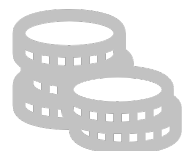
What students read matters



Set reading goals



Read multiple texts on a topic



Context is a must



Break the reading block

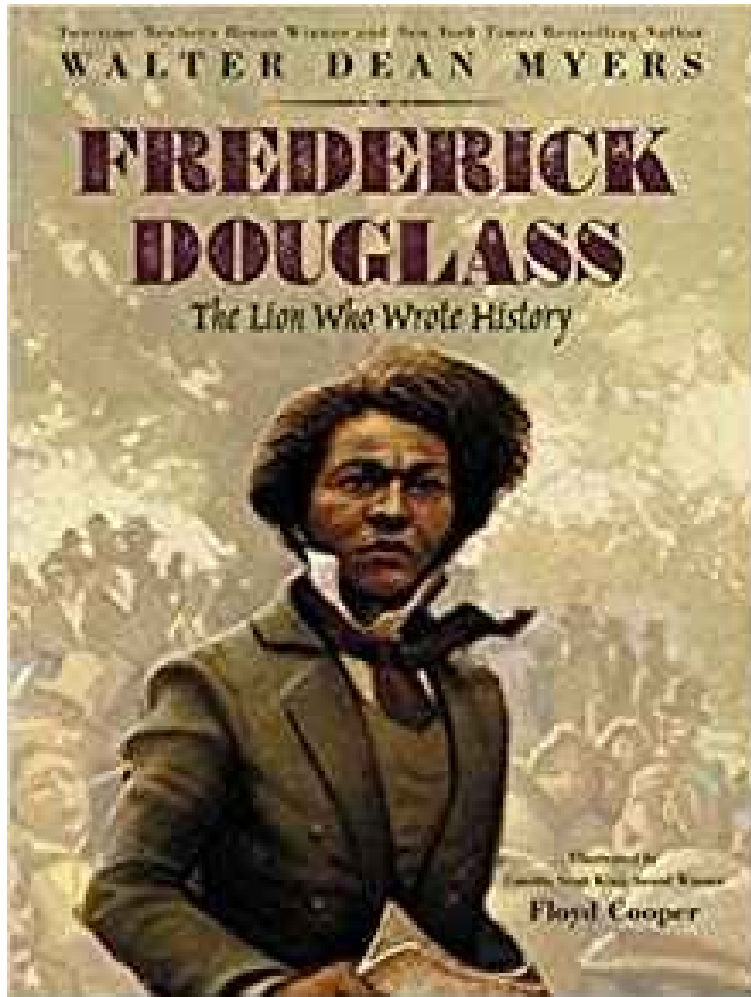


Write and often in ALL areas



# What does literacy-rich mean?

# What is literacy-rich?

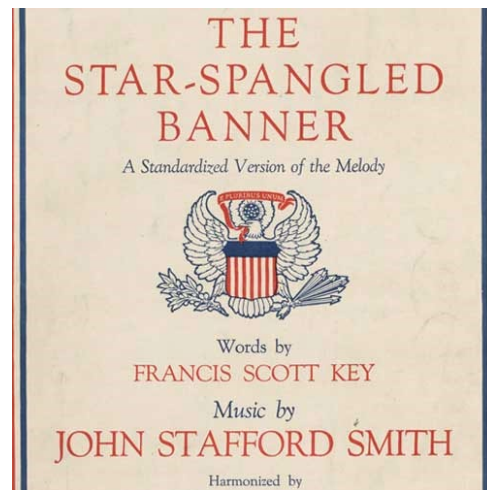


- More than just reading a social

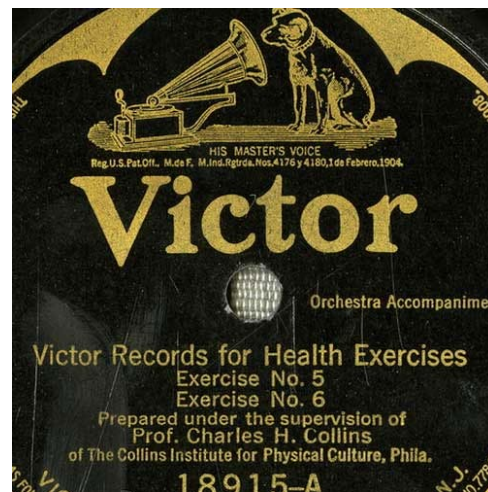
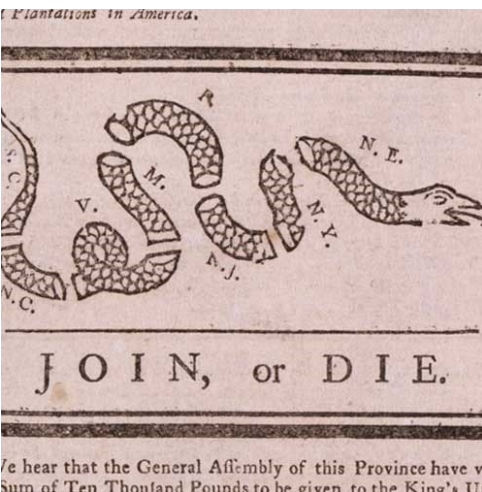
What, to the American slave, is your 4th of July? A day that shows [the enslaved person], more than all other days in the year, the unjust actions which he faces. To [an enslaved person], your celebration is a lie; your liberty, your patriotism, your sounds of celebration are empty and heartless; your shouts of liberty and equality, with all your parades, are, to [an enslaved person], a thin cover over crimes [of slavery] which would disgrace a nation. The people of these United States are guilty of unjust crimes against slaves. I am not included in this glorious anniversary! This Fourth of July is yours not mine."



Dear Wife,  
 Boston, N.H. March 4, 1860  
 When I wrote you before I was just starting on a little spread making tour, taking the boys with me. On Thursday they went with me to Louisiana where I spent a day. Friday we came down to Louisiana the place of the better better better better better. When we remained for hours awaiting the train back to Boston. When it came, we were after it to Boston where the boys got off, and I went on to New Orleans and spent the twenty seven Saturday I came back to Boston, reaching here about noon, and finding the boys all right, having caught up with the leaves. Bob has a letter for you saying Miller and Jane, was very sick the Saturday night after I left. Having no object for you, and having no friends, friends of Washington for Mr. Hylton, saying nothing about our family, I have the dear little fellows, and were again. This is Sunday morning, and according to Bob's own, I have to go to church on Monday. Tomorrow I have foreman to the boys, go to New Orleans, come and speak there on the evening. Sunday at New Orleans, Monday at New Orleans and Thursday at New Orleans. Bob. Then I shall have come and



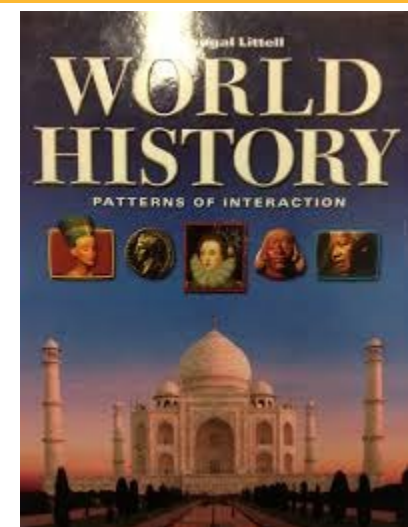
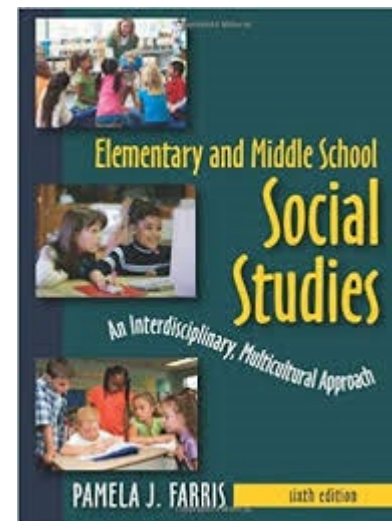
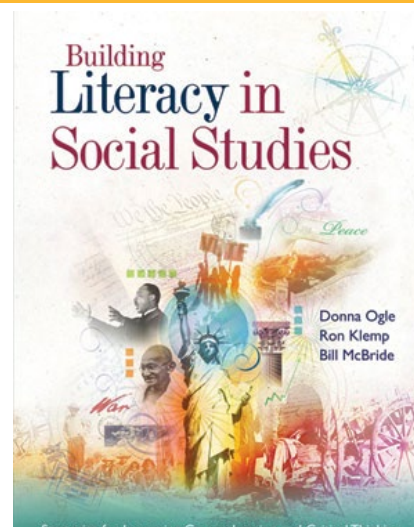
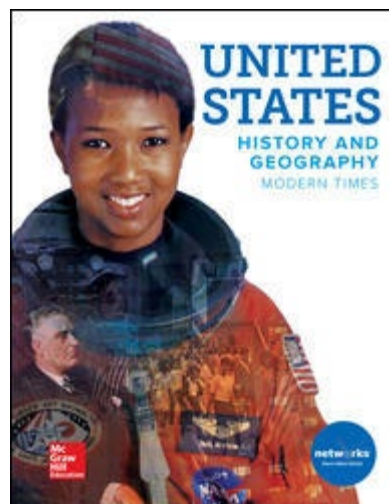
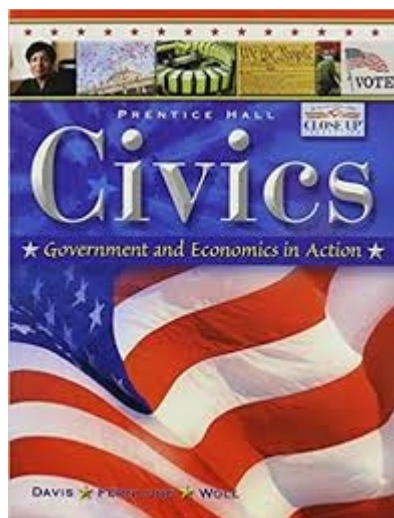
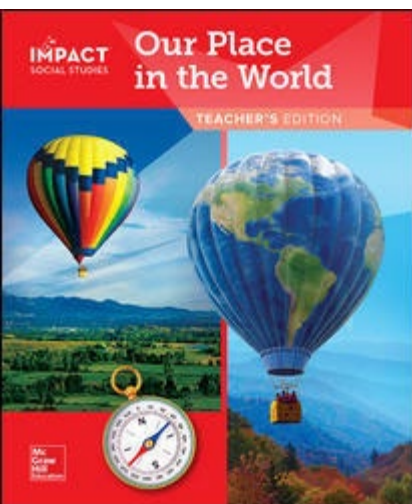
# Primary Sources



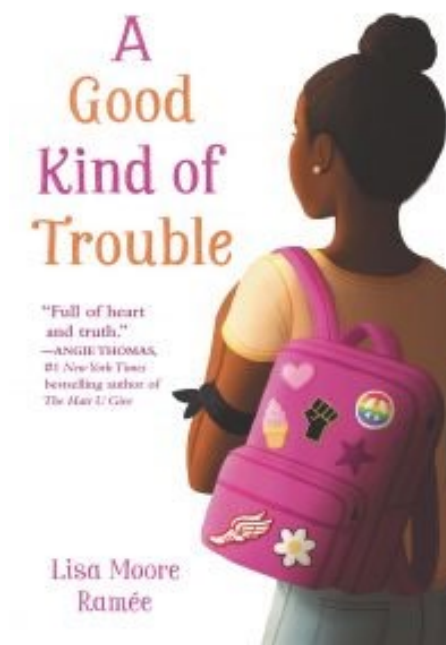
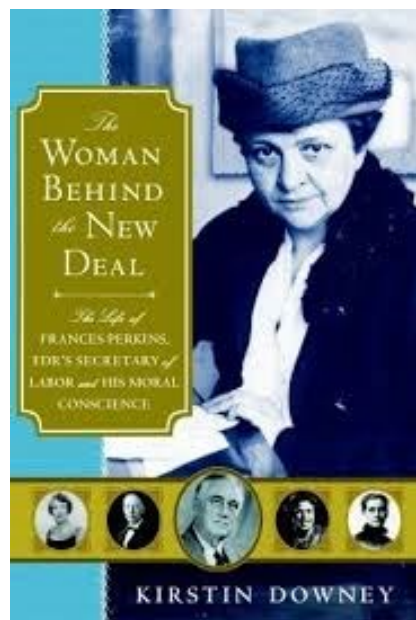
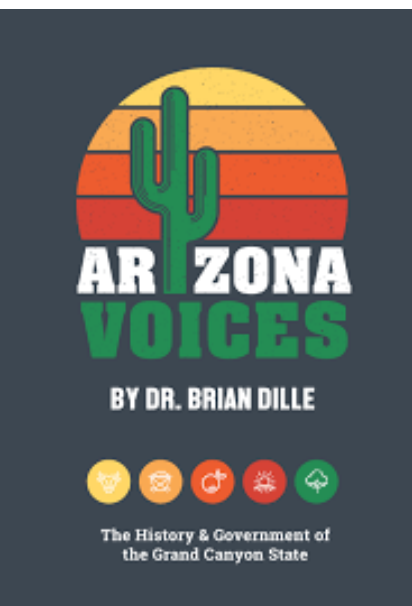
Recd this 27th July 1873 of Edward George W. hands of Mr. Lewis Ross. Nine pounds eleven shillings seven pence half penny, it being in full for hire of Negro Man Cook. the property of Gray in Year 1871.  
 Wm Noel  
 for Ross & Gray







# Secondary Sources





# Sourcing and Media Literacy

Google

How do I know if this source is reliable?

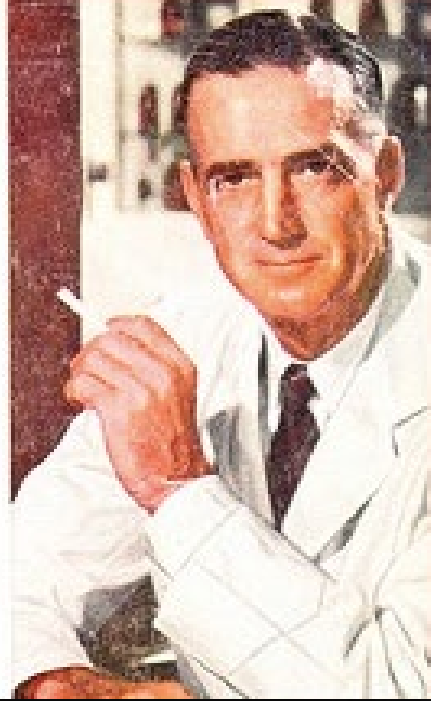


Snake oil is wonderful stuff!



WIKIPEDIA  
The Free Encyclopedia

According to repeated nationwide surveys,  
**More Doctors  
Smoke CAMELS  
than any other  
cigarette!**



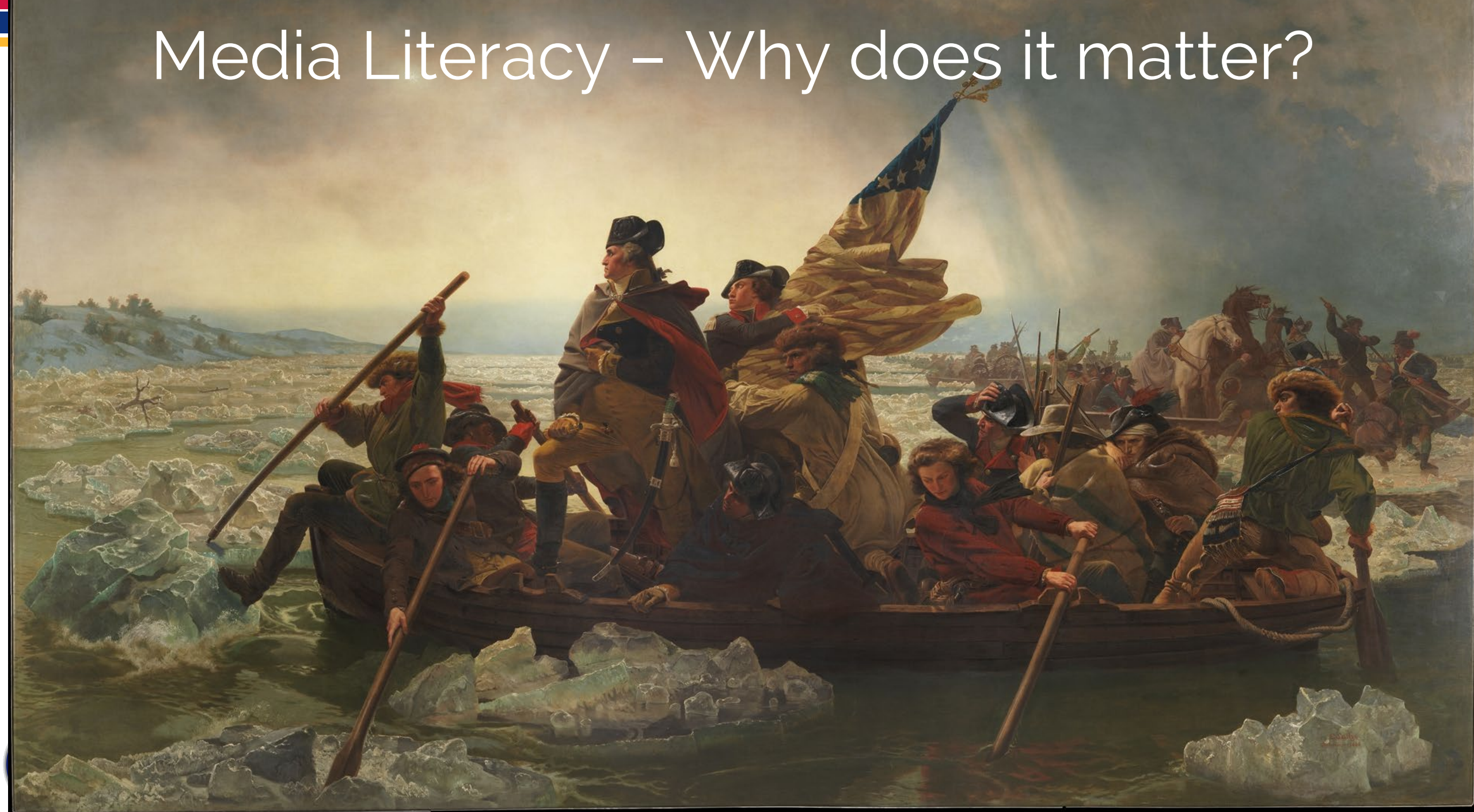
Question: Who was present at the signing of the Declaration of Independence?

- Source 1: Hollywood movie about the American Revolution made in 2001.
- Source 2: Book written by an historian who is an expert on the American Revolution, published in 1999.
- Which do you trust more and why?





# Media Literacy – Why does it matter?





# How are literacy-rich lessons used in class?

Student  
Engagement

Georgia Dept.  
of Ed.

6th Grade

What stands out to you  
from this video?  
What should you be  
looking for in a  
literacy-rich social  
studies lesson?



# Inquiry

## Observe

American Progress  
John Gast  
1872





# Inquiry

## Reflect

American Progress  
John Gast  
1872





# Inquiry

## Question

American Progress  
John Gast  
1872



# TEACHER'S GUIDE ANALYZING PRIMARY SOURCES



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

## OBSERVE

**Have students identify and note details.**

Sample Questions:

What do you notice first? · Find something small but interesting. · What do you notice that you didn't expect? · What do you notice that you can't explain? · What do you notice now that you didn't earlier?

## REFLECT

**Encourage students to generate and test hypotheses about the source.**

Where do you think this came from? · Why do you think somebody made this? · What do you think was happening when this was made? · Who do you think was the audience for this item? · What tool was used to create this? · Why do you think this item is important? · If someone made this today, what would be different? · What can you learn from examining this?

## QUESTION

**Have students ask questions to lead to more observations and reflections.**

What do you wonder about...  
who? · what? · when? · where? · why? · how?

## FURTHER INVESTIGATION

**Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.**

Sample Question: What more do you want to know, and how can you find out?

A few follow-up  
activity ideas:

**Beginning**

*Have students compare two related primary source items.*

**Intermediate**

*Have students expand or alter textbook explanations of history based on primary sources they study.*

**Advanced**

*Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.*

*For more tips on using primary sources, go to*

**<http://www.loc.gov/teachers>**





## Analyze a Cartoon



### Meet the cartoon.

What do you see?

Is the cartoon?

☐ BLACK AND WHITE ☐ COLOR

Is there a caption?

☐ YES ☐ NO

If so, what does the caption tell you?



### Observe its parts.

Are there people, symbols, or objects in the cartoon?



PEOPLE



SYMBOLS



OBJECTS

What are the people doing in the cartoon?

What are the objects used for in the cartoon?

Write two words that describe the cartoon.

### Try to make sense of it.

*Answer as best you can. The caption, if available, may help.*

What do the symbols stand for in the cartoon?

Who drew the cartoon?

When do you think this cartoon was drawn?

What is the main idea of the cartoon?

List two parts (words or objects from the cartoon) that support the main idea.



### Use it as historical evidence.

Where do you think we could find out more information about the people, symbols, or objects in the cartoon?





# Where can I find literacy-rich resources?



# Resources

- Library of Congress
- National Archives
- C3 Inquiries
- SHEG/COR
- History's Mysteries
- Notable Social Studies Trade Books



Trainings Available On Demand  
July 20, 2021 – 3:30-4:30  
Contact  
Linda.Burrows@azed.gov



For questions or concerns please contact either Tammy Waller at [tammy.waller@azed.gov](mailto:tammy.waller@azed.gov) or Linda Burrows at [linda.burrows@azed.gov](mailto:linda.burrows@azed.gov) or visit the Arizona Department of Education History and Social Science web site at <https://www.azed.gov/standards-practices/k-12standards/standards-social-studies>





# Optimism and Opportunity for All!

Leading Change, Teachers' Institute, &  
School Counselors' Institute



## Thank you!

- Recorded sessions will be loaded to the Teachers' Institute & Leading Change webpage on the ADE website ~ one week after the live conference closes.
- <https://www.azed.gov/leading-change>
- Recordings will not be archived through the CE21 platform.
- Survey – link at the top

