



Improving Reading Through Social Studies

Strand: Teaching and Learning—General

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop's alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Content Instruction

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Understand the importance of supporting reading instruction in social studies.
- Understand the “roadblocks” that affect teachers and students in reading.
- Learn about strategies used to support reading instruction for students before, during, and after content area instruction.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts
 - Handout 1: Strategies to Use Before Content Area Instruction
 - Handout 2: Strategies to Use During Content Area Instruction
 - Handout 3: Strategies to Use After Content Area Instruction
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics

1. Supporting Reading Instruction
2. Strategies to Use Before Content Area Instruction
3. Strategies to Use During Content Area Instruction
4. Strategies to Use After Content Area Instruction

Subtopics

1. Supporting Reading Instruction

- a. The Need to Support Reading Instruction
- b. Roadblocks to Supporting Student Reading

2. Strategies to Use Before Content Area Instruction

- a. Overview
- b. Think Aloud
- c. Browse Through Texts
- d. Brainstorm/Categorize
- e. Use Graphic Organizers
- f. Pre-Teach Vocabulary and Concepts
- g. Pose Questions
- h. Preview/Analyze/Connect
- i. K-W-H Chart

3. Strategies to Use During Content Area Instruction

- a. Overview
- b. Visualize
- c. Take Notes
- d. Use Context Clues
- e. Summarize
- f. Retell
- g. Guided Reading and Practice

4. Strategies to Use After Content Area Instruction

- a. Overview
- b. Skim
- c. Reflect Through Talking, Writing, Drawing, Music, and Movement
- d. Self-evaluate

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover Objectives (from Workshop Overview)	2	10
Topic 1 – Supporting Reading Instruction		
	3-9	30
Discussion Point – What are some other reading road blocks you have noticed in the classroom?		
	9	(10)
Topic 2 – Strategies to Use Before Content Area Instruction		
	10-20	50
Activity – Quick Write		
	20	(10)
Break		
Topic 3 – Strategies to Use During Content Area Instruction		
	21-29	40
Discussion Point – How can you teach social studies content in a way that includes these strategies?		
	29	(10)
Topic 4 – Strategies to Use After Content Area Instruction		
	30-34	45
Activity – Into Action		
	35	(30)
Closing Thoughts		
	36	5
Total of 3 hours (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.



Slide 12

PDXPERT STRATEGIES TO USE BEFORE CONTENT AREA INSTRUCTION

Think Aloud

Invite students to think and talk about a topic they are about to read.

Sample prompts:

- “What do you think of when I say the word *Congress*?”
- “What does it mean to vote?”
- “What have you heard about the Great Depression?”

THE MASTER TEACHER
Develop. Support. Inspire.

The “Think Aloud” strategy affords students the opportunity to build on their current knowledge. It also can be a confidence builder, showing students that they already have a knowledge base to build on. The “Think Aloud” strategy can help spark students’ interest in the topic, and encourages engagement and participation.

PDXPERT STRATEGIES TO USE AFTER CONTENT AREA INSTRUCTION

With your group, create one **before-reading** strategy, one **during-reading** strategy, and one **after-reading** strategy for the social studies selection provided to you.

ACTIVITY: Into Action

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Building Support Classrooms

Activity: Into Action

Allow 30 minutes for this activity.

Instructions: Have participants divide into four groups.

Distribute **Handouts 1, 2, and 3**. These handouts summarize the strategies to use before, during and after content area instruction discussed during this workshop. Participants can refer to these handouts during this activity. (These handouts will also be a valuable resource to them for future reference).

Distribute a copy of a selection from a social studies textbook to each group. Each group should devise a lesson plan to accompany their selection. The lesson plan should consist of one before-reading strategy, one during-reading strategy, and one after-reading strategy that could be implemented into their classroom.

Give each group 15 minutes to brainstorm. Then have groups present their strategies to the rest of the participants.

“Think About It” Exercise

Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.



1. Which of the following strategies have you used in your classroom? List any that apply.

Before-reading strategies: Think aloud; browse through texts; brainstorm/categorize; use graphic organizers; pre-teach vocabulary and concepts; pose questions; preview/analyze/connect; K-W-H chart.

During-reading strategies: Visualize; take notes; use context clues; summarize; retell; guided reading and strategy practice.

After-reading strategies: Skim; reflect through talking, writing, drawing, music, and movement; self-evaluate.

2. On average, how much time per class period do you devote to using these strategies? Do you find that this length of time is suitable for the amount of instruction?

3. In what ways have you found these strategies to be effective? Have you noticed any negative effects of using these strategies?
