



# Integrating Reading/Language Arts and Social Studies Instruction

# WHY?

- "...supports a focus on the development of conceptual understanding rather than simply the acquisition of facts."
- "When reading sets of conceptually rich texts, we can support students' comprehension and knowledge in multiple ways."
- Informational texts and fictional text
  - Explore new vocabulary in multiple contexts
  - Synonymous words used which offer shades of meaning
  - Fiction = personal, subjective, affective perspective
  - Informational = objective, factual perspective

# First

- Social Studies unit
- What do students need to know, understand, and be able to do?
- Create an instructional calendar
- What resources support the unit?

# How?

- Discussions - Speaking and listening standards
- Connect information from different parts of texts or across multiple texts (GSE --- )
- Argument and Elaboration (integration of topically related texts)
- Applications and Extensions (purpose for reading)
- Whole group/modeled and shared reading
- Small group guided reading
- Independent reading
- Writing (Informational, Opinion)

Standard	Activities	Resources
<p>SS4G1: The student will be able to locate important physical and man made features in the US.</p> <p>ELACC4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>ELACC4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>ELACC4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>What impact do landforms have on the people that live in that environment?</p>	<ul style="list-style-type: none"> <li>o Textbook – pages 6 – 9 for homework before lesson OR do in a small reading group – how do you do a close reading on the diagram on pages 6-7 – what can you infer about landforms based on the graphic?</li> <li>o What is geography? What do geographers do? (tag idea of acting like the career) Begin an interactive notebook for this – vocabulary organizer in the frayer model.</li> <li>o Take notes while watching brainpop – for each landform, fill out frayer model</li> <li>o Compare and contrast a political and physical map (read reading a-z text) – can do as shared reading, guided reading, or independent reading</li> </ul>	<p><a href="https://jr.brainpop.com/science/land/landforms/preview.weml">https://jr.brainpop.com/science/land/landforms/preview.weml</a></p> <p>landforms on brainpop</p>

# Considerations of text

- Factors of Complexity/Text Features
- Disciplinary Thinking
  - Read like a scientist, historian, economist
- Word Solving
  - Inside the word – word parts
  - Outside the word – context clues
- Comprehension
  - Label the strategy (visualizing, predicting)

# BALANCE

- Cold Reads
- Fiction/Informational

# Resources

<http://www.readwritethink.org/classroom-resources/lesson-plans/wonder-writing-scientific-explanations-872.html> GREAT lesson on how to get information from non-fiction text

[readworks.org](http://readworks.org)

[newsela](http://newsela.com)

<http://www.dogonews.com/> current events

<http://www.kidrex.org/>

<https://www.readinga-z.com/>

<http://www.odysseymagazine.com/pages/sciencescoopsarchives.asp> science content

<https://kids.usa.gov/>

<http://www.timeforkids.com/news>

<http://magazines.scholastic.com/>

<http://bensguide.gpo.gov/>

<http://wonderopolis.org/home>

Safari Montage



# References

- Using Mentor Texts To Teach Writing in Science and Social Studies Kristine Pytash and Denise Morgan (The Reading Teacher)
- Teacher Modeling Using Complex Informational Texts Douglas Fisher and Nancy Frey (The Reading Teacher)
- The Sixth Pillar of Reading Instruction: Knowledge Development (Gina Cervetti and Elfrieda Hiebert (The Reading Teacher)
- Models for Using Nonfiction in the Primary Grades Rosemary Palmer and Roger Stewart (The Reading Teacher)
- Bringing Together Fictional and Informational Texts to Improve Comprehension Jennifer Soalt (The Reading Teacher)
- Helping Students Develop Strong Content Area Reading skills  
<http://www.k12reader.com/helping-students-develop-strong-content-area-reading-skills/>