

Building Literacy in Social Studies
Module 3: Disciplinary Literacy
Handouts



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Explore

- Tim Shanahan says “Experts read their respective texts quite differently.” What do you think this means?

- What is disciplinary literacy?

Video Reflection

- What does building knowledge in the disciplines of social studies mean?

- What does this look like in a social studies classroom?

- What strategies could you use in your classroom to support this instructional shift?

- What challenges do you think you will face as you work towards giving students more opportunities to build knowledge in the discipline of social studies?

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Engage

Video	What practices do you observe that promote disciplinary literacy?	What could you add to this lesson to better promote disciplinary literacy?
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2		

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Connect

General Reading Strategies	Disciplinary Literacy Characteristics
Monitor comprehension	Build prior knowledge
Pre-read	Build specialized vocabulary
Think about what one already knows	Use knowledge of text structures and genres to predicate main and subordinate ideas
Make predictions	Pose discipline relevant questions
Re-read	Compare claims and propositions across texts
Summarize	Use norms for reasoning within the discipline (i.e. what counts as evidence) to evaluate claims

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Historical Reading Skills	Questions	Students should be able to...	Prompts
Sourcing <i>(Before reading document)</i>	<ul style="list-style-type: none"> • What is the author's point of view? • Why was it written? • When was it written? • Is this source believable? Why/Why not? 	<ul style="list-style-type: none"> • Identify the author's position on event • Identify and evaluate the author's purpose in producing the document • Predict what author will say BEFORE reading document 	<ul style="list-style-type: none"> • The author probably believes... • I think the audience is... • Based on the sourcing information, I predict this author will... • I do/don't trust this document because...
Contextualization	<ul style="list-style-type: none"> • What else was going on at the time this was written? • What was it like to be alive at this time? • What things were different back then? What things were the same? 	<ul style="list-style-type: none"> • Use context/background information to draw more meaning from document • Infer historical context from document • Understand that words must be understood in a larger context 	<ul style="list-style-type: none"> • I already know that _____ is happening at this time.... • From this document I would guess that people at this time were feeling... • This document might not give me the whole picture because...
Close Reading	<ul style="list-style-type: none"> • What claims does the author make? • What evidence does the author use to support those claims? • How does this document make me feel? • What words or phrases does the author use to convince me that he/she is right? • What information does the author leave out? 	<ul style="list-style-type: none"> • Identify author's claims about event. • Evaluate evidence/reasoning author uses to support claims. • Evaluate author's word choice; understand that language is used deliberately 	<ul style="list-style-type: none"> • I think the author chose these words because they make me feel... • The author is trying to convince me... (by using/ saying)
Corroboration	<ul style="list-style-type: none"> • What do other pieces of evidence say? • Am I finding different versions of the story? Why or why not? • What pieces of evidence are most believable? 	<ul style="list-style-type: none"> • Establish what is true by comparing documents to each other. • Recognize disparities between two accounts. 	<ul style="list-style-type: none"> • This author agrees/disagrees with... • This document was written earlier/later than the other, so...

Source: Stanford History Education Group (<http://sheg.stanford.edu>)

