

Strategies for Integrating Language and Literacy in Social Studies Instruction

<p>Promote Academic Discourse</p> <ul style="list-style-type: none">• Model social studies discourse patterns such as recounting, explaining, and debating• Ask students to communicate their ideas and thinking about social studies concepts, especially claims, evidence and reasoning• Provide students with feedback on their use of academic language• Revoice or restate student contributions using social studies discourse patterns• Ask students questions that are intended to stimulate historical thinking and reasoning• Encourage students to respond directly to each other's statements and claims• Ask students to restate, affirm and/or critique others' assertions, claims, evidence and/or reasoning.	<p>Support Literacy Development</p> <ul style="list-style-type: none">• Assign tasks that involve literacy skills (e.g., reading, writing, making charts and tables, creating time lines, interpreting maps)• Explain expectations of literacy tasks and provide clear instruction about how to successfully accomplish the tasks• Provide students with feedback on their use of social studies literacy practices• Provide vocabulary instruction on key terms and concepts• Use key social studies terms throughout the lesson• Give students opportunities to use key words in writing or talk
<p>Scaffold Language and Content</p> <ul style="list-style-type: none">• Modify talk (e.g., repetition, wait time, proper enunciation, rate of speech, rephrasing, L1 use) that facilitates student understanding of instruction• Pay explicit attention to language issues that might be confusing or difficult (e.g., multiple-meaning words, figurative language, idioms, and grammatical structures)• Provide supports such as sentence frames, word walls, glossaries, graphic organizers, outlines, and reading guides• Utilize visual representations, physical manipulatives, models and realia• Use gestures, multimedia resources, demonstrations and kinesthetic movements	<p>Contextualize Learning</p> <ul style="list-style-type: none">• Anticipate and elicit students' experiences from home, community or other out-of-school related to the social studies topic being studied• Make public students' prior knowledge and thinking about the social studies topic• Connect social studies topics to local physical, geographic, or ecological environment or conditions• Link social studies topics to issues and challenges faced locally, statewide or nationally and/or ones that students have personal experience with• Engage students in problem and project-based learning tasks and assignments