The Problem:
✓ Many students do not have grade-level appropriate social studies content knowledge.
✓ Many students do not read nonfiction fluently.
✓ Tests include social studies passages because
✓ Reading social studies is a high school requirement.
✓ Knowing about government, economics, culture, and geography is important for everyone.

What caused the Problem?
Check all that are “root causes”.
__George Bush left social studies behind with NCLB.
__There is not enough time for teachers to teach social studies because of the requirements for math and reading preparation.
__Many schools do not have social studies texts.
__Teachers need strategies to teach reading in the content areas.

Which responses will make a lasting impact?
__buy more books
__use the books we have more strategically
__integrate reading and writing into social studies
SOCIAL STUDIES: FOCUS ON IDEAS WITH BIG QUESTIONS

We recommend that you ask a “big question” as you start each unit. The following chart provides examples of very big questions that could be adapted to organize units that will give students opportunity to develop thinking abilities as well as expand knowledge.

Use BIG questions to help students learn social studies content.

<table>
<thead>
<tr>
<th>Geography</th>
<th>Who lives where, why, how?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How and why have people changed the places they live?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture</th>
<th>How do people live in a culture?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is important to that culture?</td>
</tr>
<tr>
<td></td>
<td>How has the culture changed?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economics</th>
<th>How do people use what they have to get what they need and want?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How has the economy changed?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Government</th>
<th>How does government work?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How does government affect people?</td>
</tr>
<tr>
<td></td>
<td>How has government changed?</td>
</tr>
<tr>
<td></td>
<td>What should citizens do to bring about more progress?</td>
</tr>
</tbody>
</table>
How will students answer the BIG questions?
That’s the literacy connection.

Reading/Thinking\Writing Connections
Polk Bros. Foundation Center for Urban Education    teacher.depaul.edu

Common Core Literacy Standards: A Concise Listing
The following statements list the focuses of each of the Reading and Writing standards.

Reading Standards

Ideas and Information
1. Read carefully to figure out what the text says, then infer with evidence.
2. Figure out the central idea (nonfiction) or theme (literature)
3. Analyze relationships—among characters, plot (fiction), among ideas (nonfiction)

Craft and Structure
4. What are the important words and what do they mean in this context?
5. What choices did the writer make—techniques, components, structure?
6. What is the writer’s purpose?

Integration of Ideas and Information
7. Integrate ideas and information from different kinds of sources
8. Evaluate the strength of evidence for a position (only for nonfiction)
9. Compare and contrast different presentations of the same topic or theme.

Writing Standards

Text Types and Purposes:

Production and Distribution of Writing
4. Make it coherent and clear—well organized.
5. Plan it then revise it.
6. Use technology to “publish” it

Research to Build and Present Knowledge
7. Research to respond to a focus question.
8. Integrate information from different kinds of sources.
9. Support research and analysis with evidence.

For the complete standards, go to
Developing social studies literacies will support NWEA progress.

What NWEA requires students to demonstrate for nonfiction proficiency:

**Text Features Of Nonfiction**
- Diagrams/Charts/Graphs
- Maps
- Glossary
- Bibliography
- Author's Biography
- Index/Table Of Contents

**Locate Information, then Analyze and Infer**
- Locate Information
- Compare/Contrast
- Sequence Of Events
- Infer meaning of words (context)
- Draw Conclusions
- Cause/Effect

**Summarize Then Infer Main Idea And Author’s Purpose Based On Analysis Of Use Of Facts**
- Summarize/Describe
- Key Details
- Main Idea
- Synthesize

**Author's Intent/Purpose**
- Author's Viewpoint/Bias
- Point Of View/Purpose
- Facts vs. Opinions
- Validity Of Information
- Author's Style/Technique
- Persuasive Language