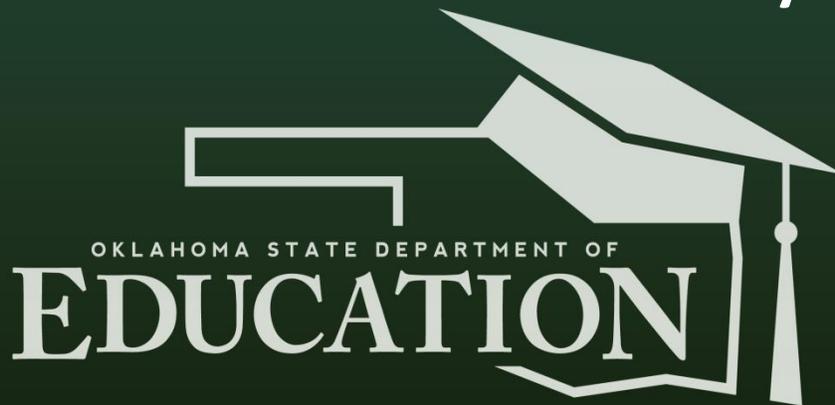


# SOCIAL STUDIES

**Digital Resources for Teaching  
The Social Studies Process and Literacy Skills (PALS)**



**OKLAHOMA  
ACADEMIC  
STANDARDS**



# SOCIAL STUDIES

Process and

Literacy

Skills

Resources



Social Studies Process Skills are integral part of teaching the disciplines of the social sciences. For many educators these skills were the “traditional process skills” of examining and analyzing primary and secondary documents, determining bias; analyzing charts, maps, graphs, diagrams; cause and effect reasoning; sequencing events; comparing and contrasting; drawing conclusions, understanding point of view/perspective; discussion and debate; chronological reasoning; etc. Although research was and is a key component of the social studies, reading and writing from a social studies mindset has not always been given balanced instructional time. Reading and writing have been in Oklahoma state social studies standards since 1999. In 2002, the Grade 8 United States History standards phrased the approach this way “Read, write, and present a variety of products . . .” and “Write on, speak about, and dramatize different historical perspectives . . .” (Oklahoma State Department of Education. *Priority Academic Student Skills*. Revised July 2002. Page 247). Oklahoma social studies educators had high and challenging expectations for their students to know only know the content but demonstrate to others their understandings in the social studies disciplines. This was seven years before the drafts of the literacy standards for [History/Social Studies](#) were published for public comment in 2009.

The current [Oklahoma Academic Standards for the Social Studies](#) (OAS) seek to balance the student expectations for critical thinking (process and literacy) with robust content. Each grade level and course has both kinds of standards; process and literacy, and content. The social studies are a cluster of “communications disciplines.” A student should be able to read, write, speak, and present about what she/he has learned in an effective manner.

To help Oklahoma’s social studies educators, Pre-kindergarten through Grade 12, continue to implement the new standards (2012) the Social Studies Curriculum Office is providing the following resources and links for lesson planning and instructional uses. **These resources align with the Process and Literacy Skills (PALS) found in each grade level or course of the OAS.** Some resources will link out to other organizations’ Web sites and some will be posted documents.

For additional information on social studies education you may contact.

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## Digital Resources

<p><b>Edmond Public Schools' Strategies Toward Exceptional Performance of Students in the Social Studies or the STEPS Handbook</b></p>	<p><i>The following collection of <b>200 PLUS</b> Lesson Ideas and Instructional Strategies for Reading, Writing, and Critical Thinking in the Social Studies are shared by the Curriculum Office of Edmond Public Schools. The collection is the result of research and classroom experience, all of which is offered for new and veteran teachers seeking new ideas for the classroom.</i></p>	<p><a href="http://okcss.org/resources.html">http://okcss.org/resources.html</a></p>
<p><b>Cite Evidence Lesson Using the Declaration of Independence</b></p>	<p>Written by Pam Merrill, Social Studies Curriculum Office, Edmond Public Schools</p>	<p><a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Cite%20Evidence.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Cite%20Evidence.pdf</a></p>
<p><b>Fact, Opinion, Reasoning Lesson Using the Declaration of Independence</b></p>	<p>Written by Pam Merrill, Social Studies Curriculum Office, Edmond Public Schools</p>	<p><a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Fact,%20Opinion,%20Reasoning.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Fact,%20Opinion,%20Reasoning.pdf</a></p>
<p><b>Point of View Lesson Using the Declaration of Independence</b></p>	<p>Written by Pam Merrill, Social Studies Curriculum Office, Edmond Public Schools</p>	<p><a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Point%20of%20View.pdf</a></p>
<p><b>Summarize Central Idea Lesson Using the Declaration of Independence</b></p>	<p>Written by Pam Merrill, Social Studies Curriculum Office, Edmond Public Schools</p>	<p><a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Summarize%20Central%20Ideas.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Summarize%20Central%20Ideas.pdf</a></p>
<p><b>Text Comparisons Lesson Using the Declaration of Independence</b></p>	<p>Written by Pam Merrill, Social Studies Curriculum Office, Edmond Public Schools</p>	<p><a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Text%20Comparisons.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Text%20Comparisons.pdf</a></p>
<p><b>Visual Evidence Lesson Using the Declaration of Independence</b></p>	<p>Written by Pam Merrill, Social Studies Curriculum Office, Edmond Public Schools</p>	<p><a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Visual%20Evidence.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Visual%20Evidence.pdf</a></p>
<p><b>Vocabulary Lesson Using the Declaration of Independence</b></p>	<p>Written by Pam Merrill, Social Studies Curriculum Office, Edmond Public Schools</p>	<p><a href="http://www.sde.idaho.gov/site/social_studies/docs/core/Vocabulary.pdf">http://www.sde.idaho.gov/site/social_studies/docs/core/Vocabulary.pdf</a></p>
<p><b>Doing Social Studies</b></p>	<p><b>Doing Social Studies</b> is a new experience for the <b>Kansas Council for the Social Studies</b>. It's a place for a variety of voices to discuss what high-quality social studies looks like in the 21st century. KCSS board members and other educators from around the state will share ideas, resources, and materials about how we can all do social studies better.</p>	<p><a href="http://doingsocialstudies.com/">http://doingsocialstudies.com/</a></p>
<p><b>CUSS Reading Strategy</b></p>	<p>A basic reading strategy useable by almost all students in most grades!</p>	<p><a href="http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/CUSS%20Reading%20Strategy.pdf">http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/CUSS%20Reading%20Strategy.pdf</a></p>
<p><b>Fundex Reading/Writing template</b></p>	<p>Based on the popular "F A N D E X: Family field Guides" this template helps students read, research, and compose social studies knowledge at their fingertips!</p>	<p><a href="http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/FUNDEX.pdf">http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/FUNDEX.pdf</a></p>
<p><b>Postcards for the Past Reading/Writing template</b></p>	<p>This activity can accompany any social studies topic for history and/or geography. This project aligns to the <i>Oklahoma Academic Standards'</i> Process and Literacy Skills for all grades and is useable with all content skills. It is important for students learning about history and geography to put themselves in the shoes of those who were there or who live in another geographic locale. This activity helps students imagine being in another time, place, culture, climate, etc. by writing about a moment in time and location.</p>	<p><a href="http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Postcards%20from%20the%20Past.pdf">http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Postcards%20from%20the%20Past.pdf</a></p>
<p><b>OPTIC: A Visual Literacy Strategy</b></p>	<p>OPTIC is an organized approach for teaching students how to read visual or graphic text closely.</p>	<p><a href="http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OPTIC.pdf">http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OPTIC.pdf</a></p>

<b>Found Poem Instructions</b>	Found poems take existing texts and refashion them, reorder them, and present them as poems. The literary equivalent of a collage, found poetry is often made from newspaper articles, street signs, graffiti, speeches, letters, or even other poems.	<a href="http://www.readwritethink.org/files/resources/lesson_images/lesson33/found-poem-instructions.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson33/found-poem-instructions.pdf</a>
<b>Poem of Two Voices</b>	After students compare and contrast two items, they compose a poem for two voices in the “voice” of the two items. These poems should then be read aloud by two students, each assuming one of the voices from the poem.	<a href="http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf">http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf</a>
<b>Logical Fallacies Infographic</b>	A logical fallacy is a flaw in reasoning. Logical fallacies are like tricks or illusions of thought, and they're often very sneakily used by politicians and the media to fool people. Don't be fooled! This website has been designed to help you identify and call out dodgy logic wherever it may raise its ugly, incoherent head. FREE poster downloads available.	<a href="https://yourlogicalfallacyis.com/">https://yourlogicalfallacyis.com/</a>
<b>SOCIAL STUDIES PROCESS SKILLS: Goals for Student Practice and Mastery for Grades 5-12 from the Edmond Public Schools</b>	I indicates when a skill is <b>introduced</b> to the student as part of the content for the grade level or subject. <b>D</b> indicates when the student is expected to <b>develop</b> the skill through guided practice within the content for the grade level or subject. <b>R</b> indicated when the skill is to be <b>reinforced</b> through frequent and independent practice using the appropriate content for the grade level or subject.	<a href="http://www.edmondschools.net/Portals/0/docs/SS%20Process%20Skill%20Matrix%2005-12.pdf">http://www.edmondschools.net/Portals/0/docs/SS%20Process%20Skill%20Matrix%2005-12.pdf</a>
<b>SOCIAL STUDIES SKILLS Matrix: Goals for Student Practice and Mastery for Grades 5-12 from the Georgia Department of Education</b>		<a href="https://www.georgiastandards.org/standards/GPS%20Support%20Docs/gps_Socialstudies_skills_matrix.pdf">https://www.georgiastandards.org/standards/GPS%20Support%20Docs/gps_Socialstudies_skills_matrix.pdf</a>
<b>Carol Hurst's Literature Site</b>	This site provides teachers with an opportunity to view books sorted by subject area. It also provides additional information for some books such as lesson plans and activities, and related professional books and links.	<a href="http://www.carolhurst.com/subjects/curriculum.html">http://www.carolhurst.com/subjects/curriculum.html</a>
<b>ReadingQuest: Making Sense in Social Studies (30 graphic organizers)</b>	<b>ReadingQuest: Making Sense in Social Studies</b> is a website designed for social studies teachers who wish to more effectively engage their students with the content in their classes. <b>This site provides over 30 strategies and activities for teaching historical and social science analysis skills through literature.</b>	<a href="http://www.readingquest.org/links.html">http://www.readingquest.org/links.html</a>
<b>Literacy and Learning: Content Literacy Strategies</b>	Here are over 32 strategies for improving comprehension that can be applied to history-social science content reading. Each strategy is described on a separate, downloadable pdf page.	<a href="http://www.litandlearn.lpb.org/strategies.html">http://www.litandlearn.lpb.org/strategies.html</a>
<b>Reading Strategies for the Social Studies Classroom</b>	This Holt, Reinhart and Winston site offers U.S. and World History examples of 10 reading strategies by Judith Irvin. They include previewing text, understanding text, graphic organizers, visualizing, building background knowledge, constructing concepts, making predictions, activating prior knowledge, anticipating information, and	<a href="http://go.hrw.com/ndNSAPI.nd/gohrw_rls1/pKeywordResults?ST2Strategies">http://go.hrw.com/ndNSAPI.nd/gohrw_rls1/pKeywordResults?ST2Strategies</a>

	developing vocabulary.	
<b>KIM Strategy</b>	Write the term or key idea (K) in the left column, the information (I) that goes along with it in the center column, and draw a picture of the idea, a memory clue, (M) in the right column.	<a href="http://georgetownisd.org/ccorner/socstudies/InstructionalStrategiesforSocialStudies.asp">http://georgetownisd.org/ccorner/socstudies/InstructionalStrategiesforSocialStudies.asp</a>  Scroll to "Critical Thinking for All Students" and click on the KIM Strategy link.
<b>Who, What, Where, When, Why, and How Template</b>	Graphic organizer for the interrogative approach to reading and writing.	<a href="http://georgetownisd.org/ccorner/socstudies/InstructionalStrategiesforSocialStudies.asp">http://georgetownisd.org/ccorner/socstudies/InstructionalStrategiesforSocialStudies.asp</a>  Scroll to "Critical Thinking for All Students" and click on the Who, What, Where, When, Why, and How Template link.
<b>Critical Analysis Organizer Template</b>	For elementary and secondary use.	<a href="http://georgetownisd.org/ccorner/socstudies/InstructionalStrategiesforSocialStudies.asp">http://georgetownisd.org/ccorner/socstudies/InstructionalStrategiesforSocialStudies.asp</a>  Scroll to "Critical Thinking for All Students" and click on the Critical Analysis Organizer link.
<b>Docs Teach: Bring History Alive for Your Students</b> from the National Archives	Teach with documents using our online tool. Locate teachable primary sources. Find new and favorite lesson plans, and create your own activities for your students. Follow the latest from the National Archives on our <b>Education Updates blog</b> , on <b>Facebook</b> , and on <b>Twitter!</b>  Check out some of our themed DocsTeach pages: <a href="#">National History Day</a> , <a href="#">Rights in America</a> , <a href="#">Making Their Mark: Stories through Signatures</a> , <a href="#">Teaching with the Records of Congress</a> , <a href="#">Revolution and The Founding of the Nation</a> , <a href="#">Civil War</a> , <a href="#">1970s America</a> , <a href="#">Turning Points in the Nixon and Ford Years</a> , <a href="#">What's Cooking Uncle Sam</a>	<a href="http://docsteach.org/">http://docsteach.org/</a>  and  <a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a>
<b>American Rhetoric</b>	Famous speeches both as recordings and as written transcripts. Database of and index to 5000+ full text, audio and video versions of public speeches, sermons, legal proceedings, lectures, debates, interviews, other recorded media events, and a declaration or two.	<a href="http://americanrhetoric.com/">http://americanrhetoric.com/</a>
<b>Colonial Williamsburg's Teacher Community</b>	Welcome to Colonial Williamsburg's Teacher Community! This new community is the place for lesson plans, discussion, primary source materials and more.  *In order to access our free lesson plans, please <a href="#">create a free account</a> . Registered users have access to our free resources, lesson plans, forums, and more.	<a href="http://www.history.org/history/teaching/teachercommunity.cfm">http://www.history.org/history/teaching/teachercommunity.cfm</a>
<b>EyeWitness to History</b>	Your ringside seat to history - from the Ancient World to the present. History through the eyes of those who lived it, presented by <a href="#">Ibis Communications, Inc.</a> a digital publisher of educational programming.	<a href="http://www.eyewitnesstohistory.com/">http://www.eyewitnesstohistory.com/</a>
<b>The Hanover Historical Texts Collection</b>	The Hanover Historical Texts Collection makes available digital versions of historical texts for use	<a href="http://history.hanover.edu/project.php#af">http://history.hanover.edu/project.php#af</a>

	in history and humanities courses.	
<b><i>The History Place™: Sounds of History: The Presidents</i></b>	Audio recordings of presidential speeches from FDR to Obama	<a href="http://www.historyplace.com/specials/sounds-prez/">http://www.historyplace.com/specials/sounds-prez/</a>
<b>The Library of Congress</b>	The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching. Find Library of Congress lesson plans and more that meet Common Core standards, state content standards, and the standards of national organizations.	<a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a>
<b><i>Using Elementary Evidence-Based Terms in Social Studies Classrooms</i></b>  <b>From the Kansas Council for the Social Studies blog "Doing Social Studies."</b>	As we move into a social studies world that is asking kids to <b>collect evidence, organize evidence, create products, and communicate results</b> , writing skills are becoming more and more important. Steal a practice used by a lot of elementary teachers and start training your secondary kids to use evidence-based terms while writing.	<a href="http://doingsocialstudies.com/2014/02/24/using-elementary-evidence-based-terms-in-social-studies-classrooms/#more-570">http://doingsocialstudies.com/2014/02/24/using-elementary-evidence-based-terms-in-social-studies-classrooms/#more-570</a>  Homepage <a href="http://kcss.info/">http://kcss.info/</a>
<b><i>The Dreaded Textbook</i></b>  <b>From the Kansas Council for the Social Studies blog "Doing Social Studies."</b>		<a href="http://doingsocialstudies.com/2014/01/21/the-dreaded-textbook/#more-535">http://doingsocialstudies.com/2014/01/21/the-dreaded-textbook/#more-535</a>  Homepage <a href="http://kcss.info/">http://kcss.info/</a>
<b><i>How I use "Discrepant Event Inquiry" in my classroom</i></b>  <b>From the Kansas Council for the Social Studies blog "Doing Social Studies."</b>	A few years ago, I was introduced to " <b>Discrepant Event Inquiry</b> " from Glenn Wiebe. ( <a href="#">Here is another post</a> about it from his History Tech blog). The idea is that you take an image and only reveal a little bit at a time. As I reveal a little bit of the picture, the students must guess <b>Who</b> is in the picture, <b>What</b> is happening, <b>When</b> was the photograph taken, and <b>Where</b> is this taking place. This encourages students to think outside the box and it also does WONDERS with questioning and how to ask the <i>right</i> questions. Naturally, I turned this into a competition.	<a href="http://doingsocialstudies.com/2013/10/24/how-i-use-discrepant-event-inquiry-in-my-classroom/#more-471">http://doingsocialstudies.com/2013/10/24/how-i-use-discrepant-event-inquiry-in-my-classroom/#more-471</a>  Homepage <a href="http://kcss.info/">http://kcss.info/</a>
<b>Using THIEVES to Preview Nonfiction Texts</b>	Students use previewing skills in their everyday lives to decide what foods to eat, clothes to buy, and movies to watch. In this lesson, students use previewing to activate their prior knowledge and set a purpose for reading. Using a strategy called THIEVES, which is an acronym for title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary, students are guided through a preview of a nonfiction text. After guided practice, partners work together to use the strategy to preview a chapter from a textbook. Students discuss what information they "stole" from the chapter and discuss how the strategy is useful in better understanding a text. In a culminating activity, students write a letter to their partner in which they describe why previewing is a helpful strategy and describe how to use the THIEVES approach	<a href="http://searchable.openedhost.com/look/Thieves_Reading_Strategy/Using_THIEVES_To_Preview_Nonfiction_Texts_ReadWriteThink/aHR0cDovL3d3dy5yZWFKd3JpdGV0aGluay5vcmcvY2xhc3Nybz29tLXJlc291cmNlcy9sZXNzb24tcGxhbnMvdXNpbmctdGhpZXZlcy1wcmV2aWV3LW5vbmZpY3Rpb24tMTEyLmh0bWw=blog">http://searchable.openedhost.com/look/Thieves_Reading_Strategy/Using_THIEVES_To_Preview_Nonfiction_Texts_ReadWriteThink/aHR0cDovL3d3dy5yZWFKd3JpdGV0aGluay5vcmcvY2xhc3Nybz29tLXJlc291cmNlcy9sZXNzb24tcGxhbnMvdXNpbmctdGhpZXZlcy1wcmV2aWV3LW5vbmZpY3Rpb24tMTEyLmh0bWw=blog</a>  <b>Handout:</b> <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson112/elements.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson112/elements.pdf</a>
<b>Graphic notes, primary sources, and literacy skills</b>	Give kids engaging questions, provide some interesting evidence, and step out of the way. An	<a href="http://doingsocialstudies.com/2013/10/21/graphic-notes-primary-sources-and-">http://doingsocialstudies.com/2013/10/21/graphic-notes-primary-sources-and-</a>

<p><b>From the Kansas Council for the Social Studies blog “Doing Social Studies.”</b></p>	<p>easy way to focus on document analysis and support writing skills is something I call <b>Graphic Notes</b>. I posted this on <b>History Tech</b> several weeks ago but I like it so much, I decided to post here as well!). A Graphic Note is a lot like a <b>Thought Bubble</b> but takes it a bit further. So you can use it as a hook activity or even as a type of assessment.</p>	<p><a href="#">literacy-skills/#more-461</a> Homepage: <a href="http://kcss.info/">http://kcss.info/</a></p>
<p><b>8 sweet graphic organizers for primary sources</b></p> <p><b>From the Kansas Council for the Social Studies blog “Doing Social Studies.”</b></p>	<p>Includes information on <b>POSERS, MUSEUMS, LUKCAS, TOADSKI, SOAPS, APPARTS, SPRITES, TACOS,</b></p>	<p><a href="http://doingsocialstudies.com/2014/04/29/8-sweet-graphic-organizers-for-primary-sources/#more-629">http://doingsocialstudies.com/2014/04/29/8-sweet-graphic-organizers-for-primary-sources/#more-629</a> Homepage: <a href="http://kcss.info/">http://kcss.info/</a></p>
<p><b>Using a pie to teach historical thinking</b></p> <p><b>From the Kansas Council for the Social Studies blog “Doing Social Studies.”</b></p>	<p>Okay. Not an actual pie. Though that would be awesome! But I did learn this very easy but very cool Pie Chart strategy from Nathan McAlister, 2010 Gilder Lehrman Teacher of the Year. It’s a great hook activity that’s awesome for either starting a conversation about a specific topic or as an assessment at the end of learning.</p>	<p><a href="http://doingsocialstudies.com/2014/04/14/using-a-pie-to-teach-historical-thinking/#more-612">http://doingsocialstudies.com/2014/04/14/using-a-pie-to-teach-historical-thinking/#more-612</a> Homepage: <a href="http://kcss.info/">http://kcss.info/</a></p>

## Readings and Research Articles

<p><b>Broad Knowledge Drives Literacy.</b> Herff Jones Achievement Series. February 2012.</p>	<p>Building a diverse academic knowledge base contributes to the ongoing development of reading and writing skills. “You can’t be teaching reading beyond the most fundamental steps without content. That’s almost by definition,” agrees Richard Long Ph.D., executive director for governmental relations at the National Association of Title I Directors.” According to Long, social studies builds background knowledge and content, which is “absolutely critical” to ensuring that students understand the meaning of what they’re reading — and learn the new content they’re supposed to learn — rather than simply building their “phonemic awareness and phonics and vocabulary.</p>	<p><a href="http://presentationtecheducation.wikispaces.com/file/view/AcademicBackgroundKnowledge.pdf/442836606/AcademicBackgroundKnowledge.pdf">http://presentationtecheducation.wikispaces.com/file/view/AcademicBackgroundKnowledge.pdf/442836606/AcademicBackgroundKnowledge.pdf</a></p>
<p><b>Teaching Content is Teaching Reading</b></p>	<p>Video by Daniel Willingham, Department of psychology at the University of Virginia</p>	<p><a href="http://www.danielwillingham.com/videos.html">http://www.danielwillingham.com/videos.html</a></p>
<p><b>Teaching for Historical Literacy</b> by Ann Goudvis and Stephanie Harvey from Educational Leadership/March 2012</p>	<p>When teachers mesh content-rich curriculum with good literacy practices, history lessons become meaningful.</p>	<p><a href="http://stephanieharvey.com/content/teaching-historical-literacy-educational-leadership-march-2012-0">http://stephanieharvey.com/content/teaching-historical-literacy-educational-leadership-march-2012-0</a></p>
<p><b>Social Studies Skills Tutor</b></p>	<p>Online tutor for social studies skills.</p>	<p><a href="http://www.phschool.com/curriculum_support/ss_skills_tutor/content/pop.html">http://www.phschool.com/curriculum_support/ss_skills_tutor/content/pop.html</a></p>
<p><b>Why Integrate Literacy and Social Studies?</b> By Emily Schell, E.D.</p>	<p>“ . . . We acknowledge that most learning and application of knowledge and skills in the 'real world' occurs throughout the day in an integrated fashion.”</p>	<p><a href="https://www.herffjonesnystrom.com/index.cfm?fa=Teachers.07February">https://www.herffjonesnystrom.com/index.cfm?fa=Teachers.07February</a></p>
<p><b>Resources for Implementing Literacy in the Social Studies</b></p>	<p>The inclusion of standards for literacy in social studies classrooms is backed by extensive research establishing the need for college and career ready students to be proficient in reading complex</p>	<p><a href="http://schools.nyc.gov/NR/ronlyres/0FB9273A-474D-4D29-AFD6-D1609FE802A3/0/612SocialStudiesTextGuide.pdf">http://schools.nyc.gov/NR/ronlyres/0FB9273A-474D-4D29-AFD6-D1609FE802A3/0/612SocialStudiesTextGuide.pdf</a></p>

	informational texts independently in a variety of content areas. Social studies teachers should infuse opportunities for students to engage with discipline-specific complex texts and support students in grounding their writing and discussions in evidence based on these texts.	
<b>Improving Reading Skills in the Social Studies Classroom</b>	This short article focuses on recognizing the difficulties students may have in reading social studies specific content and how to teach strategies designed to help students overcome the difficulties.	<a href="http://www.glencoe.com/sec/teachingtoday/subject/improving_reading.phtml">http://www.glencoe.com/sec/teachingtoday/subject/improving_reading.phtml</a>
<b>Language Arts and Social Studies— It's the Connections That Matter Most!</b>	What we did find, though, was a kind of disconnect for students between one class and the next. So the question became, how do we help these youngsters see that the skills they are learning are not unique to a single subject or class? How can we best support learning taught across content areas so that students truly learn and retain the content of what we are teaching? This short article discusses the use of In-and-Out Readings, Outlines, A.C.T.I.V.E. Note Taking, Essays, Perseverance— In Spelling, Usage, and Life, Working with Colleagues— We All Benefit.	<a href="http://ohiorc.org/adlit/inperspective/issue/2008-02/Article/vignette2.aspx">http://ohiorc.org/adlit/inperspective/issue/2008-02/Article/vignette2.aspx</a>

## PowerPoint® and Media Presentations

<b>Disciplinary Literacy in Social Studies</b> Implementing the CCSS for Literacy in All Subjects into Social Studies by <a href="#">Stephanie Hartman</a> on 23 June 2014	<b>Disciplinary Literacy in Social Studies: What does this mean for Social Studies?</b> Authentic opportunities to learn and practice literacy are important techniques through which we engage students in thinking deeply and critically about social studies.	<a href="http://prezi.com/0thayt2q6x4w/disciplinary-literacy-in-social-studies/">http://prezi.com/0thayt2q6x4w/disciplinary-literacy-in-social-studies/</a>
<b>Reading Strategies for Social Studies</b> by Nancy Hester and Candace Bixler	"Content Literacy is the ability to use reading and writing for the acquisition of new content in a given discipline" -- McKenna and Robinson, 1990. The purpose of these activities is to help teachers effectively engage students with difficult content in their classes using reading and writing strategies.	<a href="http://georgetownisd.org/ccorner/socstudies/InstructionalStrategiesforSocialStudies.asp">http://georgetownisd.org/ccorner/socstudies/InstructionalStrategiesforSocialStudies.asp</a> <b>Note: Select the first post.</b>
<b>Successful Strategies for Implementing Document-Based Questions</b>	Scholars of History Integrating Primary Sources SHIPS: An American Journey University of Texas June 21, 2004	<a href="http://georgetownisd.org/ccorner/socstudies/InstructionalStrategiesforSocialStudies.asp">http://georgetownisd.org/ccorner/socstudies/InstructionalStrategiesforSocialStudies.asp</a>  Scroll to "Critical Thinking for All Students" and click on the Critical Thinking for All Students ppt link.
<b>Literacy Strategies in the Social Studies Classroom</b>	A slide presentation highlighting a variety of social studies strategies.	<a href="http://www.slideshare.net/ncmsa/d-vargas-merged-document">http://www.slideshare.net/ncmsa/d-vargas-merged-document</a>
<b>40 Maps That Will Help You Make Sense of the World</b>	If you're a visual learner, then you know maps, charts and infographics can really help bring data and information to life. Maps can make a point resonate with readers and this collection aims to do just that. Hopefully some of these maps will surprise you and you'll learn something new. A few are important to know, some interpret and display data in a beautiful or creative way, and a few may even	<a href="http://twistedifter.com/2013/08/maps-that-will-help-you-make-sense-of-the-world/">http://twistedifter.com/2013/08/maps-that-will-help-you-make-sense-of-the-world/</a>

	make you chuckle or shake your head.	
<b>Visual Discovery in Five Easy Steps</b> (for elementary)	From TCI with six resource web sites and teaching strategies.	<a href="http://www.teachtci.com/pdf/webinar_handouts/Visual_Discovery_Elementary.pdf">http://www.teachtci.com/pdf/webinar_handouts/Visual_Discovery_Elementary.pdf</a>

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