

## **Content Literacy**

### **Authentic Vocabulary Instruction in Social Studies**

Vocabulary knowledge is essential for success in reading and writing in the Social Studies classroom. Research shows that direct, systematic, and explicit instruction is an effective way to teach vocabulary. Learn how to scaffold vocabulary instruction to provide students with rich and varied language experiences by immersing students in both content and academic vocabulary. In this session, teachers will experience a variety of research-based and authentic vocabulary strategies that will empower them to create a language-rich environment, provide explicit instruction of specific terms, expose students to high quality oral language through discussions, and utilize digital tools that support vocabulary instruction.

### **Building Academic Vocabulary in Social Studies**

Explore research-based strategies from the *Building Academic Vocabulary Teacher Manual* by Robert Marzano and Debra Pickering in the context of Social Studies instruction. Learn about the steps for instituting a framework for vocabulary teaching and learning. Experience interactive activities which implement research in practical ways and enhance social studies instruction, encouraging academic vocabulary development in students.

### **I'm a Social Studies Teacher...Do I Really Have to Teach Literacy?**

Become more comfortable with the components of effective content literacy instruction to support students reading and analyzing social studies text. Employ strategies and techniques to apply learning into everyday practice so that students are equipped to interact with the variety of informational text experienced in the classroom and on STAAR. Explore research based, best practice literacy strategies that utilize the social studies skills. Plan to apply the literacy strategies in your classroom. Day one will equip participants with strategies to support the instruction of text features and structures. During day two, participants will explore academic vocabulary activities.

### **Literacy Strategies for Social Studies**

Explore strategies to assist students in reading and writing in social studies. Experience lessons and activities that incorporate expository text and lead to deeper understanding of the content. Prepare to enhance instruction with research-based, student-centered strategies for content literacy in social studies.

### **Project CRISS (Fourth Edition): Creating Independence through Student-Owned Strategies, Grades 4-12**

Participate in the Project CRISS national effort designed to help students in grades 4-12 read, write, and learn more effectively within the content areas. Receive the Project CRISS manual, Fourth Edition, revised 2011, which includes classroom-tested examples to actively engage students in the learning of contextual material.

### **Reading to Learn in Social Studies**

Explore research-based strategies to support students in reading and analyzing social studies text. Participants will receive a copy of the Reading to Learn in Social Studies: Grades 6-8 or 9-12 book and hands-on training that will model the reading, writing, and thinking strategies. The book and training contain grade-specific lessons for immediate implementation.

### **Texas Adolescent Literacy Academy for Grades 6-8 Content Area**

Explore the components of effective sixth through eighth grade reading instruction for all students, including those who are struggling with reading due to limited English proficiency, learning disabilities, and other risk factors for reading difficulties. Certified, full-time

teachers/literacy coaches are eligible to attend this training and must work with sixth through eighth grade students in mathematics, science, and/or social studies (General Education, Special Education, or English as a Second Language) at least 50% of their day.