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Literacy Strategies For Secondary Social Studies Classrooms Website

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LITERACY STRATEGIES FOR SECONDARY SOCIAL STUDIES CLASSROOMS WEBSITE

By

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A capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in Teaching.

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PROJECT DESCRIPTION

This project is a website of resources that houses literacy strategies that incorporate reading comprehension, writing, and speaking/listening that can be used in secondary social studies classrooms. The strategies are organized by literacy strategy category and have insights into strengths of each strategy, ways to differentiate for different types of learners, examples of the strategies used in both middle and high school settings, and blank templates (PDF and Google Doc) for applicable graphic organizers or handouts for ease of use to teachers using the website either through downloading or printing right from the website. There are 26 strategy pages on the site as each literacy strategy has a page dedicated to why it can help increase student learning, a middle school level example and a high school example (both in social studies settings) of how to use the strategy. The introduction page shares research from my literature review on the importance of literacy within social studies to provide context for the reason behind the website. These strategies, if incorporated into secondary social studies classrooms, can increase learning and target specific areas of growth including reading comprehension (pre-, during, and post-reading stages), writing and note-taking skills, and speaking and listening skills. The website is open to the public and has an organizational table that categorizes the various strategies so that teachers can filter searches based on objectives in their own classrooms or areas of literacy that they would like to focus on in their classroom.

Students with different reading levels and abilities often can benefit from different instructions, differentiated or customized activities, or at least simplified versions of activities or assignments (Shaver & National Council for the Social Studies, 1991). By giving multiple options for different stages in student learning within a social studies classroom and offering ideas to further differentiation within strategies, these resources will help serve students as well as teachers by

giving them an easy-to-access website to find new ideas and layouts for activities and strategies to use. By creating an online resource that houses a plethora of strategies for teachers to easily access and modify for their own use, this website helps answer my capstone question of *What literacy strategies can be incorporated into secondary social studies classrooms to increase student learning?* by giving examples of research-based strategies that can increase student learning. Not only do the strategies help to increase student learning, but they provide options for teachers and more ways to differentiate strategies for the classroom as well. While there are many ways to have such resources and strategies available for teachers, the next section details why I have chosen a website to be the medium of my resource.

Project Website URL: <https://sites.google.com/view/lit-strategies4socialstudies/home>

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