



CERTIFIED RESEARCH
REPORT

Early Social Studies

Documentation and Support for Early Social Studies



Introduce key social studies concepts and teach the “big ideas” with this flexible shared reading program.

Early Social Studies helps you incorporate important social studies concepts into your reading curriculum. You will have the support you need to teach reading strategies and integrate core, grade-level content in history, geography, government, civics, economics, and culture. Choose from 24 Instructional Big Book theme units to meet your curriculum objectives. Also includes corresponding Student Books and Teacher’s Guides.

Early Social Studies:

- Maximize your teaching time by integrating social studies and reading.
- Develop academic vocabulary and build content knowledge.
- Support students who lack academic vocabulary with big, clear pictures and helpful illustrations that provide a strong photo/text match.
- Teach students to use nonfiction features, such as table of contents, headings, captions, diagrams, maps, and more, to comprehend text.

Teacher's Guides

Discover everything you need to help your students become fluent, independent readers.

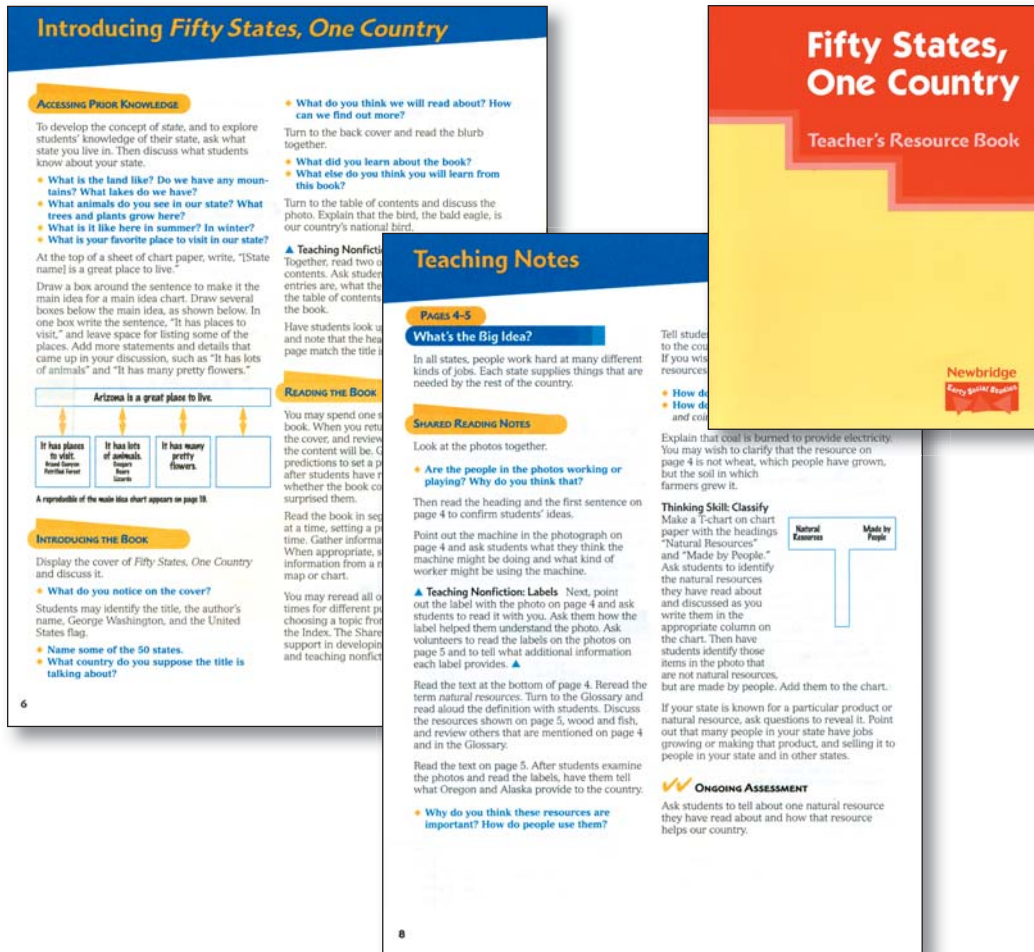
- Suggestions for shared reading.
- Comprehension instruction for before, during, and after reading.
- Strategies to promote understanding of informational text features.
- Assessment support and writing ideas.

“Reading and writing are integrally related. That is, reading and writing have many characteristics in common. Also, readers increase their comprehension by writing, and reading about the topic improves writing performance.”

—R. A. Knuth & B. F. Jones
 What Does Research Say About Reading?
 North Central Regional Educational Laboratory (NCREL), 1991

“Creative and expository writing instruction should begin in kindergarten and continue during first grade and beyond.”

—Learning First Alliance
 Every Child Reading: An Action Plan of the Learning First Alliance American Educator, 1998



Research supports the value of using Big Books to teach children concepts of print.

“Some teachers use Big Books to help children distinguish many print features, including the fact that print (rather than pictures) carries the meaning of the story, that the strings of letters between spaces are words and in print correspond to an oral version, and that reading progresses from left to right and top to bottom.”

—International Reading Association (IRA) & National Association for the Education of Young Children (NAEYC)
Learning to Read and Write: Developmentally Appropriate Practices for Young Children
Young Children, 1998

“By actively engaging children with different aspects of shared books, read-aloud sessions offer an ideal forum for exploring many dimensions of language and literacy. This is especially important for children who have had little ... book experience outside school (Feitelson, et al., 1993; Purcell-Gates, et al., 1995). Among the goals of interactive ... book reading are developing children's concepts about print, including terms such as 'word' and 'letter' (Holdaway, 1979; Snow and Tabors, 1993); building familiarity with the vocabulary of book language (Robbins and Ehri, 1994), as well as its syntax and style (Bus, et al., 1995; Feitelson, et al., 1993); and developing children's appreciation of text and their motivation to learn to read themselves.”

—National Research Council
Committee on the Prevention of Reading Difficulties in Young Children
Preventing Reading Difficulties in Young Children, 1998

Research identifies the need to expose children in the primary grades to nonfiction texts.

“Primary classrooms too often neglect nonfiction, but it deserves attention long before content area teachers in intermediate classrooms begin to require reports supported by three references. Children benefit from knowing how to find their way in nonfiction books and discovering what they have to offer. ... Children need a formal introduction to nonfiction as a distinct genre to make it more ‘user friendly.’”

—Christine Duthie
True Stories: Nonfiction Literacy in the Primary Classroom, 1996

Research supports the value of collaborative learning.

“The single most important activity for building these understandings and skills essential for reading success appears to be reading aloud to children (Wells 1985; Bus, Van Ijzendoorn & Pellegrini 1995). High-quality book reading occurs when children feel emotionally secure (Bus & Van Ijzendoorn 1995; Bus et al. 1997) and are active participants in reading (Whitehurst et al. 1994). Asking predictive and analytic questions in small-group settings appears to affect children's vocabulary and comprehension of stories (Karweit & Wasik 1996). Children may talk about the pictures, retell the story, discuss their favorite actions, and request multiple rereadings. It is the talk that surrounds the storybook reading that gives it power, helping children to bridge what is in the story and their own lives (Dickinson & Smith 1994; Snow et al. 1995).”

—International Reading Association (IRA) & National Association for the Education of Young Children (NAEYC)
Learning to Read and Write: Developmentally Appropriate Practices for Young Children
Young Children, 1998

Vocabulary

“Most vocabulary is learned through reading or listening to others read. Some studies showed that adverbs, verbs, and adjectives that create vivid images were most memorable. Active student-initiated analytic talk and participation also helped motivate students and increase vocabulary learning.”

—National Reading Panel Report: *Teaching Children to Read*
International Reading Association Summary, 2000

Comprehension

“... presenting background information related to the topic to be learned helped readers learn from texts regardless of how that background information was presented or how specific or general it was.”

—William L. Christen & Thomas J. Murphy
Increasing Comprehension by Activating Prior Knowledge
ERIC Clearinghouse on Reading and Communication Skills,
1991



Balanced Literacy and Research-based Practices

"Schools can help all children become independent readers and writers through a balanced literacy program. The components of a balanced literacy program include reading aloud, shared reading, guided reading, independent reading, modeled/shared writing, interactive writing, and independent writing."

—Debra Johnson
Balanced Reading Instruction: Review of Literature, North
Central Regional Educational Laboratory (NCREL), 1999

References

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