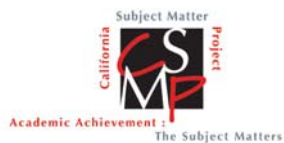


Increasing Student Literacy and Achievement

We conduct research to ensure that teachers and students get the most from our professional development programs. Our research suggests that when teachers attend our literacy institutes, their students typically:

- ⇒ Become better writers
- ⇒ Become more sophisticated critical thinkers
- ⇒ Receive higher scores on the California Standards Tests for History-Social Science and English/Language Arts



For more information and additional opportunities, please visit us online at:

<http://csmp.ucop.edu/chssp>



Investigating the Past,

Developing the Future

UC Berkeley History-Social Science Project

UC Berkeley Department of History

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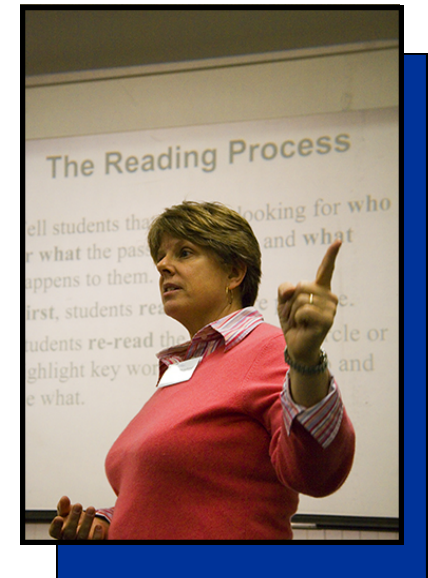
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Building Academic Literacy Through History

A Program for Academic Language Development in History



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Academic Language

Academic Language refers to the language used in school subjects. Each school subject has specialized vocabulary, grammatical features, tenses, clausal constructions and genres.



Donna Leary, UCBHSSP Director, deconstructing a lesson during an in-service session with teachers.

Questions Addressed

- ✓ What do history teachers need to know about reading and writing to teach history effectively?
- ✓ How can students make sense of the writing styles used by textbook authors?
- ✓ How can we structure writing assignments so students learn both content and historical analysis skills?
- ✓ How can we provide the additional instruction students need to overcome literacy challenges and meet grade level standards?

What are the Building Academic Literacy through History Institutes?

These institutes and courses are designed for teachers of mainstreamed students who may speak other languages or dialects, or who have not had the opportunity to develop academic language out of school, thus requiring more explicit instruction. In a scholarly and supportive environment, teachers are provided with strategies to teach reading and writing skills and become familiar with the basic research tenets that support these approaches.

Please visit go to:

<https://ois.ucop.edu/BALTH2009>

For more information and to register for the 2009 Building Academic Literacy through History Summer Institute at UC Berkeley.

In this 5-day institute, we will focus on discipline specific literacy strategies designed to increase student reading, writing, and critical thinking skills while teaching the California Historical-Social Science Content Standards. Local teachers will lead workshops with model lessons that have been implemented in this classrooms. Teachers will create a lesson of their own integrating literacy strategies in a standards-based curriculum unit.

Institute and Course Goals

Through Instruction and collegial interaction, you will learn classroom-tested ways to:

- ✓ Plan standards-based units around a question or thesis
- ✓ Use your textbook and historical sources more effectively
- ✓ Focus on the use of the language to teach both English and history
- ✓ Teach the use of evidence and analysis in thesis, paragraph, and essay development
- ✓ Create literacy-rich history lessons for your classroom

As an outcome, your students will become independent learners able to:

- ✓ Identify common grammatical features and how they function in history texts
- ✓ Read and analyze texts critically
- ✓ Write expository explanations and arguments