

**Social Studies  
Service Learning  
Unit 5: Literacy at the Local Level**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Active participation in community based service activities extends learning beyond the classroom and into the local community.</li> <li>▪ There is a direct correlation between literacy and future success.</li> <li>▪ There are many local, state, and federal programs that work toward achieving higher literacy rates.</li> <li>▪ Volunteers can make a huge difference in helping increase literacy skills among early learners.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How can literacy levels determine future success?</li> <li>▪ What are the key components to successful literacy interventions?</li> <li>▪ What is our school district doing to support literacy success?</li> <li>▪ What do outside agencies do to support success?</li> <li>▪ What does the state and federal government do to support literacy success?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Key components of successful literacy intervention include Success By Six strategies.</li> <li>▪ The Brunswick School Department supports literacy success by providing classroom literacy instruction and early interventions such as Reading Recovery and Literacy Support Services.</li> <li>▪ Outside agencies such as the United Way support literacy success through the Success By 6 Program.</li> <li>▪ The federal government provides funding for programs that support struggling readers.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ literacy, intervention</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Explain the impact of a child’s literacy acquisition and his/her future success.</li> <li>▪ Describe the key components of successful literacy intervention.</li> <li>▪ Identify ways in which the Brunswick School Department supports literacy acquisition.</li> <li>▪ Describe how outside agencies support literacy.</li> <li>▪ Identify ways in which the federal and state government supports literacy success.</li> </ul>

**Social Studies  
Service Learning  
Unit 5: Literacy at the Local Level**

<b>Related Maine Learning Results</b>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none"> <li>a. Develop research questions related to a current social studies issue.</li> <li>b. Select and apply research methods that are appropriate for the purpose of the inquiry.</li> </ol> <p>A2. Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussions, and ethical reasoning skills.</p> <ol style="list-style-type: none"> <li>a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.</li> </ol> <p>A3. Taking Action Using Social Studies Knowledge and Skills Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Weekly discussions and class participation</li> <li>▪ Notes from guest speakers and lectures kept in a journal</li> <li>▪ Class wide project</li> <li>▪ Written reflections</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Student designed service learning project, final poster, press release, and action plan</li> </ul>

**Social Studies**  
**Service Learning**  
**Unit 5: Literacy at the Local Level**

<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ Allington, Richard. <i>What Really Matters for Struggling Readers, Designing Research-Based Programs.</i></li><li>○ Cunningham, Patricia, and Richard Allington. <i>Classrooms that Work: They Can All Read and Write.</i></li><li>○ Daniels, Harvey. <i>Literature Circles: Voice.</i></li><li>○ Denton, Paula, and Roxanne Kriete. <i>The First Six Weeks of School.</i></li><li>○ Dorn, Linda, Cathy French, and Tammy Jones. <i>Apprenticeship in Literacy.</i></li><li>○ Dorn, Linda, and Charles Soffos. <i>Shaping Literate Minds: Developing Self-Regulated Learners.</i></li><li>○ Dorn, Linda, and Charles Soffos. <i>Scaffolding Young Writers.</i></li><li>○ Harvey, Sharon, and Anne Goudvis. <i>Strategies That Work: Teaching Comprehension to Enhance Understanding.</i></li><li>○ Kindlon, Dan, and Michael Thompson. <i>Raising Cain: Protecting the Emotional Life of Boys.</i></li><li>○ Pinnell, Gay Su, and Irene Fountas. <i>Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom.</i></li><li>○ Strickland, Dorothy. <i>Supporting Struggling Readers and Writers: Strategies for Classroom Intervention 3-6.</i></li><li>○ Szymusiak, Karen, and Frank Sibberon. <i>Beyond Leveled Books: Supporting Transitional Readers in Grades 2-5.</i></li><li>○ Walker, Barbara. <i>Supporting Struggling Readers.</i></li><li>○ Wilhelm, Jeffrey. <i>Improving Comprehension with Think-Aloud Strategies.</i></li></ul></li><li>▪ <u>Other Resources:</u><ul style="list-style-type: none"><li>○ United Way Success By 6</li><li>○ Brunswick School Department Reading Support Staff</li><li>○ America Goes Back to School</li></ul></li></ul>
--------------------------------	---