

**THE**  
**CALLA**<sup>TM</sup>  
**H A N D B O O K**

*Implementing the  
Cognitive Academic  
Language Learning  
Approach*

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**Table 11.1**  
**Language Skills Required by Social Studies**

Language Skills	Grades		
	1-3	4-6	7-12
<b>Listening</b>			
1. Understand explanations without concrete referents.	M	M	M
2. Listen for specific information.	L	P	M
<b>Reading</b>			
1. Understand specialized vocabulary.	L	P	M
2. Understand information in textbook.	L	P	M
3. Find information from graphs, charts, tables, and maps.	L	P	M
5. Find information in reference materials.	L	P	M
6. Adjust reading rate for different purposes (e.g., skim, scan, re-read).	L	P	M
<b>Speaking</b>			
1. Answer questions.	M	M	M
2. Ask questions for clarification.	M	M	M
3. Participate in group and class discussions.	M	P	P
4. Present oral reports.	L	P	P
<b>Writing</b>			
1. Write answers to questions.	L	M	M
2. Label maps, graphs, and charts.	M	P	L
3. Contribute to group reports.	P	P	P
4. Write research reports.	L	P	M
less emphasis	partial emphasis	more emphasis	
L	P	M	

### What's Difficult About Social Studies for ESL Students?

- ❖ Curriculum assumes prior historical, geographical, and civic knowledge and culturally based values which may be unfamiliar to students.
- ❖ Specialized vocabulary often refers to abstract concepts.
- ❖ Discourse is primarily expository; language functions include both lower and higher-level thinking skills.
- ❖ Reading texts include sentences with multiple embedded clauses, complex past tense forms, and extensive use of pronouns.
- ❖ Decontextualized language is used in relationship to unfamiliar concepts.
- ❖ Students may have had little experience locating information, using maps and graphs, and using effective strategies for listening, reading, and writing.

## Teaching Guidelines for CALLA Social Studies

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CALLA social studies lessons should be designed to prepare students for grade-level classrooms by providing experiences with content and academic language appropriate to their prior knowledge and developmental level. History, geography, and civics are also curricular areas in which students can learn and practice important learning strategies and study skills. Rather than learning merely names and dates in social studies, students should gain an understanding of the social and geographical context in which events occurred and the causal relationships between context and events.

### STUDENTS' PRIOR KNOWLEDGE

As we have indicated in earlier chapters, discovering students' background knowledge about a topic is an essential first step in CALLA instruction. In the case of geography, for example, teachers need to find out what map skills students have and the amount of knowledge they have about the geography of their native countries and of the current home area. In history, teachers need to explore students' concept of time and their knowledge of historical events in their own and other countries. The following types of activities can be used to elicit and build on students' prior knowledge of geography and history:

#### ACTIVITY: WHAT DO WE KNOW ABOUT GEOGRAPHY?

Display a large world map. Use a different color pushpin and matching yarn for each country represented in your class. Have students mark their city or town of origin with a pushpin, then use the matching yarn to trace their trip to their current home. Intermediate stops should be marked with additional pushpins. Students

Table 11.2

LEARNING STRATEGIES FOR SOCIAL STUDIES

<b>Metacognitive Strategies:</b>	Students plan, monitor, and evaluate their learning of social studies concepts and skills.
Advance Organization	Can the title and section headings help me understand this text?
Selective Attention	What is the most important information to pay attention to?
Organizational Planning	What's my purpose for reading, listening, speaking or writing? How should I organize my report or presentation? How do I begin and end? What's the best sequence of ideas?
Self-monitoring	Am I understanding this? Does it make sense? Am I achieving my purpose? How is this task going? Do I need to make any changes right now?
Self-assessment	Did I understand this information? What was the main point I got from reading or listening? What revisions are necessary? Do I need more information? Should I re-read?
<b>Cognitive Strategies:</b>	Students interact with social studies concepts and skills, changing or organizing the material to understand and learn it.
Resourcing	Where can I find additional information about this topic? Atlas? Encyclopedia? History book? Library?
Elaborating Prior Knowledge	What do I already know about this country or period? What experiences have I had that are related to this? How does this information relate to other things I know about history, geography, or government?
Taking Notes	What's the best way to write down this information? Outline? Chart? List? Diagram? Geographical map? Timeline?
Grouping	How can I classify this information? Can I organize this information graphically?
Making Inferences	What does this word or phrase probably mean? What clues can I use? What predictions can I make?
Summarizing	What's the most important information to remember about this topic? Should my summary be oral, written, or mental?
Using Imagery	What can I learn from the illustrations, diagrams, and maps in the text? Can I draw something to help me understand this information? Can I make a mental picture or visualize this event or place?
Linguistic Transfer	Are there any geographical terms or historical names that I recognize because of their similarity to my native language?
<b>Social/Affective Strategies:</b>	Students interact with peers, teachers, and other adults to assist learning, or use attitudes or feelings to assist learning.
Questioning for Clarification	Who should I ask for additional explanation or correction or suggestions? How should I ask?
Cooperating	How can I work with friends or classmates to understand this or complete this task or improve what I have written or presented orally?
Self-talk	Yes, I can do this—I just need the right strategies!

### Teaching Guidelines for Social Studies

- ❖ Assess students' prior knowledge about social studies topics.
- ❖ Select high priority content objectives from the school's grade-level curriculum; include both lower and higher-order thinking skills.
- ❖ Provide academic language activities in which students read, listen to, discuss, make presentations on, and write about social studies content.
- ❖ Teach and have students practice learning strategies with all social studies activities.
- ❖ Follow the five phases of CALLA instructional sequence.

## ***Model Social Studies Unit***

### EUROPEAN COLONIES IN NORTH AMERICA<sup>14</sup>

#### **Social Studies Content Objectives:**

Learn about purposes, characteristics, and way of life of Spanish, English, French, and Dutch colonists in North America. Learn about interaction between colonists and Native Americans.

#### **Social Studies Process Skills:**

Use map skills to locate areas of North America colonized by Europeans. Make a timeline of major events in North America during the colonial period and of events in other parts of the world during the same period. Develop a research report on colonies in other areas of the world.

#### **Language Objectives:**

Discuss prior knowledge about European colonies in North America. Develop vocabulary related to the establishment and government of the colonies. Read and listen to information about events and way of life in colonial America. Answer questions and write summaries of information read or listened to. Describe photographs of recreation of colonial life in Plymouth orally and in writing. Write and present a report on colonies in other areas of the world.