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Identifying Social Studies Content Embedded in  
Elementary Basal Readers

Wendy Taylor Workman

A thesis submitted to the faculty of  
Brigham Young University  
in partial fulfillment of the requirements for the degree of  
Master of Arts

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## ABSTRACT

Identifying Social Studies Content Embedded in

Elementary Basal Readers

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Department of Teacher Education

Master of Arts

In the current educational climate of federally mandated assessments of student learning, the survival of the elementary social studies curriculum may depend on interdisciplinary instructional methods to link social studies to the accountability-favored discipline of literacy. The purpose of this content analysis study was to examine and identify social studies content embedded within a second grade and a fifth grade basal reader from the 2008 Houghton Mifflin Reading Series. Each of the basals were read and coded using the Utah State Office of Education Social Studies Standards indicators and the National Council for the Social Studies Standards as a priori categories. Data from both basal readers provided some encouragement that social studies learning opportunities for students are available within the texts. While some of the social studies concepts are explicitly presented, the majority of the learning opportunities are implicit in nature, requiring additional teaching beyond what is included in basal texts. To take advantage of these explicit and implicit social studies learning opportunities, teachers need to be aware of them and be prepared to teach social studies content and standards as part of the daily literacy routine. In spite of opportunities available for teachers to integrate social studies in the literacy curriculum, these opportunities will not replace the independent teaching of social studies content within the elementary curriculum.

Keywords: social studies instruction, No Child Left Behind, literacy instruction, basal readers

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## Chapter 1

### Introduction

We are losing our story, forgetting who we are and what it's taken to come this far....Our story is our history, and if ever we should be taking steps to see that we have the best prepared, most aware citizens ever, that time is now. (McCullough, 1995, p. 2)

Historian David McCullough, two-time winner of the Pulitzer Prize and recipient of the Presidential Medal of Freedom, the United States' highest civilian award, reminds us that it is our responsibility to teach children the stories and events of the past in order to help them create their futures, shape their communities, and understand their own personal roles as citizens (Schell & Fisher, 2007). Parker (2009) observed that, "Without civic understanding, there can be no democratic citizens and, therefore, no democracy" (p. 3). Social studies allows for the transmission of stories past and present as a vehicle for promoting the civic understanding necessary for participation in a democracy. It also provides a context for students to become competent thinkers, communicators, researchers, listeners, and decision-makers (Maxim, 2006).

The social studies curriculum helps students attain and learn to develop the attitudes, values, and knowledge that will prepare them to act as responsible and contributing citizens throughout their lives (National Council for the Social Studies, 2008). The curriculum is composed of information, ideas, and skills that serve to empower children, improve their judgment, and help them make better decisions. Through natural and authentic learning opportunities, social studies allows students to employ information and skills from all content areas to promote civic efficacy and develop social understanding (Parker, 2009). This enables

students to become not simply citizens, but contributing citizens in our democratic society (Zarrillo, 2008).

The social studies curriculum in the public school arena also provides a context for students to “reason historically, help solve community problems, embrace diversity, fight intolerance, protect the environment, and...empathize with the hopes, dreams, and struggles of people everywhere” (Parker, 2009, p. 3). In the elementary grades, students begin to develop their initial background knowledge about and dispositions toward history, geography, civics, government, economics, philosophy, political science, anthropology, and sociology (Leming, Ellington, & Schug, 2006; Zarrillo, 2008). This early introduction to the social studies helps students form the foundational knowledge they need for later instruction in secondary education. When social studies instruction is neglected in elementary school classrooms, the result may be students who are poorly prepared for high school and related university courses, and ultimately overwhelmed by the responsibilities of democratic citizenship (Litner, 2006; O’Conner, Heafner, & Groce, 2007).

### **Statement of the Problem**

Given how important it is for students to have early experiences in learning social studies, educators and researchers are concerned by current educational trends and policies that are forcing social studies instruction to take a “backseat” in the curriculum (Heafner, Lipscomb, & Rock, 2006, p. 145). It has always been a challenge for elementary teachers to fit every discipline, including social studies, into a tightly planned daily teaching schedule. Over the years, many factors have negatively impacted elementary social studies instruction including misconceptions about its purpose, unclear curriculum, minimal instructional materials and

resources, and a lack of subject knowledge on the part of the teacher (e.g., McGuire, 2007; Passe, 2006). Most recently the passing and implementation of No Child Left Behind (NCLB; No Child Left Behind Act of 2001, 2002) legislation, which holds teachers and schools accountable for meeting minimum standards in reading and mathematics, has almost extinguished social studies instruction in the elementary grades (Tanner, 2008).

The emphasis on achievement scores has resulted in school districts focusing more intently on reading instruction. Currently some schools and districts require that elementary grade students receive as much as 200 minutes of daily literacy instruction (Fielding, Kerr, & Rosier, 2007). In contrast, social studies instruction, once taught 25 minutes a day in 1984 (Goodlad, 1984), is now reportedly taught less than 12 minutes per day (VanFossen, 2005). Elementary teachers have multiple subject areas competing for the limited amount of instructional time each day across the school year. At some point teachers must make choices about the content they can realistically teach in a day. When faced with a choice between teaching accountability-favored literacy and teaching social studies, most teachers choose to spend their time on literacy (Sunal & Sunal, 2008).

Research on time dedicated to social studies instruction clearly indicates that elementary grade students have limited engagement with social studies curriculum and therefore may never develop skills of civic efficacy and social understanding. Of course, the focus on literacy instruction in the elementary grades may seem justified since struggling readers are quickly identified and schools that do not make Adequate Yearly Progress (AYP) in the area of reading are publicly denounced. On the other hand, narrowing the curriculum and hedging out social studies in the elementary grades deprives students of important experiences for developing the

essential knowledge and skills for later social studies learning and citizenship (Manzo, 2006; Passe, 2006).

Since the teaching of social studies is important to the future of our society, there needs to be a way whereby social studies can be taught within the current NCLB mandate. When talking to Congress, David McCullough argued, “It’s fine to concentrate on the reading all [teachers and administrators] want. But [students] don’t just have to read what is conventionally seen as literature. They can read the literature of history” (West, 2007, p. 61). Beck, McKeown, and McClassin (1983), in their research on vocabulary development, suggested that “Reading is not content-free; readers read *about* something” (italics in the original; p.179). Given these two observations, it becomes clear that students might read and study social studies as they develop literacy skills. Educators could therefore look to literacy materials as a potential resource for elementary students in learning social studies content.

### **Purpose and Question of the Study**

Literacy instructional materials, such as basal reading programs, read-aloud books, trade books, and guided reading materials, offer content that may be harnessed and used to teach social studies. Specifically, basal reading programs are the most commonly used materials for teaching reading in elementary schools with some estimations that basal readers are used in 85% to 90% of America’s classrooms (Christie, Enz & Vukelich, 2007; Gunning, 2005; Norton, 2007; Reutzel & Cooter, 2004). Considering their widespread use, if opportunities to learn or teach social studies were to be found within basal readers, these readers would make an excellent resource for integrating social studies instruction with the literacy content. To better understand these possible social studies learning opportunities, this study explored one question:

What social studies content is explicitly or implicitly embedded in second grade and fifth grade literacy basal readers?

## Chapter 2

### Literature Review

This chapter begins with a review of the literature that establishes the importance of social studies instruction in the elementary curriculum. A review of the literature relevant to major issues impacting the teaching of social studies, an examination of the rise of literacy instruction in elementary classrooms, and a description of opportunities for teaching social studies through literacy materials will follow.

#### The Importance of Social Studies in the Elementary Curriculum

From the beginning of public schooling in the United States, one of the primary purposes of education has been to teach children the fundamental skills of the “3 R’s”—reading, writing, and arithmetic (Litner, 2006; Zarrillo, 2008). However, dating back to the late 19<sup>th</sup> century, in the midst of an unprecedented wave of social transformation in our growing nation, the National Education Association began to question whether focusing on the “basics” would be enough to effectively prepare millions of immigrants and their children to assimilate into the culture of the United States and its form of democracy (Brophy & Alleman, 2007; Parker, 2009). As a result of long deliberation concerning this issue (Kridel & Bullough, 2007), the National Education Association proposed a brand new subject, *social studies*, to be introduced into the curriculum. This new curricular area would include “the subject matter related directly to the organization and development of human society, and to individuals as members of social groups” (Maxim, 2006, p. 5).

Following the National Education Association’s initiative, social studies took its place in the school curriculum for the primary purpose of helping to prepare our nation’s youth for

dynamic participation in society (Brophy & Alleman, 2007; Parker, 2009). This new area of the curriculum held promise for providing the knowledge required, in the midst of a changing society, for students to develop the understanding necessary for them to make sense of and participate in a democracy (Maxim, 2006).

From the outset, educators were not given clear direction concerning what this new addition to the curriculum should include. The experts did not agree on what the specific content of social studies should be, only that the social studies curriculum should focus on educating students in the knowledge, skills, and attitudes needed for citizenship in the United States. They expected students to learn the history of the United States and practice civic roles and responsibilities: problem solving, shared decision making, discussion skills, contributing to a community, being politically active, and critically examining ideas and opinions (Parker, 2009; Zarrillo, 2008).

In 1921, the National Council for the Social Studies (NCSS) was founded. The first task of the organization was to attend to ongoing debates about the nature, scope, and definition of social studies (Brophy & Alleman, 2007). Early on, the organization adopted *Expanding Environments* as the scope and sequence for the elementary social studies curriculum. *Expanding Environments* begins with the study of self and gradually expands to the study of family, neighborhood, community, state, nation, and finally, the world. There was, nevertheless, a continual cycle of questioning, debate, and revision of the actual purpose and definition. Finally, in 1992, the NCSS established the following definition:

Social studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young



people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. (National Council for the Social Studies, 1994, p. vii)

The NCSS further identified two primary goals of social studies education in their vision statement that accompanies the definition. These two goals of (a) promoting civic efficacy, and (b) developing social understanding serve as the most widely accepted guide for social studies curriculums across the United States (Parker, 2009).

**Civic efficacy.** One of the strongest rationales for teaching social studies to the young is linked to the goal of developing citizenship skills and dispositions. Civic efficacy can be defined as the readiness and willingness to undertake citizenship responsibilities and the belief that as a citizen, one can make a difference (Parker, 2009). Through the social studies curriculum, students are presented with opportunities to learn the rights and responsibilities of citizenship. Through this focus on civic efficacy, the curriculum promotes values and behaviors that our society wishes to perpetuate (Misco, 2005).

Democratic citizens are the force that creates and sustains a democracy. It seems logical, therefore, that education for democratic citizenship is a worthwhile educational goal; most school districts in the United States actually include it in their mission statements (Parker, 2009). Yet it is often assumed that becoming an effective citizen is a natural by-product of living in a democratic society (Burroughs, Groce, & Webeck, 2005). Meier (2004) expressed concern regarding the erosion of citizenship in our school children, arguing that “citizenship requires recognition of what it means to be a member of something—and we’ve forgotten that kids today have precious little experience being members of anything beyond their self-chosen peer group”

(p. 68). If this is true, the role of the social studies curriculum in teaching students to look beyond themselves, to establish in them an understanding of civic virtues, and to develop their civic efficacy becomes essential to our society.

**Social understanding.** Another reason for teaching social studies to the young is to support them in their development as competent members of society through the acquisition of social understanding. Through social studies lessons, young children may learn to work cooperatively and recognize how choices, both individual and societal, can influence the welfare of others. “Social studies is the *one* subject that provides context for helping students understand that they are part of the social network in which [democratic citizens] operate” (italics in original; Zamosky, 2008, p. 2). Regardless of future occupation, income, or education, all students need the kind of knowledge the social studies curriculum proposes. In preparing students for societal living, the social studies curriculum emphasizes that geographic borders no longer frame societies and that our society is now of global proportions (Misco, 2005). Teaching students to see beyond themselves and embrace a shared existence gives them understanding of their place as “citizens of a culturally diverse, democratic society in an interdependent world” (National Council for the Social Studies, 1994, p. vii).

Social studies curriculum offers learning experiences intended to teach children about the people, events, progression, and conflicts of the past and their effects on the present. Through these experiences, children can begin to understand and define their own place in history (Schell & Fisher, 2007). Opportunities to examine the lives of others leads students to develop dispositions and values such as empathy, honesty, kindness, fairness, and understanding—values that constitute the social underpinnings of a strong, functional, generative society. Social studies

education is vital in the overall development of students' social understanding and their preparation for participation in a global democracy.

### **Issues Impacting Social Studies**

Over the years, social studies instruction in the elementary classroom has been impacted by multiple issues. Several of these issues, including the federal NCLB legislation, standardized testing, teacher preparation, teacher inservice opportunities, and the resources and materials available for teaching social studies, will be discussed in the following sections.

**No Child Left Behind.** Recent research indicates a connection between the loss of instructional time dedicated to social studies and the 2001 NCLB federal legislation (Jerald, 2006; O'Connor, Heafner, & Groce, 2007; Tanner, 2008). The NCLB mandate provided funding for each state to develop academic standards in the areas of literacy and mathematics, but not in other areas, such as social studies, science, or the arts. The legislation requires that in literacy and mathematics, all students in every state meet minimum performance levels, known as Adequate Yearly Progress (AYP) (Griffith & Scharmann, 2008). Teachers and administrators are held accountable for whether or not students in their charge meet AYP requirements each year; however, no such accountability is in place for learning performance in social studies (Vogler, Litner, Lipscomb, Knopf, Heafner, & Rock, 2007) or other areas of the curriculum.

While many educators agree that improved student performance is a worthwhile endeavor, the time and energy dedicated to preparing for NCLB testing detracts from other areas of study. Even more alarming to educators is how administrators use the results of high-stakes tests to influence what is taught to children and how (Burroughs, Groce, & Webeck, 2005; Guisbond & Neill, 2005). In order to meet the performance expectations of AYP, many schools

reallocate instructional time, giving more time to literacy and mathematics (Howard, 2003; Tanner, 2008), and thus, are not attending to the teaching of subjects not tested, including social studies.

The Center on Education Policy conducted a study involving 15,000 school districts across the United States concerning how teachers allocated their instructional time. They found that 71% of the districts reported that, since NCLB, their elementary schools had reduced instructional time in at least one other curriculum area in order to focus more narrowly on reading and math (Rentner, Scott, Kober, Chudowsky & Jofus, 2006). Validating this, 60% of the districts reported they had significantly increased the amount of time spent on reading instruction, and 45% reported that math instruction had been allotted more time in the school day. Participants in the study directly attributed the increased allocation of instructional time in reading and mathematics to the requirements of NCLB for student achievement in those areas. Rock, Heafner, O'Connor, Passe, Oldendorf, Good, and Byrd (2006) found similar results.

Pressure to meet AYP rests not only on classroom teachers; administrators and state education officers also share in the expectation for accountability. Many administrators admonish their classroom teachers to put their focus on literacy and mathematics instruction in order to increase the likelihood of their students meeting AYP requirements (Sunal & Sunal, 2008). Teachers receive a clear message about what is valued in the school curriculum by comments from principals like this: "If it isn't on the test, you don't have time to teach it. So don't teach it" (Burroughs, Groce, & Webeck, 2005, p.17).

**Standardized testing.** NCLB currently mandates standardized testing for literacy, mathematics, and science, although schools are not yet accountable for AYP in the area of

science. Many states therefore limit testing to just these three subject areas. This sends clearly indicates to teachers that since social studies is not tested, it does not merit the same importance as other areas of the curriculum. For example, at the time NCLB was passed, 27 states were implementing end-of-year testing for elementary social studies. By 2006 that number had dropped to only 19 (Pederson, 2007). Because literacy and mathematics have become the focal point of teaching outcomes, educators perceive the subjects of social studies and science as being less important in the elementary curriculum. Contemporary studies where teachers were asked to rank the importance of the core elementary subjects provides clear evidence of this. Teachers consistently indicated literacy and then mathematics to be the most important of the elementary curriculum subjects, with science and then social studies following behind (e.g., Leming, Ellington, & Schug, 2006; Heafner, Lipscomb, & Rock, 2006; Litner, 2006).

Pederson (2007) posits that “What is measured is treasured,” as results from her study indicate educators typically value tested subjects, namely literacy and mathematics, over subjects not currently mandated by NCLB (p. 287). New York and South Carolina provide an interesting illustration of how testing does affect the elementary curriculum and the importance teachers place on different subject areas. After the passage of NCLB, both of these states chose to retain social studies achievement testing, even though it was not required by the mandate. According to Litner (2006) and Pederson (2007), both states reported that after NCLB, unlike many other states, there was no decrease in the time elementary teachers dedicated to social studies instruction, and in some cases there was a slight increase. Interviews with elementary teachers in South Carolina revealed that most of the teachers believed that the state Palmetto Achievement Challenge Test, a test that included social studies, was responsible for the increased instructional

time. One teacher in the study observed, “I think [social studies] is important now, just because we are being tested on it” (Litner, 2006, p. 5).

**Teacher preparation.** Emphasis on the core subjects of literacy and mathematics is not the only reason that some elementary teachers spend less time on social studies instruction. Many teachers report that they feel unprepared to teach the subject because of their own limited exposure to social studies content classes in their own schooling and in their teacher preparation (McCall, 1996). Typically, elementary teacher education programs include several methodology courses in literacy and math instruction. Yet, there is often only a single methods course offered in curricular areas such as art, science, or social studies. Additionally, content preparation for each of those areas is typically limited to what the candidate has received as part of their high school courses and university general education requirements (Sunal & Sunal, 2008).

With such minimal attention to social studies content and methods preparation, it is understandable that elementary school teachers would feel they are not adequately prepared to teach it. Bailey, Shaw, and Hollifield (2006) found that after completing a teacher preparation program, only 33% of preservice teachers reported they were likely to teach social studies on a daily basis, compared to 95% who anticipated teaching reading and math on a daily basis. According to Passe (2006), when contemplating teaching social studies, some elementary teachers become “fearful that their lack of content knowledge will be exposed” (p. 190), and consequently they make little effort to find time to teach it in the school day.

**Inservice.** Those who do begin teaching elementary school with positive intentions to teach social studies may find themselves without much support. Elementary teachers acknowledged that they would need professional development to increase their own social

studies knowledge and to improve their social studies instructional strategies (Lemming, Ellington, and Schug, 2006). As the time and resources dedicated to elementary social studies instruction diminish, so too have professional development opportunities (Erickson & Neufeld, 2008). Passe (2006) and Jerald (2006) observed that since the primary focus of AYP is on reading and math, districts do not feel compelled to marshal needed resources to support other content areas, such as social studies.

Consequently, inservice in social studies is rarely offered, and when it is, teachers are not likely to regard it as a priority. One principal observed, “There needs to be more social studies inservices, more staff development...Just saying it’s important is not enough. I need to prove to my faculty that I think it’s important” (Litner, 2006, p. 6). While many elementary principals may believe in the value of social studies, they feel that given expectations to meet AYP there is simply not enough time or resources to spend on improving social studies instruction in their schools.

**Resources and materials.** When elementary teachers were asked what challenges they had in teaching social studies, their responses indicated “time” to be the biggest challenge they faced, followed closely by “resources and materials” (Erickson & Neufeld, 2008). As documented by Sorenson (2006), one teacher remarked, “I wish there were more [social studies] lesson plans and ideas available, not new textbooks, but actual things that teachers have used. ... It would be nice to have something written down to share” (underlined in the original; p. 35). This lack of social studies materials is also supported in the findings of Burnstein, Hutton, and Curtis (2006). Half of the K-5 teachers in their study reported spending less than an hour

teaching social studies curriculum each week with 15% of those teachers attributing inadequate or outdated materials as their reason for not teaching the subject.

The very nature of social studies content is fluid and ever changing. As a result, teachers may find that even the most recently published social studies resources, including textbooks, are outdated and offer little to enhance their instruction. Not surprisingly, elementary teachers reported that social studies resources in their schools were out-of-date, limited, or inaccessible, and their content did not match established curriculum goals (Howard, 2003; McGuire, 2007). To add to the concern over the lack of quality social studies materials, many researchers argue that the content presented in elementary social studies textbooks is trite, uninteresting, and difficult for students to connect to (Duplass, 2007; Haas & Laughlin, 2001).

Unfortunately, adopting new social studies textbooks or materials is a lengthy and expensive process for both states and school districts (Passe, 2006). One school administrator argued that social studies resources are simply not a priority. “Now social studies, we've not done a good job in our district. We have still the same textbooks since '91, so we are *way* behind. But again, I think we need to focus on the language arts and math” (italics in original; Wills, 2007, p. 1981). In times of economic downturn, educational spending is often allocated to fund only the bare essentials; at this time those essentials are clearly literacy and mathematics.

### **Rise of Literacy Instruction in the Elementary Classroom**

While NCLB legislation has had a hand in pushing social studies out of the elementary curriculum, it has shoved literacy further into the spotlight. This intense focus on literacy has resulted in a plethora of new studies, reports, resources, and national policies that have



significantly affected literacy instruction across the nation (Christie, Enz, & Vukelich, 2007; Griffith & Scharmann, 2008).

In order to help struggling readers meet achievement standards at end-of-year testing, many districts are increasing the amount of time spent in reading instruction by a minimum of 30 minutes a day (Murphy, Trainin, Javorsky, & Wilson, 2009). Extending the daily reading block, according to Fielding, Kerr, and Rosier (2007), is the most cost-effective way of insuring adequate reading instruction to every student, even if it is at the exclusion of instruction in other curriculum areas. When asked about the consequences of sacrificing social studies and science for reading instruction, Fielding, Kerr, and Rosier further posited that “it matters little what else [students] learn in elementary school if they do not learn to read at grade level” (p. 48). Reading instruction and achievement have been established as top priorities for elementary schools, and these priorities may be even more emphasized by school districts struggling to meet the ever more demanding national reading standards and AYP.

One district in California provides a concrete example of the increased time spent on reading instruction since the implementation of NCLB (Wills, 2007). In 2003, district administrators decided that the first 2 hours of every school day would be considered “sacred time,” devoted specifically to language arts, followed by at least 1 hour of math instruction (p. 1989). Accounting for the morning business, attendance, recesses, and lunch, this, according to the researcher, left at most 1 hour and 20 minutes per day for teachers to teach social studies, science, physical education, music, art, technology, and more language arts in the afternoon. Elementary teachers in the district were confronted with a barrage of language arts programs, new literacy materials, workshops, and trainings throughout the entire 2003–2004 school year to

assist them in literacy instruction. However, nothing was offered to support elementary teachers in the teaching of social studies or science.

Intertwined with the standards-based educational reforms mandated by NCLB is the requirement that federally funded reading programs use curriculum, materials, and instructional methods that have been proven effective. The legislation states that schools must ensure “the access of children to effective, scientifically based strategies and challenging academic content” (NCLB, 2002, Sec. 1001, #9). This often requires districts to adopt new elementary reading programs (Fielding, Kerr, & Rosier, 2007).

According to NCLB, reading programs should not only be research-based but they should also allow for differentiated instruction, or leveled instruction for readers at every stage (Christie, Enz & Vukelich, 2007; Gunning, 2005). In order for school districts to increase all students’ achievement and meet the requirements mandated by NCLB, many are returning to a long trusted literacy resource—basal reading programs (Gunning, 2005; Reutzel & Cooter, 2004).

As mentioned in chapter one, basal reading programs are currently the most widely used materials for teaching reading in elementary schools (Christie, Enz & Vukelich, 2007). Basal reading programs support NCLB’s two requirements of using materials that are research-based and allow for differentiated instruction. Additionally, they include a structured sequence of skills to help children reach higher reading standards, and, perhaps the biggest draw, basal readers are frequently aligned to the state-mandated tests and curriculum (Norton, 2007).

Reading programs and the amount of time spent on reading instruction are not the only changes in elementary literacy instruction. The reading curriculum itself, and thus basal programs, are undergoing some reforms. In the past, reading basals in the elementary grades

have been comprised primarily of narrative texts, not informational texts, which are also used, and increasingly so, in the assessment of student reading.

The *National Assessment of Educational Progress* (Moss, 2005) serves as an annual assessment of student reading achievement in grades three through eight in each state, as required by NCLB (2002). In reviewing the content of this standardized test, Moss (2005) found that 40% of the third grade questions were drawn from informational text, while 50% of the content on the fourth grade level test required students to read narrative text and the other 50% involved reading to gain information. The amount of informational text used in the test increased by grade level so that by the eighth grade, the bulk of the test involved reading and responding to informational text. For students to be prepared to achieve passing scores on the National Assessment of Educational Progress and similar assessments, it is evident that they need to be exposed to both narrative and informational text regularly.

Educators and publishers alike have realized that changes need to be made in literacy instructional materials to insure that students have access to both types of texts: narrative and informational. Increasing the use of informational texts in the classroom may not only better prepare students in literacy, but it also potentially opens spaces for students to be exposed to other subject areas within the literacy curriculum.

### **Opportunities to Teach Social Studies Through Literacy Materials**

As academic standards have changed in the past decade, publishers of basal reading programs have worked to improve appropriate content to better match those expectations (Norton, 2007). Publishers wanting to stay in the forefront of sales and distribution of their products have investigated the total school curriculum and have created new basal programs that

are standards-based; focus on reading, writing, and spelling, and are interdisciplinary in nature. Many elementary literacy readers are filled with stories of character and values, historical accounts of events and people, and even copies of primary source documents. Support materials often offer extensions and ideas for further reading that support the curricula of social studies, science, and the arts.

Many teachers report that they seldom teach social studies as a subject by itself, but they rely on stories from their reading programs to bring up social studies topics that they can expound on (Sunal & Sunal, 2008). Considering the reported decline of social studies instruction in the elementary curriculum, is it possible that stories included in the basal readers could also provide children with opportunities to learn about people, history, democracy, citizenship, communities, problem solving, and the world. The inclusion of a variety of texts in basal readers opens the opportunity for teaching other curriculum content, including that of social studies. Using basal readers as interdisciplinary texts presents teachers with new avenues for incorporating social studies more fully into the elementary curriculum. The purpose of this study is to investigate and identify the social studies content included within a second grade and a fifth grade elementary basal reader.

## Chapter 3

### Methods

The methods and procedures used in conducting this study are discussed in this section. Information related to the design of the study, the procedures to be followed in data collection and analysis, and the limitations of the study are outlined and explained.

#### Design

This was a descriptive study using a content analysis design with frequency counts to uncover the social studies content in two literacy basal readers. While there are variations in definitions of content analysis, to guide this study, I selected the United States General Accounting Office (1996) definition of content analysis: “a systematic research method for analyzing textual information in a standardized way that allows evaluators to make inferences about that information” (p. 6). Content analysis typically generates a list of key ideas that are included within a document, but it can provide additional information if the researcher counts the frequency of statements or coding categories, and “detects subtle differences in their intensity” (United States General Accounting Office, 1996, p. 6).

Content analysis, according to Holsti (1969), requires “objectivity, system, and generality” (p. 3). In order to fulfill the requirement of *objectivity*, every step in the research process must follow clearly defined rules and procedures. Content analysis is *systematic* when the content or categories used in the study are selected according to consistently applied rules. Finally, *generality* must be attended to in content analysis. This term should not be confused with *generalization*. Generality means that the findings of a study have relevance to the current research being conducted (Holsti, 1969). In this study, identifying the social studies content

embedded within literacy basal readers is relevant to understanding the current teaching of social studies given the implementation of NCLB mandates and possible strategies for incorporating social studies into the elementary grade curriculum.

## **Procedures**

For this study, I attended to the requirements of content analysis, including objectivity, system, and generality, through the procedures outlined in the following section. The following section includes information regarding the data sources, coding categories, recording units, coding procedures, data analysis, and limitations of the study.

**Data sources.** A second grade and a fifth grade student edition basal reader from the same reading series, *Houghton Mifflin Reading* (2008) were selected as the data sources for this study. According to the developer's website, "*Houghton Mifflin Reading* programs are the subjects of rigorous independent research studies that confirm their efficacy and ensure their compliance with federal No Child Left Behind legislation." In 2003, *Houghton Mifflin Reading* was the best-selling reading program for grades K–6 in the United States (Houghton Mifflin, 2010), according to claims made on the company website. The program is designed to be used as a full-year literacy curriculum with student instruction on developing oral language and comprehension, phonemic awareness, decoding skills, fluency, reading comprehension, writing, spelling, and grammar.

For the purposes of the study, I coded a second grade and a fifth grade basal reader in order to examine the social studies content available in a basal reader for a primary grade and for an intermediate grade. The second grade and fifth grade student literacy basal readers were each organized according to six themes, or units. The six themes found in the second grade Houghton

Mifflin Reader included (a) Silly Stories, (b) Nature Walk, (c) Around Town: Neighborhood and Community, (d) Amazing Animals, (e) Family Time, and (f) Talent Show (Houghton Mifflin, 2008a, p.1). The fifth grade Houghton Mifflin Reader included the following six themes: (a) Nature's Fury, (b) Give It All You've Got, (c) Voices of the Revolution, (d) Person to Person, (e) One Land, Many Trails, and (f) Animal Encounters (Houghton Mifflin, 2008c, p. 3). Each of the themes were comprised of narrative and informational stories, poetry, specific reading skill practice, background vocabulary, writing activities, and links to other curriculum areas, such as science, social studies, art, and health.

The second grade and the fifth grade readers were organized in the same way, with each theme containing nine specific, recurring components or sections. In the Houghton Mifflin Reader, each theme was introduced through a section entitled *Theme Connections*. These sections included questions, information, or pictures to help prepare students for the theme to be studied. A section called *Background and Vocabulary* followed. This was followed by the *Selection*, the story or poem to be introduced and read. After the Selection there were two sections, *Meet the Author and Illustrator* and *Responding*, which told more about the author of the story and provided questions or writing prompts to encourage student responses to the reading. There were also sections, such as *Link to...* where the reading was linked to another curriculum area through activities or more information, and a *Writing Model* page. Each theme ended with two sections, *Focus on Genre* and *Theme Wrap-Up*. Typically, each theme only had one section of Theme Connections, one Focus on Genre, and one Theme Wrap-Up, but the other six components repeated various times within each theme, and sometimes in varying sequence. In total there were nine theme components for each of the basal readers. This means that the

second grade Houghton Mifflin Reader had a total of 115 separate components and the fifth grade basal reader had a total of 123 separate components that were coded.

**Coding categories.** I opted to use the NCSS Standards (National Council for the Social Studies, 1994; Appendix A) and the Utah State Office of Education (USOE) Social Studies Standards indicators (Utah State Office of Education, 2008; 2009; Appendix B) for second and fifth grades as a priori codes, or coding categories, for the content analysis. The NCSS Standards were chosen because they are nationally accepted and approved social studies standards for grades K–12. These standards provide a broad view of the content that should be taught through social studies instruction but are not divided according to grade level. The USOE Social Studies Standards for second and fifth grade were revised and approved by the Utah State Office of Education in 2008 and 2009. The USOE Social Studies Standards indicators were selected because they outline specific social studies content that should be taught to students during each grade level.

**Recording units.** I coded the basal reader components for each grade level basal using the a priori coding categories listed in Appendix A and B. I identified social studies content in the basal texts according to recording units, a “portion of the text to which the researcher will apply a category label” (United States General Accounting Office, 1996, p. 19). Recording units included sentences, paragraphs, and whole text selections since social studies content was referenced by sentences or even paragraphs within a larger text. The recording units in this study are referred to as *social studies learning opportunities*, or simply *opportunities*.

As I identified and coded each opportunity in the basal readers, I also assigned levels of intensity to the social studies content using the categories of *explicit* or *implicit*. Intensity



referred to the strength of the opportunity for students to learn social studies content. I coded opportunities that allowed students to learn new content simply by reading about it as explicit. For example, as students read one selection in the fifth grade basal, they could learn biographical information about Paul Revere's life as well as notable events of the Revolutionary War (Houghton Mifflin, 2008c, pp. 255–279). Coding opportunities as implicit meant that even though the content was not directly taught in the text, teachers could use that opportunity to bring in supplemental information and provide further instruction. For instance, the plot of one fictional story in the second grade basal involved a postman who delivered an important letter. While details about the job of a postman were not included in the text, the story might inspire a discussion about the United States Postal Service, an important service provided by the government (p.76). By noting the intensity of the codes, I was able to make distinctions between social studies concepts that were addressed explicitly and those that were implicitly addressed.

**Coding procedures.** I created a basal analysis coding form for this study (see Appendix C) by using the NCSS Standards and USOE Social Studies Standards indicators as a priori categories. Separate forms were created for the second and fifth grade basal readers to attend to the corresponding USOE Social Studies Standards indicators for each of the grade levels, and thus the different coding categories. The second grade form included 44 categories (10 NCSS and 34 USOE), and the fifth grade form included 59 categories (10 NCSS and 49 USOE). I organized the coding form by components from each of the basal readers (e.g., Theme Connections, Selection, and Responding) and by the a priori coding categories. In coding, I considered all of the text in each of the basals sentence by sentence, paragraph by paragraph, and theme by theme to code sentences, paragraphs, and whole text selections for social studies

content. I also examined each code for the level of social studies presented and coded for intensity—explicit or implicit. I marked recording units within each basal and then recorded them on the basal analysis coding forms. The coding forms included space for me to record the page numbers, recording units, and levels of intensity of the social studies content I found within each basal reader.

In order to attend to issues of objectivity during the coding of the data, I carefully selected the variables of the study, in this case, the a priori categories, defined them carefully, developed a coding form, and the specific procedures for coding. In addition, I invited an expert coder to examine my categories and coding form and to independently code one of the themes in each basal reader. We compared our coding of the same text to establish the trustworthiness of my coding. As we began comparing, we discovered a few differences in coding due to our different interpretations of the NCSS Standards. These differences were resolved after we sought out additional information about the learning expectations for elementary grade students. After clarifying, and another round of independent coding and comparison of results, we found our coding to be aligned 100% of the time.

**Data analysis.** After coding the second and fifth grade basal readers, I analyzed the data and reported it as frequencies of total occurrences of social studies content. I also reported the analysis of the data by frequency of explicit and implicit occurrences for each basal, theme, and component. Through this analysis I was able to identify the number of explicit and implicit social studies learning opportunities in each of the basal readers.

## **Limitations**

As the researcher investigating, coding, and analyzing the data for this study, I knew my personal biases based on my experience and knowledge, presented a potential limitation of this study. Experience and knowledge can be influential in sensitizing the researcher during the coding and analysis of data. Therefore, my background with social studies content and literacy reading programs may have impacted the design of the coding form, the selection of the a priori categories for coding, the identification of data to be analyzed, and the analysis of the data. In light of this, it is necessary to include some background information about myself (United States General Accounting Office, 1996; Miles & Huberman, 1994).

At the time of this study I was pursuing a master's degree in Teacher Education at Brigham Young University. As a graduate student I was a research assistant to an elementary social studies methods professor, which allowed me many opportunities to become familiar with the NCSS Standards, the USOE Social Studies Standards, and current issues and research in social studies education.

Though at the time I was not teaching in a specific classroom, I had four years of teaching experience in the elementary grades. Each year I taught I used a variety of literacy reading programs, including basal readers. I was also familiar with and had taught the USOE Social Studies Standards indicators to third and fifth grade students. As a teacher I was passionate about the importance of social studies instruction, a passion that influenced the focus of my research throughout my graduate program. It is through this lens that I examined the basal readers and coded the social studies content found in them.

## Chapter 4

### Findings

The intent of conducting this study was to identify social studies content included within a second grade and fifth grade basal reader in the 2008 *Houghton Mifflin Reading Series*. The study was designed as a content analysis using the USOE Social Studies Standards indicators for second and fifth grade (Utah State Office of Education, 2008; 2009), as well as the 10 NCSS Standards (National Council for the Social Studies, 2008) as a priori codes. The following findings are presented to address the guiding research question of the study: What social studies content was explicitly or implicitly embedded in second grade and fifth grade literacy basal readers?

Analysis and coding of the second and fifth grade basal readers revealed that social studies learning opportunities, both explicit and implicit, were included in the literacy texts. Opportunities were found in words, sentences, paragraphs, and whole texts that would allow students to learn social studies content independently or through extension of the concepts provided by their teacher. In this review of the findings, social studies learning opportunities are identified according to grade level, level of intensity (explicit or implicit), and the NCSS Standards and USOE Social Studies Standards indicators with which they are associated. Examples of learning opportunities related to the USOE Social Studies Standards indicators are referenced by standard number, objective number, and indicator letter (see Appendix B). For instance, reference to the USOE Social Studies Standards indicator about *cultural heritages within a community* would be referenced as USOE 1:1.a, specifying that this indicator is found in the first standard (1), the first objective (1), and is the first indicator (a) under that objective.

## Social Studies Content in Second Grade Basals

Content analysis of the second grade basal revealed a total of 863 possible social studies learning opportunities. Table 1 below details the frequency with which the second grade basal provides opportunities for students to be taught social studies content. The table also provides frequency counts for the number of explicit and implicit learning opportunities coded for NCSS Standards or USOE Social Studies Standards indicators. The explicit and implicit learning opportunities found in the second grade basal are reported in the next two sections

Table 1

*Frequency and Percent of Explicit and Implicit Social Studies Opportunities Identified in Second Grade Houghton Mifflin Readers*

|       | Explicit Opportunities |         | Implicit Opportunities |         | Total Opportunities |         |
|-------|------------------------|---------|------------------------|---------|---------------------|---------|
|       | Frequency              | Percent | Frequency              | Percent | Frequency           | Percent |
| NCSS  | 20                     | 2.3     | 504                    | 58.4    | 524                 | 60.7    |
| USOE  | 16                     | 1.9     | 323                    | 37.4    | 339                 | 39.3    |
| Total | 36                     | 4.2     | 827                    | 95.8    | 863                 | 100.0   |

**Explicit opportunities.** Of the total 863 social studies opportunities found in the second grade basal, thirty-six (4.2%) were identified as explicit. Both the NCSS Standards and the USOE Social Studies Standards indicators were represented in these 36 opportunities. Some frequencies and examples of opportunities will be discussed further in the following sections. (For a complete listing of the frequencies for each individual standard or indicator, refer to Appendix D.)

*NCSS explicit opportunities.* In the second grade basal, 20 (2.3%) of the total 863 opportunities to teach social studies content, or 55.5% of the 36 explicit opportunities, explicitly taught four of the 10 NCSS Standards: Culture; Time, Continuity, and Change; People, Places, and Environments; and Individual Development and Identity. Eleven of the 20 explicit learning opportunities were associated with the standard, People, Places, and Environments, and included a variety of maps or specific information about how to use maps or globes (see for example, Houghton Mifflin., 2008b, p. 54, 63, 257). This standard was also evident in a story about a park ranger who taught children how to interact with their environment and protect the living things around them (Houghton Mifflin., 2008a, pp. 166–167). Other text selections gave factual information or showed photographs of different places and environments, such as Mount Rushmore in South Dakota and the North Atlantic Ocean (Houghton Mifflin., 2008b, pp. 144–145, 56–57).

Five of the 20 explicit social studies opportunities were associated with the NCSS Standard of Culture. One example was a series of photographs and captions, telling about the importance of group games in Native American history and culture (Houghton Mifflin, 2008b, p. 89). Another of these opportunities was in the form of a selection entitled “Chinatown” (Houghton Mifflin, 2008a, pp. 262–284), a fictional story detailing the experience of a Chinese-American boy living in Chinatown with his family and aspects of Chinese culture that were present there.

The last three explicit opportunities were related to the standard Individual Development and Identity. One was found in the story of a boy named Ricky who wanted to look and act like his father, even if it meant wearing a false mustache (Houghton Mifflin, 2008a, pp. 326–356).

Two other selections directly taught students that if they found things they liked to do, and practiced them, they would develop talents (Houghton Mifflin, 2008a, pp. 216–219; Houghton Mifflin, 2008b, pp. 346–349). Only one explicit opportunity was identified for the standard Time, Continuity, and Change: a detailed timeline that included photographs and descriptions of the life of Olympic track champion, Wilma Rudolph (Houghton Mifflin, 2008b, pp. 150–151).

***USOE explicit opportunities.*** In the second grade basal, 16 (1.9%) of the total 863 social studies learning opportunities, or 44.4% of the total 36 explicit opportunities, identified were linked to the USOE Social Studies Standards indicators for second grade. Eight of the 34 indicators were addressed explicitly. These included the two indicators related to technology and the various ways technology affects daily life (USOE 4:1.d,e), three indicators concerning maps, globes, and landmarks (USOE 2:3.c; 3:2.a,c), and three indicators regarding elements of culture and family traditions (USOE 1:1.a,c; 1:2.a).

There were nine explicit opportunities identified that addressed the USOE Social Studies Standards indicators regarding technology (USOE 4:1.d,e). Examples of these opportunities included an informative story entitled “A Trip to the Firehouse” (Houghton Mifflin, 2008a, pp. 297–313), wherein students were introduced to the important elements of a fire station and the technology that helps firefighters do their jobs. Another example was a fictional story that contained explicit information about subway systems and how people travel when they do not have vehicles of their own (Houghton Mifflin, 2008a, pp. 364–365).

Explicit information about using maps and identifying landmarks (USOE 3:2.a,c) was identified in four selections where various types of maps were included within the text. One true story about a dog that travelled in mail cars included a map showing all of the places in the

United States the dog visited (Houghton Mifflin, 2008b, p. 54), while yet another map showed the neighborhood described by author, Gary Soto (Houghton Mifflin, 2008a, p. 257). In another instance, students were instructed to create maps of their own neighborhood with detailed instructions to include important landmarks on their maps, and how to create a legend or key (Houghton Mifflin, 2008a, p. 159).

Explicit opportunities for students to learn about culture (USOE 1:2.a) and traditions passed down through families (USOE 1:1.a,c) were present in several text selections, both fictional and informational. One such story, “Chinatown,” provided direct information about the people and culture present in Chinatown (Houghton Mifflin, 2008a, pp. 262–275). Two more examples were, “Big Bushy Mustache” (Houghton Mifflin, 2008a, pp. 326–345) and “Barrio: Jose’s Neighborhood” (Houghton Mifflin, 2008a, pp. 409–412), stories about families from different cultures and their cultural and family traditions.

**Implicit opportunities.** Implicit opportunities for students to learn social studies content were far more prevalent than those coded as explicit, making up 827 (95.8%) of the total opportunities identified (refer to Table 1). Primarily, implicit social studies learning opportunities were found in single sentences or paragraphs containing reference to a social studies topic, but no specific information that could be used for students to independently understand the NCSS Standards or USOE Social Studies Standards indicators. Due to the large number of implicit opportunities identified for both the NCSS Standards and the USOE Social Studies Standards indicators, I have provided only some illustrative examples in this chapter to support my findings. (For a more complete listing of frequencies, refer to Appendix D.)



***NCSS implicit opportunities.*** In the second grade basal, 504 (58.4%) of the total 863 social studies learning opportunities, and 60.9% of the 827 implicit social studies learning opportunities, were connected to all 10 of the NCSS Standards. While each of the standards were addressed multiple times by implicit learning opportunities, the largest number of opportunities (n = 125) was associated with the NCSS Standard Individual Development and Identity. Many of the opportunities found in the text focused on children who found and developed their personal talents. One such story, “The Art Lesson” (Houghton Mifflin, 2008b, pp. 353–378), was about a boy named Tommy whose talent for drawing played a big role in positive feelings about school. Aside from the text selections themselves, questions that followed the text provided potential opportunities for teaching social studies content. Students were asked to think and write about their own talents, likes, and dislikes. For example, one prompt encouraged students to “Make a list of five things that you like to do. Then choose one that you like enough to do as a job when you grow up. Draw a picture of yourself doing that job” (Houghton Mifflin, 2008b, p. 381). While students were given directions to accomplish this task, they likely would not make the connection between thinking and writing about their talents, likes, and dislikes, and the social studies concepts related to Individual Development and Identity without further discussion or prompting from the teacher.

Of the 504 implicit opportunities provided by the second grade basal, 109 of them were linked to the NCSS Standard Individuals, Groups, and Institutions. This standard focuses student learning on the influence of institutions, groups, and individuals on their own lives and communities. These implicit learning opportunities often occurred in text selections about schools, families, and neighborhoods. Author Gary Soto was highlighted in one reading. He

wrote about the neighborhood in which he grew up, how his experiences influenced his writing, and provided inspiration for the characters he created in his stories (Houghton Mifflin, 2008a, pp. 256–259). Through the reading, students could recognize how much Mr. Soto cared about his childhood neighborhood, but they might not be able to make the connections on their own that some of his important life-decisions were influenced by past neighbors and friends. Another example of implicit opportunities that addressed Individuals, Groups, and Institutions was the following question posed to students as part of a section of the text: “How do firefighters help their communities?” (Houghton Mifflin, 2008a, p. 318). A teacher wishing to extend social studies learning could use this question to begin a discussion about the influence of institutions and groups in a community or to motivate students to do their own research on community institutions.

Implicit opportunities identified for learning the NCSS Standard People, Places, and Environments produced 105 examples out of the total 504. In the majority of text selections about the authors, there was information regarding places they had lived or were living, such as Cape Cod in Massachusetts; Eugene, Oregon; and St Paul, Minnesota. One author, Joseph Bruchac, described his childhood living among the Abenaki tribe (Houghton Mifflin, 2008a, p. 132, 132, 18, 90). Throughout the entire basal, the names of different cities, states, and countries were listed offering opportunities for students to find the locations on maps or to research further information about them, but doing so would require additional guidance and instruction for second grade students.

Opportunities connected to the remaining seven NCSS Standards were less frequent, with fewer than 40 examples found for each. Some of these opportunities included information about

how children can keep public parks safe and clean (Civic Ideals and Practices; Houghton Mifflin, 2008a, p.174), and the true story of two girls from Beijing, China, who came to America to perform in Cirque du Soleil (Culture; Houghton Mifflin, 2008b, pp. 460–463). Also included in one text were photographs of vehicles and communications systems used in fire stations (Science, Technology, and Society; Houghton Mifflin, 2008a, pp. 306–310). The NCSS Standard Time, Continuity, and Change was addressed implicitly in one selection regarding the first African American woman to be accepted into the National Aeronautics and Space Administration program (Houghton Mifflin, 2008b, pp. 136–141).

Opportunities for students to learn about the final three NCSS Standards were fewer in number but still present in several selections. For instance, “Inside a Bakery” (Houghton Mifflin, 2008b, pp. 190–191) was an informative text selection that could initiate extended learning about Production, Consumption, and Distribution. Power, Governance, and Authority could be taught through discussion and further instruction initiated by a selection about a police officer (Houghton Mifflin, 2008b, pp. 19–25), and Global Connections could be addressed implicitly in the text selection about an Olympic track champion (Houghton Mifflin, 2008b, pp. 147–150).

***USOE implicit opportunities.*** Of the 863 total opportunities for teaching social studies content, 323 implicit opportunities (refer to Table 1) could be used to teach 33 of the 34 USOE Social Studies Standards indicators (see Appendix B). Every USOE Social Studies Standards indicators, except one, could be linked to the social studies learning opportunities identified. There were no implicit opportunities for students to learn specific geographical information about the seven continents, the five oceans, the poles, or the equator (USOE 3:2.d). The most

prevalent USOE opportunities found in the second grade basal reader are discussed in this section (see Appendix D).

Implicit opportunities to teach the two indicators related to technology (USOE 4:1.d,e) were the most common USOE opportunities present (n = 61) in the basal. These implicit opportunities included single mentions of technology in many text selections, for example, x-ray machines, computers, and kitchen appliances (Houghton Mifflin, 2008a, p. 75, 306, 217). Also present were several stories about characters that used different forms of technology, such as automobiles, telephone switchboards, and televisions (Houghton Mifflin, 2008a, p. 19–30, 305, 361). These could allow for opportunities for teachers and students to discuss how their daily lives are affected by technology.

There were 70 implicit opportunities connected to the seven USOE Social Studies Standards indicators related to financial literacy (USOE 4:1.a,b,c; 4:2.a,b,d,e). One selection entitled “Shopping” (Houghton Mifflin, 2008a, pp. 19–32), was followed by questions asking students about items they would like to purchase and where they would obtain the money to pay for them. “Grandpa’s Corner Store” (Houghton Mifflin, 2008a, pp. 398–408) was another opportunity for discussion and further learning about the reasons people purchase certain items, the goods provided by businesses, and how producers stay in business.

Two USOE Social Studies Standards indicators concerning respect for school and roles within in a school community (USOE 2:2.a,b) were associated with 28 implicit opportunities. Some of these were found in a story about a safety officer who visited schools to teach students about safety (Houghton Mifflin, 2008b, pp. 18–45). Schools provided the setting of three other stories where implicit social studies learning opportunities were coded: “The Art Lesson,” “The

School Mural,” and “Big Bushy Mustache” (Houghton Mifflin, 2008b, pp. 352–365, 432–352; 2008a, pp. 326–355). The second grade basal provided opportunities to address five USOE Social Studies Standards indicators regarding culture, elements of culture in the community, the way traditions are borrowed and handed down through families, and the contributions made by different cultural groups in a community (USOE 1:1.a,b,c; 1:2.a,b). Several of these opportunities were located in four stories about families from different cultural backgrounds, such as Chinese-Americans and Mexican-Americans, as well as in the response questions following the selections.

As one final example, in the second grade basal there were 23 implicit opportunities for students to learn about how people, past and present, modified their physical environment (USOE 3:1.c). In one selection, “A Curve in the River” (Houghton Mifflin, 2008b, p. 300), much of the story took place on a large bridge, while another story described how the space where an empty lot stood was developed into a new supermarket (Houghton Mifflin, 2008a, pp. 398–406).

### **Social Studies Content in Fifth Grade Basals**

The fifth grade basal provided 1,270 social studies learning opportunities. Table 2 details the frequency and intensity of the social studies learning opportunities in the fifth grade basal. The table also provides frequency counts for the number of explicit and implicit learning opportunities coded for the NCSS Standards or the USOE Social Studies Standards indicators.

**Explicit opportunities.** In the fifth grade basal, 186 (14.6%) social studies opportunities out of 1,270 total opportunities were coded as explicit. In the next sections some illustrative examples are presented from the explicit NCSS and USOE opportunities identified. See Appendix E for a complete listing of frequencies and the opportunities linked to each standard.

Table 2

*Frequency and Percent of Explicit and Implicit Social Studies Opportunities Identified in Fifth Grade Houghton Mifflin Readers*

|       | Explicit  |         | Implicit  |         | Totals    |         |
|-------|-----------|---------|-----------|---------|-----------|---------|
|       | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| NCSS  | 135       | 10.6    | 882       | 69.5    | 1,017     | 80.1    |
| USOE  | 51        | 4.0     | 202       | 15.9    | 253       | 19.9    |
| Total | 186       | 14.6    | 1,084     | 85.4    | 1,270     | 100.0   |

**NCSS explicit opportunities.** In the fifth grade *Houghton Mifflin Reader*, there were 135 explicit opportunities related to the NCSS Standards, representing 72.6% of the total number of explicit opportunities found (n = 186). There were no explicit opportunities identified for the standard Production, Consumption, and Distribution. The remaining nine NCSS Standards were addressed explicitly at least once. The most common NCSS Standard addressed explicitly was People, Places, and Environments (n = 54; 40.0%). Examples included a map showing the states in our nation most affected by tornadoes (Houghton Mifflin, 2008c, p. 55), a paragraph explaining how to calculate distance on a map using scale (Houghton Mifflin, 2008c, p. 77), and an entire selection of text detailing the “Eleven Cities Tour,” a skating race across the frozen canals of the Netherlands (Houghton Mifflin, 2008c, pp. 154–157).

The fifth grade basal provided 27 explicit opportunities for students to learn about the NCSS Standard Time, Continuity, and Change. In-depth timelines related to the evolution of music trends and technology, and the United States’ exploration of space (Houghton Mifflin,

2008c, pp. 178–181, 208–209) accounted for two of these opportunities. Many photographs, such as one depicting pioneer children doing their chores (Houghton Mifflin, 2008c, p. 512), included captions that provided direct information about how children living in the past experienced life differently than children living today.

Culture was another NCSS Standard explicitly addressed in 20 identified opportunities. “A Boy Called Slow” (Houghton Mifflin, 2008c, pp. 470–484) was a story that told about the traditions and history of the Lakota Sioux, a Native American tribe living in the Great Plains. Other explicit opportunities related to Culture were found in a text selection about Chinese immigrants who came to America during the Gold Rush and the cultural elements they brought with them (Houghton Mifflin, 2008c, pp. 566–569).

Science, Technology, and Society was taught explicitly 13 times. For instance, it was addressed in a flow chart detailing how the National Weather Station gathers and disburses information to local weather stations (Houghton Mifflin, 2008c, pp. 80–81). Ten explicit opportunities related to the NCSS Standard of Individual Development and Identity were also identified. For example, in her short autobiography, Michelle Kwan described how her family had influenced her life choices and daily decisions (Houghton Mifflin, 2008c, pp. 138–150).

The NCSS Standards of Individuals, Groups, and Institutions; Power, Authority, and Governance; and Global Connections were each addressed explicitly less than 10 times throughout the fifth grade Houghton Mifflin Reader. In her biography of Mae Jemison, author Gail Sakurai wrote about how Jemison’s time in the Peace Corps changed her life and influenced her career (Individuals, Groups, and Institutions; Houghton Mifflin, 2008c, pp. 210–222). The text selection “A Revolution in Mexico” (Houghton Mifflin, 2008c, pp. 548–549) provided an

explicit opportunity for students to learn about Power, Authority, and Governance in the opening paragraphs about the nation of Mexico and the hardships endured under the rule of the dictator, President Porfirio Diaz. Finally, students could learn about Global Connections as they read about how countries around the world have been affected by earthquakes (Houghton Mifflin, 2008c, p. 228).

***USOE explicit opportunities.*** The fifth grade basal reader provided 51 explicit opportunities connected to the USOE Social Studies Standards indicators (see Table 2). This was 4.0% of the 1, 270 total opportunities but 27.4% of the 186 explicit social studies opportunities. Explicit opportunities were linked to 16 of the 49 USOE Social Studies Standards indicators (see Appendix B). These included seven indicators related to the thirteen colonies, the Declaration of Independence, and events surrounding the Revolutionary War (USOE 1:3.a; 2:1.a,b,c,d; 2:2.a,c), four indicators directly related to immigration and the westward expansion of the United States (USOE 4:1.a,b,c,d), one indicator about the impact of the Civil War (USOE 4:3.b), two indicators connected to immigration, the Great Depression and the impact of World War I (USOE 5:1.b), and two indicators focused on social movements of the 20<sup>th</sup> century and the current issues facing the United States (USOE 5:2.a; 5:3.b).

Twenty-seven of the explicit opportunities were linked to USOE Social Studies Standards indicators concerning the United States declaring independence and the Revolutionary War (USOE 2:1.a,b,c,d; 2:2.a,c). For instance, one selection incorporated some background information about Tories (Houghton Mifflin, 2008c, pp. 290–291), including facts and pictures (USOE 2:1.c). Another text selection, “And Then What Happened, Paul Revere?” (Houghton Mifflin, 2008c, pp. 262–278), provided information about specific events leading up to and



through the Revolutionary War (USOE 2:1.a; 2:2.a), and offered perspectives of both patriots and loyalists (USOE 2:1.b,c). A further example was located in an informational selection giving the historical background about the song “Yankee Doodle” (Houghton Mifflin, 2008c, pp. 282–285), along with interesting facts about the roles of young fifers and drummers in the Colonial Army during the Revolutionary War (USOE 2:2.a,b).

Fourteen opportunities directly addressed events pertaining to the westward expansion of the United States and immigration (USOE 4:1.a,b,c,d; 4:4.c). For example, some text selections and photographs gave explicit information about the Great Plains Indians (Houghton Mifflin, 2008c, pp. 488–491) and one of their cultural traditions altered by pioneers and traders who migrated across the United States (USOE 4:1.d). Another story entitled “Pioneer Girl” (Houghton Mifflin, 2008c, pp. 499–512) not only taught why pioneers moved (USOE 4:1.a), but also provided a replica of a primary source document—an advertisement—enticing farmers to relocate to Nebraska in order to secure land. Yet another selection focused on Chinese immigrants (Houghton Mifflin, 2008c, pp. 566–569) and the important role they played in building the Transcontinental Railroad during the 1860s (USOE 4:4.c).

One explicit opportunity taught about the impact of the Civil War on different regions of the United States (USOE 4:3.b). This example was located in a text selection about Nicodemus, Kansas (Houghton Mifflin, 2008c, pp. 516–519), a town settled by former slaves who moved from Kentucky at the end of the Civil War. Another example was a photograph with a caption about the Dust Bowl (Houghton Mifflin, 2008c, p. 51). This photograph and caption provided an explicit opportunity for students to learn about events associated with the Great Depression and the impact of World War I (USOE 5:1.a,b). Finally, an informative paragraph regarding the goals

of a conservation program in South America (Houghton Mifflin, 2008c, p. 641) provided an opportunity for students to learn about current issues facing the world (USOE 5:3.b).

**Implicit opportunities.** The fifth grade basal, like the second grade basal, provided far more implicit than explicit opportunities for student to learn social studies content. Of the 1,270 total opportunities, 1,084 (85.4%) were coded as implicit (see Table 2). The majority of these were associated with the 10 NCSS Standards (n = 882; 69.5%), but many USOE Social Studies Standards indicators were addressed as well (n = 202; 15.9%). A selection of illustrative examples from the implicit NCSS and USOE opportunities identified in the fifth grade basal support the findings in the following sections (see Appendix E).

**NCSS implicit opportunities.** The fifth grade basal contained 1,084 implicit social studies learning opportunities, which was 85.4% of the 1,270 total opportunities available. Of these 1,084 implicit opportunities, 882 (81.4%) were related to the NCSS Standards. Implicit opportunities for teaching about People, Places, and Environments were the most abundant, with 245 of the 882 total. As in the second grade basal, most of these opportunities were isolated lists of places and were especially prevalent in selections highlighting various authors or illustrators. In the informational text selections “Volcanoes” and “Blizzard” (Houghton Mifflin, 2008c, pp. 84–100, pp. 106I–106N), several implicit opportunities were found relating to how people were affected by changes in the weather and environment. However, students would probably not identify these as social studies content unless the content were supplemented or explicitly taught by the teacher.

The other nine NCSS Standards were also addressed implicitly, particularly the two standards Individual Development and Identity, and Individuals, Groups, and Institutions. Over

100 implicit social studies learning opportunities were linked to each of these standards, which were often identified in questions following text selections. Many of these questions asked students to compare the experiences of characters in different stories, and then contrast their own lives and choices with those of the characters they read about (Individual Identity and Development; Houghton Mifflin, 2008c, p. 432). There were also questions relating to how members of families interact and how different family groups function and influence each other (Individuals, Groups, and Institutions; Houghton Mifflin, 2008c, p. 386). These questions would provide a context for social studies learning only if teachers overtly made the connections for students.

While there were limited implicit learning opportunities connected to the remaining seven NCSS Standards, there were at least 12 identified instances for each. Examples of each of these standards included a story about Chinese immigrants (Houghton Mifflin, 2008c, pp. 394–406) and how they adjusted to their new home (Culture), an introductory passage about the value of keeping journals (Time, Continuity, and Change; Houghton Mifflin, 2008c, p. 415), and an informational text about how scientists have used technology to track endangered species (Science, Technology, and Society; Houghton Mifflin, 2008c, pp. 644–647). Civic Ideals and Practices was addressed in a caption under a picture showing a teenage boy providing service for patients in the hospital (Houghton Mifflin, 2008c, p. 366). An informative selection entitled “Into the Deep” (Houghton Mifflin, 2008c, pp. 226-229) provided several implicit opportunities for students to learn about Production, Consumption, and Distribution as they considered the cost of exploring the ocean depths. This same selection provided an opportunity for teachers to instruct about Global Connections as students read about the 1995 earthquake in Kobe, Japan,

and the aid the victims received from other countries. Finally, Power, Authority, and Governance was addressed in a poem entitled “The New People” (Houghton Mifflin, 2008c, pp. 466). This poem offered the perspective of Native Americans who were forced to give up their land to settlers moving west.

*USOE implicit opportunities.* Of the 1,084 identified implicit opportunities, only 202 (18.6%) were connected to the USOE Social Studies Standards indicators for fifth grade (Appendix A). Just over a third of these opportunities (n = 74; 36.6%) were related to eight indicators focused on key causes, perspectives, events, ideas, and effects of the Revolutionary War (USOE 2:1.a,b,c,d; 2:2.a,b,c,d). Fictional selections, such as “Katie’s Trunk” (Houghton Mifflin, 2008c, pp. 293–303), related the experience of a young Tory girl who protected her family’s possessions when angry Patriots mobbed their home. Direct quotes from noted historical figures, such as Abigail Adams, Paul Revere, and Patrick Henry (Houghton Mifflin, 2008c, pp. 255) were included in the basal text, and while there was no further information included about them, teachers could use their words as opportunities to expand on social studies content.

A group of four USOE Social Studies Standards indicators about the reasons people move, events and trails important to the westward expansion of the United States, and the effect of expansion on the native inhabitants of the West (USOE 4:1.a,b,c,d) were indirectly addressed 52 times. Poems, informational text, and a biography about Native Americans could initiate opportunities for teachers to provide additional information about the effect of westward expansion on various populations or groups (USOE 4:1.b,d). Another informational text provided information about pioneers (Houghton Mifflin, 2008c, pp. 492–494), which could

contribute to a discussion about why people move and the skills needed to survive (USOE 4:1.a). Finally, paintings and photographs showing the wagons, pioneers, and cowboys (Houghton Mifflin, 2008c, p. 496, 16, 524), all offered openings for extended learning about important trails and events of westward expansion (USOE 4:1.b,c).

Implicit learning opportunities were connected to various other USOE Social Studies Standards indicators, such as those associated with exploration of North America (USOE 1:1.c,d), political and social causes of the Civil War (USOE 4:1.b,c), and social movements of the 20<sup>th</sup> century (USOE 5:2.a,b). However, 15 of the 34 USOE Social Studies Standards indicators for fifth grade were not addressed implicitly or explicitly (see Appendix E).

### **Chapter Summary**

The findings of this content analysis revealed both implicit and explicit opportunities for learning social studies content in both the second grade (n = 863) and fifth grade (n = 1,270) 2008 Houghton Mifflin Readers. Further analysis showed that in both grade level basals, the majority of the learning opportunities identified were implicit in nature. Opportunities, both explicit and implicit, addressing the 10 NCSS Standards were more prevalent than those opportunities associated with the USOE Social Studies Standards indicators.

## **Chapter 5**

### **Discussion**

Research indicates a growing concern about the lack of time allocated to social studies instruction in the elementary classroom. As discussed in the literature review, much of this concern relates to the atmosphere of high stakes testing and pressure to meet AYP requirements brought about by the passing of NCLB. Jones and Thomas (2006) posited that the survival of the elementary social studies curriculum may depend on the use of interdisciplinary instruction to link social studies to the accountability-favored discipline of literacy. Social studies content may be embedded within literacy instructional materials, providing a natural connection between reading and opportunities for students to learn social studies content. The purpose of this study was to investigate the social studies content that was embedded within second grade and fifth grade Houghton Mifflin Readers. This chapter presents a discussion of the findings, implications, and recommendations based on this study.

#### **Summary of Social Studies Learning Opportunities Found in Basal Readers**

Based on the findings of this study, it is apparent that there are implicit and explicit opportunities for students to learn about the NCSS Standards and USOE Social Studies Standards included within the second grade and fifth grade Houghton Mifflin Reading basals. It is heartening to know that for students who are receiving little or no social studies instruction in elementary school, some social studies content is available in the literacy materials commonly used in elementary classrooms.

However, it is important to note that teachers should not rely totally on literacy basals to provide opportunities for learning the complete designated social studies curriculum in either

second or fifth grade. While some of the NCSS Standards and USOE Social Studies Standards indicators were addressed multiple times throughout the basals, others were mentioned only once or twice, and some were left out altogether (see Appendix E). Thus, the basal might allow for intermittent or occasional social studies inclusion, but it would require much more for teachers to provide systematic, comprehensive social studies instruction.

**Explicit social studies.** Based on findings of this study, some social studies learning opportunities were clearly present and explicit in text selections. Social studies concepts were identified in stories, captions comprehension questions, writing prompts, and other components of the basal readers. However, while there were explicit opportunities for students to learn social studies content, those opportunities were limited in number.

As stated in the findings, only 36 (4.2%) of the opportunities in the second grade basal were identified as explicit, and the fifth grade basal contained only 186 (14.6%) explicit opportunities. Explicit opportunities allow students to learn the social studies concepts independently. While there may be those who believe that students will naturally pick up on social studies content (Burroughs, Groce, & Webeck, 2005) even if it is not explicitly taught, the implicit social studies learning opportunities in the basal readers analyzed would require additional instruction by the teacher for students to understand the social studies embedded in the literacy material. Jones and Thomas (2006) stated that, “Students do not learn only because information is presented to them. They also require assistance in being able to make sense of the content that is put before them” (p. 59). Teachers cannot assume that students will independently learn all social studies content just because some of it is implicitly or explicitly embedded within

in their basal reader. Without further instruction from the teacher and outside sources, hundreds of social studies learning opportunities may go unnoticed by students.

This is not to say that students would necessarily notice or learn social studies content simply because they read direct information in their text. In fact, many of the opportunities explicitly included in the basal text were not covered with enough depth or included in a context that would allow for students to totally synthesize the information. For example, one isolated paragraph about the prejudice African Americans and women faced in the workforce in the 1950s does not create comprehensive learning about these important social issues of the 20<sup>th</sup> century. If the aim is to provide quality social studies learning experiences, then teachers should also view the explicit opportunities as springboards for further learning, rather than an easy way to cover grade level curriculum.

**Implicit social studies.** Evidence from the second and fifth grade basals from the *Houghton Mifflin Reading* series revealed an abundance of implicit social studies learning opportunities. Implicit opportunities give teachers an opening to expand, enhance, or elaborate on some aspect of the literacy content contained in the basal that may also pertain to social studies.

It may take more preparation or planning for teachers to take advantage of these types of opportunities. However these implied learning opportunities still provide an avenue for incorporating social studies concepts and curriculum into the elementary classroom.

**NCSS standards.** All 10 of the NCSS Standards were evident, explicitly and implicitly, in both the second grade and fifth grade basals. Due to the broad and inclusive nature of these



standards, it was not difficult to identify various learning opportunities related to all of the standards, with some addressed more than others.

Of all the NCSS Standards, Individual Development and Identity was identified most often in both the second grade and fifth grade basal readers. This is not surprising given the very nature and organization of basal readers. Stories and other texts contained in elementary basals often focus on the experiences of young individuals as they solve problems and gain understanding about themselves and others.

It is particularly encouraging that many of the learning opportunities were associated with the NCSS Standard Individuals, Groups, and Institutions, in both grade level basal readers. This standard speaks directly to social understanding—one of the major aims of social studies education. Mier (2004) expressed concern that children today have no idea what it means to be part of a group or to think about the common good. Perhaps through exposure to social studies concepts initiated by opportunities presented in the basal, students may learn to work cooperatively and recognize how choices, both individual and societal, can influence the welfare of others.

Unfortunately, the basals provided very little exposure to the NCSS Standard Global Connections. Misco (2005) argued that through the advancement of technology, geographic borders do not limit what constitutes society. Rather, the world is becoming one giant global community and students need to learn to see beyond themselves and embrace a shared existence. If teachers rely solely on the social studies found in the basals, their students will likely be deficit in their understanding of their relationship and responsibility to the global community.

The NCSS Standards Civic Ideals and Practices, and Power, Authority, and Governance, were rarely addressed in either grade level basal. One of the primary goals of social studies education is civic efficacy, or a “readiness” (Parker, 2009, p. 16) to take on the responsibilities of citizenship. While the second grade basal did contain a small number of opportunities for students to learn about the services provided to them by the government, there were only two implicit opportunities for them to learn about their responsibilities as a citizen. Likewise in the fifth grade basal, not one text selection offered information pertaining to any aspect of civic efficacy or government.

**USOE standards.** It is important to note that social studies content embedded in the Houghton Mifflin Readers aligned most often with the NCSS standards, rather than the USOE Social Studies Standards. Upon reflection, a reasonable explanation for this may be the fact that Houghton Mifflin Readers are published and produced to accommodate the needs and interests of broad populations of students and teachers. Attempting to address individual state social studies standards would not be practical or economically sound for publishers.

Given the general nature of the basal content, opportunities for learning the USOE standards were not as numerous. However, in the second grade basal, there were implicit opportunities for teaching every USOE Social Studies indicator except one—that which related to world geography. This may be due to the fact that typical scope and sequence for second grade social studies is centered on understanding the local communities of the students, rather than the nation or the world. The majority of learning opportunities, both explicit and implicit, pertained to the USOE Social Studies Standards indicators that addressed elements of culture and diversity, an issue that is very timely in today’s classroom given the multicultural focus in education.

Fifth grade basal readers addressed only some USOE Social Studies Standards indicators. The historical focus of one of the themes in the fifth grade basal, “Voices of the Revolution,” provided some information about events surrounding the United States declaring Independence and the Revolutionary War. Likewise, the theme “One Land, Many Trails” contained texts that described key time periods and important events in United States history, such as westward expansion, immigration, and the key reasons why people move. Fifth grade curriculum across the country typically focuses on United States history and government, as do the USOE Social Studies Standards, thus possibly explaining the greater number of social studies learning opportunities in the fifth grade basal.

Overall, fewer opportunities related to the USOE Social Studies Standards indicators were identified in the fifth grade basal reader, which limits their usefulness in teaching the social studies curriculum (see Appendices D and E). If teachers use only the opportunities existing in the basal to teach social studies, fifth graders would not be introduced to large portions of United States history, including the exploration of America, the Pilgrims, Thirteen Original Colonies, the Civil War, World War I, World War II, and the significant events of the 20<sup>th</sup> century.

### **Implications**

Knowing that social studies content is embedded, both explicitly and implicitly, within basal readers has implications for how elementary teachers may take advantage of these opportunities to address the social studies curriculum. The majority of elementary school teachers are not unwilling to teach social studies; rather, they do not feel they have the time to fit social studies into an already tight daily schedule (Pass, 2006). Perhaps if elementary teachers were aware of the social studies content present in their literacy materials, they would be willing

to take advantage of the available opportunities and use them to further social studies knowledge of their students. Teachers need to be aware of the implicit and explicit social studies content within basals in order to capitalize on embedded opportunities. This requires that teachers invest time to fully understand their grade level social studies standards—time they don't typically feel they can invest. It also requires them to carefully examine the basal readers to catch every small nuance or implied mention of social studies content. If teachers are not thoroughly familiar with both the standards and the basal content, they may miss the implied social studies opportunities, thus rendering the basals useless for teaching social studies.

Given the somewhat hidden nature of the social studies content available in literacy basals, it is important to consider the literature reviewed earlier. Teachers consistently report that one reason they forgo the teaching of social studies is that they do not feel comfortable with the content and they do not feel prepared to teach it (Passe, 2006; Sunal & Sunal, 2008). It follows that simply informing teachers about the social studies opportunities that exist in basal readers does not necessarily mean that they will take advantage of them. Teachers need to feel knowledgeable enough about the content to expand upon opportunities within the basal readers and to develop coherent instruction. For instance, one photograph in the fifth grade basal showed the devastation that the American Dust Bowl had upon a farm house. While the caption provided a very brief description of the photograph, it did not provide in-depth information about the Dust Bowl. A fifth grade teacher would need to feel confident enough with the social studies content related the Dust Bowl to identify, develop, and provide supplemental information to fully expand on the implicit historical, geographic, and economic content associated with that time period and event.

In order for social studies to be taught within the curriculum, greater attention needs to be given to preparing teachers to be knowledgeable in both content and pedagogy. Teachers who are secure in their knowledge of social studies and how to teach it will be more likely to recognize and make the most of the social studies learning opportunities within content area instructional materials. The responsibility for preparing teachers initially falls to teacher education licensure programs. However, a single social studies methods course, with no requirements for content preparation, is not enough to prepare teachers with the knowledge, skills, and dispositions required to teach the social studies continuum from self to world history. Since school districts are responsible for providing teachers with ongoing professional development, it would also serve them to encourage the teaching of social studies in the elementary classroom.

### **Recommendations**

Recommendations are provided based on findings of this study. The first recommendation is that a content analysis of a variety of reading basal series' for grades K-6 be conducted in order to identify social studies content. The content analysis using NCSS Standards and the appropriate state social studies curriculum standards would allow greater awareness of the quantity and intensity of social studies opportunities available. Houghton Mifflin Reading is just one of many basal series used for literacy instruction in the United States.

Another recommendation is that there should be further research conducted to examine elementary teachers' levels of preparation and comfort in teaching social studies. Knowing the levels of preparation for teaching social studies in the preservice elementary program would allow districts to know and better understand how they can best support teachers in their district.

Along with this, it is recommended that districts take a greater role in supporting elementary teachers in teaching the required social studies content by providing ongoing professional development and support for integrating social studies into the curriculum.

### **Conclusion**

Literacy basal readers, which are already used to teach the content of reading, may implicitly or explicitly contain social studies learning opportunities. The broad nature of the basal texts lends itself more fully to the national social studies standards than to the social studies standards established by individual states. While teachers would have a means of teaching some social studies by using learning opportunities found in the basal, it is no substitute for teaching social studies in a planned, systematic, and meaningful way that follows the state and national standards established for student learning.

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## Appendix A

### NCSS National Social Studies Standards

#### **I CULTURE**

- a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
- b. Understand that experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference
- c. Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence the behavior of people living in particular cultures
- d. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions
- e. Describe the importance of cultural unity and diversity within and across groups

#### **II TIME, CONTINUITY, AND CHANGE**

- a. Understand that different people may describe the same event or situation in diverse ways
- b. Learn the vocabulary associated with time (past, present, future, and long ago) read and construct timelines, identify examples of change, and cause and effect relationships
- c. Compare and contrast different stories or accounts about past events, people, places, or situations; identify how they contribute to our understanding of the past
- d. Identify sources for learning about the past (documents, letter, photos, textbooks, maps, etc)
- e. Understand that people in different times view the world differently
- f. Use knowledge and facts drawn from history, along with historical inquiry, to help make decisions about public issues and policy

#### **III PEOPLE, PLACES, AND ENVIRONMENTS**

- a. Construct and use mental maps of locales, regions, and the world that demonstrate understandings of the relative location, direction, size, and shape
- b. Interpret, use, and distinguish various representations of the earth (maps, globes, and photographs)
- c. Use different geographic resources (maps, atlases, charts, graphs, data bases, etc) to generate,

- manipulate, and interpret information
- d. Estimate distance and calculate scale
- e. Locate and distinguish among different landforms and geographic features, such as mountains, plateaus, islands, and oceans
- f. Describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle
- g. Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like
- h. Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions
- i. Explore ways that the earth's physical features have changed over time in the local regions and beyond and how these changes may be connected to one another
- j. Observe and speculate about social and economic effects of environmental changes and crisis resulting from phenomena (floods, storms, and drought)
- k. Consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, and beyond

#### **IV INDIVIDUAL DEVELOPMENT AND IDENTITY**

- a. Describe personal changes over time, such as those related to physical development and personal interests
- b. Describe personal connections to place—especially places associated with immediate surroundings
- c. Describe unique features of one's nuclear and extended families
- d. Show how learning and physical development effect behavior
- e. Identify and describe ways family groups and communities influence an individual's daily life and personal choices
- f. Explore factors that contribute to one's personal identity (interests, talents, perceptions)
- g. Analyze a particular event to identify reasons individuals might respond to it in different ways
- h. Work independently and cooperatively to accomplish goals

#### **V INDIVIDUALS, GROUPS, AND INSTITUTIONS**

- a. Identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member
- b. Explain group and institutional influences such as religious beliefs, laws, and peer pressure,

- on people events, and elements of culture
- c. Identify examples of institutions and describe the interactions of people with institutions
  - d. Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts
  - e. Identify and describe examples of tension between an individual's beliefs and government policies and laws
  - f. Give examples of the role and institutions in furthering both continuity and change
  - g. Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so

## **VI POWER, AUTHORITY, AND GOVERNANCE**

- a. Examine the rights and responsibilities of the individual in relation to his or her social group and school class
- b. Explain the purpose of government
- c. Give examples of how government does or does not provide for the needs and wants of the people, establish order and security, and manage conflict
- d. Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security
- e. Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president
- f. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations
- g. Explore the role of technology in communications, transportation, information processing, weapons development, or other areas as it contributes to or helps resolve conflicts
- h. Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice

## **VII PRODUCTION, DISTRIBUTION, AND CONSUMPTION**

- a. Five examples that show how scarcity and choice govern our economic decisions
- b. Distinguish between needs and wants
- c. Identify examples of private and public goods and services
- d. Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, and large corporations
- e. Describe how we depend upon workers with specialized jobs and the ways in which they

- contribute to the production and exchange of goods and services
- f. Describe the influence of incentives, values, traditions, and habits on economic decisions
- g. Explain and demonstrate the role of money in everyday life
- h. Describe the relationship of price to supply and demand
- i. Use economic concepts such as supply, demand, and price to help explain events in the community
- j. Apply knowledge of economic concepts in developing a response to a current local economic issue

## **VIII SCIENCE, TECHNOLOGY, AND SOCIETY**

- a. Identify and describe examples in which science and technology have changed the lives people, (homemaking, childcare, work, transportation, and communication)
- b. Identify and describe examples in which science and technology have led to changes in the physical environment (dams, levees, offshore oil drilling, medicine from rain forests, loss of rain forests)
- c. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge
- d. Explore examples of laws and policies that govern scientific and technological applications
- e. Suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and common good.

## **IX GLOBAL CONNECTIONS**

- a. Explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding
- b. Examine examples of conflict, cooperation, and interdependence among individuals, groups, and nations
- c. Examine the effects of changing technologies on the global community
- d. Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species
- e. Relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use and environmental protection
- f. Investigate concerns, issues, standards, and conflicts related to universal human rights, such as treatment of children, religious groups, and effects of war

## **x CIVIC IDEALS AND PRACTICES**

- a. Identify key ideals of the United States' democratic republican form of government (human dignity, liberty, justice, equality, and the rule of law)
- b. Examples of rights and responsibilities
- c. Locate, access, organize, and apply information about an issue of public concern from multiple points of view
- d. Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic



## Appendix B

### Utah State Social Studies Standards for Second Grade

#### **Standard 1 (Culture):**

**Students will recognize and describe how people within their community, state, and nation are both similar and different.**

#### **Objective 1**

**Examine and identify cultural differences within the community.**

#### **Indicators:**

- a. Explain the various cultural heritages within their community.
- b. Explain ways people respect and pass on their traditions and customs.
- c. Give examples of how families in the community borrow customs or traditions from other cultures.

#### **Objective 2**

**Recognize and describe the contributions of different cultural groups in Utah and the nation.**

#### **Indicators:**

- a. Identify various cultural groups within the state and the nation.
- b. Describe contributions of cultural groups to our state and nation.
- c. Explain ways American Indians and immigrants have shaped both Utah's and America's culture (e.g., names of places, food, customs, celebrations).
- d. Compare and contrast elements of two or more cultures within the state and nation (e.g., language, food, clothing, shelter).

**Social Studies Vocabulary Students Should Know and Use:** community, tradition, custom, immigrant, celebration, contribution, culture, group, state, nation, place, compare, contrast

#### **Standard 2 (Citizenship):**

**Students will recognize and practice civic responsibility in the community, state, and nation.**

#### **Objective 1**

**Examine civic responsibility and demonstrate good citizenship.**

#### **Indicators:**

- a. Describe characteristics of being a good citizen through the examples of historic figures and ordinary citizens.
- b. Explain the benefits of being a U.S. citizen (e.g., responsibilities, freedoms, opportunities, and the importance of voting in free elections).

- c. Identify and participate in a local civic activity. (e.g., community cleanup, recycling, walkathons, voting).
- d. Identify state and national activities (e.g., voting, Pledge of Allegiance, holidays).

### **Objective 2**

**Identify individuals within the school community and how they contribute to the school's success.**

#### **Indicators:**

- a. Identify the roles that people have in the school and explain the importance of each member.
- b. Demonstrate respect for the school and the school community.

### **Objective 3**

**Investigate and show how communities, state, and nation are united by symbols that represent citizenship in our nation.**

#### **Indicators:**

- a. Explain the significance of various community, state, and national celebrations (e.g., Memorial Day, Independence Day, and Thanksgiving).
- b. Identify community and state symbols, documents and landmarks (e.g., city hall, county courthouse, state capitol, Utah State Constitution, flag, holidays).
- c. Identify and explain the significance of various national symbols, documents, and landmarks (e.g., Declaration of Independence, Constitution, flag, Pledge of Allegiance, national monuments, national capitol building).

### **Standard 3 (Geography):**

**Students will use geographic tools and skills to locate and describe places on earth.**

### **Objective 1**

**Identify common symbols and physical features of a community, and explain how they affect people's activities in that area.**

#### **Indicators:**

- a. Identify community traffic signs and symbols, and know their meanings (e.g., stop sign, hazard symbols, pedestrian crossing, bike route, recreational, blind or deaf child signs).
- b. Describe how geographic aspects of the area affect a community and influence culture (e.g., river, mountain, and desert).
- c. Describe ways in which people have modified the physical environment in a community (e.g., building roads, clearing land for homes, and mining).

### **Objective 2**

**Demonstrate geographic skills on a map and a globe.**

#### **Indicators:**

- a. Identify and use information on a map and on a globe (e.g., map key or legend, simple grid systems, physical features, compass rose).

- b. Compare and contrast the difference between maps and globes.
- c. Locate your city, the State of Utah, and the United States on a variety of maps or on a globe.
- d. Locate and label the following on a map or a globe: the seven continents, the five oceans, the poles, and the equator.
- e. Using a map or a globe, link cultures/nationalities within your community to their place of origin.

**Standard 4 (Financial Literacy):**

**Students will explain how the economy meets human needs through the interaction of producers and consumers.**

**Objective 1**

**Describe how producers and consumers work together in the making and using of goods and services.**

**Indicators:**

- a. Define and explain the difference between producing and consuming.
- b. Explain ways in which people can be both consumers and producers of goods and services.
- c. Recognize that people supply goods and services based on what people want.
- d. Identify examples of technology that people use (e.g., automobiles, computers, telephones).
- e. Identify how technology affects the way people live (e.g., work and play).

**Objective 2**

**Describe the choices people make in using goods and services.**

**Indicators:**

- a. Explain the goods and services that businesses provide.
- b. Explain the services that government provides.
- c. Explain different ways to pay for goods and services (e.g., cash, checks, credit cards).
- d. Explain how work provides income to purchase goods and services.
- e. Explain reasons and ways to save money (e.g., to buy a bicycle or MP3 player, piggy bank, bank, credit union, savings account).

**Social Studies Vocabulary Students Should Know and Use:** produce, consume, supply, technology, business, government, goods, services, cash, credit card

## Utah State Social Studies Standards for Fifth Grade

### **Fifth Grade Standard I:**

**Students will understand how the exploration and colonization of North America transformed human history.**

**Objective 1: Describe and explain the growth and development of the early American colonies.**

#### **Indicators:**

- a. Using maps, including pre-1492 maps, and other geographic tools, locate and analyze the routes used by the explorers.
- b. Explain how advances in technology lead to an increase in exploration (e.g., ship technology).
- c. Identify explorers who came to the Americas and the nations they represented.
- d. Determine reasons for the exploration of North America (e.g., religious, economic, political).
- e. Compare the geographic and cultural differences between the New England, Middle, and Southern colonies (e.g., religious, economic, political).
- f. Analyze contributions of American Indian people to the colonial settlements.

**Objective 2: Assess the global impact of cultural and economic diffusion as a result of colonization.**

#### **Indicators:**

- a. Describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (e.g., arts, language, ideas, the beginning and expansion of the slave trade, new agricultural markets).
- b. Analyze and explain the population decline in American Indian populations (i.e., disease, warfare, displacement).

**Objective 3: Distinguish between the rights and responsibilities held by different groups of people during the colonial period.**

#### **Indicators:**

- a. Compare the varying degrees of freedom held by different groups (e.g., American Indians, landowners, women, indentured servants, enslaved people).
- b. Explain how early leaders established the first colonial governments (e.g., Mayflower compact, charters).
- c. Describe the basic principles and purposes of the Iroquois Confederacy.

**Social Studies Language Students Should Know and Use:** colony, exploration, North America, South America, cultural diffusion, indentured servant, slavery, displacement, charter, compact, Iroquois Confederacy

**Fifth Grade Standard II:**

**Students will understand the chronology and significance of key events leading to self-government.**

**Objective 1: Describe how the movement toward revolution culminated in a Declaration of Independence.**

**Indicators:**

- a. Explain the role of events that led to declaring independence (e.g., French and Indian War, Stamp Act, Boston Tea Party).
- b. Analyze arguments both for and against declaring independence
- c. Loyalist and patriot perspectives.
- d. Explain the content and purpose for the Declaration of Independence.

**Objective 2: Evaluate the Revolutionary War's impact on self-rule.**

**Indicators:**

- a. Plot a time line of the key events of the Revolutionary War.
- b. Profile citizens who rose to greatness as leaders.
- c. Assess how the Revolutionary War changed the way people thought about their own rights.
- d. Explain how the winning of the war set in motion a need for a new government that would serve the needs of the new states.

**Social Studies Language Students Should Know and Use:** revolution, self-rule, independence, declaration

**Fifth Grade Standard III:**

**Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.**

**Objective 1: Assess the underlying principles of the US Constitution.**

**Indicators:**

- a. Recognize ideas from documents used to develop the Constitution (e.g., Magna Carta, Iroquois Confederacy, Articles of Confederation, Virginia Plan).
- b. Analyze goals outlined in the Preamble.
- c. Distinguish between the role of the Legislative, Executive, and Judicial branches of the government.
- d. Explain the process of passing a law.
- e. Describe the concept of checks and balances.
- f. Discover the basis for the patriotic and citizenship traditions we have today (e.g., Pledge of Allegiance, flag etiquette, voting).

**Objective 2: Assess how the US Constitution has been amended and interpreted over time, and the impact these amendments have had on the rights and responsibilities of citizens of the United States.**

**Indicators:**

- a. Explain the significance of the Bill of Rights.
- b. Identify how the rights of selected groups have changed and how the Constitution reflects those changes (e.g., women, enslaved people).
- c. Analyze the impact of the Constitution on their lives today (e.g., freedom of religion, speech, press, assembly, petition).

**Social Studies Language Students Should Know and Use:** constitution, preamble, confederation, legislative, executive, judicial, amendment, petition, assembly, check and balance

**Fifth Grade Standard IV:**

**Students will understand that the 19th century was a time of incredible change for the United States, including geographic expansion, constitutional crisis, and economic growth.**

**Objective 1: Investigate the significant events during America’s expansion and the roles people played.**

**Indicators:**

- a. Identify key reasons why people move and the traits necessary for survival.
- b. Examine causes and consequences of important events in the United States expansion (e.g., Louisiana Purchase, Lewis and Clark expedition, treaties with American Indians, Homestead Act, Trail of Tears, California Gold Rush).
- c. Compare the trails that were important during westward expansion (e.g., Oregon, Mormon, Spanish, California).
- d. Assess the impact of expansion on native inhabitants of the West.

**Objective 2: Assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War.**

**Indicators:**

- a. Describe the impact of physical geography on the cultures of the northern and southern regions (e.g., industrial resources, agriculture, climate).
- b. Compare how cultural and economic differences of the North and South led to tensions.
- c. Identify the range of individual responses to the growing political conflicts between the North and South (e.g., states’ rights, advocates, abolitionists, slaveholders, enslaved people).

**Objective 3: Evaluate the course of events of the Civil War and its impact both immediate and long-term.**

**Indicators:**

- a. Identify the key ideas, events, and leaders of the Civil War using primary sources (e.g., Gettysburg Address, Emancipation Proclamation, news accounts, photographic records, diaries).
- b. Contrast the impact of the war on individuals in various regions (e.g., North, South, West).
- c. Explain how the Civil War helped forge ideas of national identity.
- d. Examine the difficulties of reconciliation within the nation.

**Objective 4:** Understand the impact of major economic forces at work in the post-Civil War.

**Indicators:**

- a. Assess how the free-market system in the United States serves as an engine of change and innovation.
- b. Describe the wide-ranging impact of the Industrial Revolution (e.g., inventions, industries, innovations).
- c. Evaluate the roles new immigrants played in the economy of this time.

**Fifth Grade Standard V:**

**Students will address the causes, consequences and implications of the emergence of the United States as a world power.**

**Objective 1: Describe the role of the United States during World War I, The Great Depression, and World War II.**

**Indicators:**

- a. Review the impact of World War I on the United States.
- b. Summarize the consequences of the Great Depression on the United States (e.g., mass migration, the New Deal).
- c. Analyze how the United States' involvement in World War II led to its emergence as a superpower.

**Objective 2: Assess the impact of social and political movements in recent United States history.**

**Indicators:**

- a. Identify major social movements of the 20th century (e.g., the women's movement, the civil rights movement, child labor reforms).
- b. Identify leaders of social and political movements.

**Objective 3: Evaluate the role of the United States as a world power.**

**Indicators:**

- a. Assess differing points of view on the role of the US as a world power (e.g., influencing the spread of democracy, supporting the rule of law, advocating human rights, promoting environmental stewardship).

- b. Identify a current issue facing the world and propose a role the United States could play in being part of a solution (e.g. genocide, child labor, civil rights, education, public health, environmental protections, suffrage, economic disparities).

**Social Studies Language Students Should Know and Use:** expansion, Civil War, abolition, Underground Railroad, compromise, emancipation, reconciliation, free-market system, Industrial Revolution



## Appendix C

### Second Grade Basal Analysis Coding Form

| <b>Grade/Theme:</b>   |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
|---|----------------------|----------|-------------------------------|----------|-----------|----------|------------|----------|--------------------------------|----------|------------|----------|------------------|----------|----------------|----------|-------------------|----------|
| <b>Second Grade<br/>USOE Indicators</b>   | Theme<br>Connections |          | Background<br>&<br>Vocabulary |          | Selection |          | Responding |          | Meet the<br>Author/Illustrator |          | Link to... |          | Writing<br>Model |          | Genre<br>Study |          | Theme<br>Check-up |          |
|   | Explicit             | Implicit | Explicit                      | Implicit | Explicit  | Implicit | Explicit   | Implicit | Explicit                       | Implicit | Explicit   | Implicit | Explicit         | Implicit | Explicit       | Implicit | Explicit          | Implicit |
| Cultural heritages within the community   |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| People respect and pass on their traditions and customs                             |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| Families in the community borrow customs or traditions from other cultures          |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| Cultural groups within the state and the nation                                     |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| Contributions of cultural groups to our state and nation                            |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| American Indians and immigrants have shaped both Utah's and America's culture       |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| Elements of two or more cultures within the state and nation                        |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| Being a good citizen through the examples of historic figures and ordinary citizens |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| Benefits of being a U.S. citizen  |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| Local civic activities  |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| State and national activities   |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| Roles that people have in the school and importance of each member                  |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| Respect for the school and the school community                                     |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| Significance of various community, state, and national celebrations                 |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| Community and state symbols, documents and landmarks                                |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| Significance of various national symbols, documents, and landmarks                  |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| Community traffic signs and symbols, and know their meanings                        |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| Geographic aspects of the area affect a community and influence culture             |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |
| People have modified the physical environment                                       |                      |          |                               |          |           |          |            |          |                                |          |            |          |                  |          |                |          |                   |          |

| Information on a map and on a globe  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
|--|-------------------|----------|-------------------------|----------|-----------|----------|------------|----------|-----------------------------|----------|------------|----------|---------------|----------|-------------|----------|----------------|----------|--|--|
| Difference between maps and globes   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Locating city, state, and country on a variety of maps or on a globe           |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| The seven continents, the five oceans, the poles, and the equator              |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Linking cultures/nationalities within the community to their place of origin   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Difference between producing and consuming                                     |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Ways in which people can be both consumers and producers of goods and services |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| People supply goods and services based on what people want                     |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Examples of technology that people use (e.g., automobiles, computers)          |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| How technology affects the way people live                                     |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Goods and services that businesses provide                                     |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Services that government provides  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Different ways to pay for goods and services                                   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Work provides income to purchase goods and services                            |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Reasons and ways to save money   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| NCSS Standards Indicators  | Theme Connections |          | Background & Vocabulary |          | Selection |          | Responding |          | Meet the Author/Illustrator |          | Link to... |          | Writing Model |          | Genre Study |          | Theme Check-up |          |  |  |
|  | Explicit          | Implicit | Explicit                | Implicit | Explicit  | Implicit | Explicit   | Implicit | Explicit                    | Implicit | Explicit   | Implicit | Explicit      | Implicit | Explicit    | Implicit | Explicit       | Implicit |  |  |
| Culture  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Time, Continuity, and Change   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| People, Places, and Environments   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Individual Development and Identity  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Individuals, Groups, and Institutions  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Power, Authority, and Governance   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Production, Distribution, and Consumption                                      |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Science, Technology, and Society   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Global Connections   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |
| Civic Ideals and Practices   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |  |  |

## Fifth Grade Basal Analysis Coding Form

| Grade/Theme:   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
|--|-------------------|----------|-------------------------|----------|-----------|----------|------------|----------|-----------------------------|----------|------------|----------|---------------|----------|-------------|----------|----------------|----------|
| Fifth Grade<br>USOE Indicators   | Theme Connections |          | Background & Vocabulary |          | Selection |          | Responding |          | Meet the Author/Illustrator |          | Link to... |          | Writing Model |          | Genre Study |          | Theme Check-up |          |
|  | Explicit          | Implicit | Explicit                | Implicit | Explicit  | Implicit | Explicit   | Implicit | Explicit                    | Implicit | Explicit   | Implicit | Explicit      | Implicit | Explicit    | Implicit | Explicit       | Implicit |
| Routes used by the explorers   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Technology led to an increase in exploration   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Explorers who came to the Americas and the nations they represented                                      |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Exploration of North America   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| New England, Middle, and Southern colonies   |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Contributions of the American Indian people to the colonial settlements                                  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Cultural and economic impacts that occurred as a result of trade between North America and other markets |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Population decline in American Indian populations  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Degrees of freedom held by different groups  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Early leaders of the first colonial governments  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Basic principles and purposes of the Iroquois Confederacy  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Events that led to declaring independence  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Arguments both for and against declaring independence  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Loyalist and patriot perspectives  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Content and purpose for the Declaration of Independence  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Key events of the Revolutionary War  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |
| Revolutionary War changed the way people thought about their own rights                                  |                   |          |                         |          |           |          |            |          |                             |          |            |          |               |          |             |          |                |          |



|  |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
|--|--------------------------|-----------------|------------------------------------|-----------------|------------------|-----------------|-------------------|-----------------|------------------------------------|-----------------|-------------------|-----------------|----------------------|-----------------|--------------------|-----------------|-----------------------|-----------------|--|
| Free-market system in the United States  |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Impact of the Industrial Revolution  |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Roles new immigrants played in the economy of this time  |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Impact of World War I on the United States   |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Consequences of the Great Depression on the United States  |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| United States' involvement in World War II and its emergence as a superpower                       |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Social movements of the 20th century   |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Leaders of social and political movements  |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Differing points of view on the role of the US as a world power                                    |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Current issues facing the world and roles the United States could play in being part of a solution |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| <b>NCSS Standards Indicators</b>   | <b>Theme Connections</b> |                 | <b>Background &amp; Vocabulary</b> |                 | <b>Selection</b> |                 | <b>Responding</b> |                 | <b>Meet the Author/Illustrator</b> |                 | <b>Link to...</b> |                 | <b>Writing Model</b> |                 | <b>Genre Study</b> |                 | <b>Theme Check-up</b> |                 |  |
|  | <b>Explicit</b>          | <b>Implicit</b> | <b>Explicit</b>                    | <b>Implicit</b> | <b>Explicit</b>  | <b>Implicit</b> | <b>Explicit</b>   | <b>Implicit</b> | <b>Explicit</b>                    | <b>Implicit</b> | <b>Explicit</b>   | <b>Implicit</b> | <b>Explicit</b>      | <b>Implicit</b> | <b>Explicit</b>    | <b>Implicit</b> | <b>Explicit</b>       | <b>Implicit</b> |  |
| Culture  |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Time, Continuity, and Change   |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| People, Places, and Environments   |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Individual Development and Identity  |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Individuals, Groups, and Institutions  |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Power, Authority, and Governance   |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Production, Distribution, and Consumption  |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Science, Technology, and Society   |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Global Connections   |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |
| Civic Ideals and Practices   |                          |                 |                                    |                 |                  |                 |                   |                 |                                    |                 |                   |                 |                      |                 |                    |                 |                       |                 |  |

## Appendix D

### Second Grade NCSS and USOE Data

Table D1

*Implicit and Explicit Opportunities for Learning NCSS Standards Identified in the Second Grade*

*Houghton Mifflin Reading Basal*

| NCSS Standards                          | Explicit | Implicit | Totals |
|---|----------|----------|--------|
| Time, Continuity, & Change              | 1        | 35       | 45     |
| Culture                                 | 5        | 25       | 26     |
| People, Places, & Environments          | 11       | 105      | 116    |
| Individual Development & Identity       | 3        | 125      | 128    |
| Individuals, Groups, & Institutions     | 0        | 109      | 109    |
| Power, Authority, & Governance          | 0        | 23       | 23     |
| Production, Consumption, & Distribution | 0        | 16       | 16     |
| Science, Technology, & Society          | 0        | 35       | 35     |
| Global Connections                      | 0        | 4        | 4      |
| Civic Ideals & Practices                | 0        | 27       | 27     |

Table D2

*Explicit and Implicit Opportunities for Learning the USOE Social Studies Standards Indicators Identified in the Second Grade Houghton Mifflin Basal*

| USOE Indicators   | Explicit | Implicit | Total |
|---|----------|----------|-------|
| Cultural heritages within the community                       | 0        | 12       | 12    |
| People respect and pass on their traditions                   | 1        | 16       | 17    |
| Families borrow traditions from other cultures                | 1        | 12       | 13    |
| Cultural groups within the state and the nation               | 0        | 12       | 12    |
| Contributions of cultural groups to our state and nation      | 1        | 15       | 16    |
| American Indians and immigrants have shaped culture           | 0        | 1        | 1     |
| Elements of two or more cultures within the community         | 0        | 5        | 5     |
| Examples of historic figures and ordinary citizens            | 0        | 14       | 14    |
| Benefits of being a U.S. citizen                              | 0        | 1        | 1     |
| Local civic activities  | 0        | 3        | 3     |
| State and national activities                                 | 0        | 1        | 1     |
| Roles that people have in the school                          | 0        | 11       | 11    |
| Respect for the school and the school community               | 0        | 17       | 17    |
| Significance of community, state, and national celebrations   | 0        | 4        | 4     |
| Community and state symbols, documents, and landmarks         | 0        | 3        | 3     |
| Significance of national symbols, documents, and landmarks    | 2        | 3        | 5     |
| Community traffic signs and symbols, and know their meanings  | 0        | 2        | 2     |
| Geographic aspects of the area affect a community and culture | 0        | 8        | 8     |
| People have modified the physical environment in a community  | 0        | 23       | 23    |
| Information on a map and globe                                | 1        | 4        | 5     |
| Difference between maps and globes                            | 0        | 5        | 5     |

|   |   |    |    |
|---|---|----|----|
| Locating city, state, and country on maps or a globe              | 1 | 2  | 3  |
| The seven continents, the five oceans, the poles, and the equator | 0 | 0  | 0  |
| Linking cultures/nationalities to their place of origin           | 0 | 1  | 1  |
| Difference between producing and consuming                        | 0 | 17 | 17 |
| People can be both consumers and producers                        | 0 | 5  | 5  |
| People supply goods and services based on what people want        | 0 | 9  | 9  |
| Examples of technology that people use                            | 8 | 33 | 41 |
| How technology affects the way people live                        | 1 | 28 | 29 |
| Goods and services that businesses provide                        | 0 | 16 | 16 |
| Services that government provides                                 | 0 | 17 | 17 |
| Different ways to pay for goods and services                      | 0 | 6  | 6  |
| Work provides income to purchase goods and services               | 0 | 10 | 10 |
| Reasons and ways to save money                                    | 0 | 7  | 7  |

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## Appendix E

### Fifth Grade NCSS and USOE Data

Table E1

*Explicit and Implicit Opportunities for Learning the NCSS Standards Identified in the Fifth Grade Houghton Mifflin Reading Basal*

| NCSS Standards                          | Explicit | Implicit | Total |
|---|----------|----------|-------|
| Time, Continuity, & Change              | 27       | 70       | 90    |
| Culture                                 | 20       | 98       | 127   |
| People, Places, & Environments          | 54       | 245      | 299   |
| Individual Development & Identity       | 10       | 172      | 182   |
| Individuals, Groups, & Institutions     | 6        | 117      | 123   |
| Power, Authority, & Governance          | 1        | 39       | 40    |
| Production, Consumption, & Distribution | 0        | 36       | 35    |
| Science, Technology, & Society          | 13       | 53       | 66    |
| Global Connections                      | 1        | 13       | 13    |
| Civic Ideals & Practices                | 3        | 39       | 42    |

Table E2

*Explicit and Implicit Opportunities for Learning the USOE Social Studies Standards Indicators**Identified in the Fifth Grade Houghton Mifflin Reading Basal*

| USOE Indicators   | Explicit | Implicit | Total |
|---|----------|----------|-------|
| Routes used by the explorers                            | 0        | 0        | 0     |
| Technology lead to an increase in exploration           | 0        | 2        | 2     |
| Explorers and the nations they represented              | 0        | 3        | 3     |
| Exploration of North America                            | 0        | 3        | 3     |
| New England, Middle, and Southern colonies              | 0        | 5        | 5     |
| Contributions of the American Indian people             | 0        | 0        | 0     |
| Trade between North America and other markets           | 0        | 3        | 3     |
| Population decline in American Indian populations       | 0        | 0        | 0     |
| Degrees of freedom held by different groups             | 3        | 4        | 7     |
| Early leaders of the first colonial governments         | 0        | 0        | 0     |
| Principles and purposes of the Iroquois Confederacy     | 0        | 0        | 0     |
| Events that led to declaring independence               | 6        | 10       | 16    |
| Arguments both for and against declaring independence   | 2        | 5        | 7     |
| Loyalist and Patriot perspectives                       | 6        | 20       | 26    |
| Content and purpose for the Declaration of Independence | 2        | 4        | 6     |
| Key events of the Revolutionary War                     | 10       | 21       | 31    |
| Rev. War changed ordinary citizens into leaders         | 1        | 5        | 6     |
| Rev. War changed the way people thought about rights    | 0        | 7        | 7     |
| The war set in motion a need for a new government       | 0        | 2        | 2     |
| Documents used to develop the Constitution              | 0        | 3        | 3     |
| Preamble  | 0        | 0        | 0     |
| Three Branches of Government                            | 0        | 0        | 0     |
| Process of passing a law                                | 0        | 2        | 2     |

|   |   |    |    |
|---|---|----|----|
| Checks and balances                                     | 0 | 0  | 0  |
| Basis for our patriotic and citizenship traditions      | 0 | 4  | 4  |
| Bill of Rights  | 0 | 0  | 0  |
| Rights of selected groups have changed                  | 0 | 4  | 4  |
| Impact of the Constitution on our lives today           | 0 | 0  | 0  |
| Key reasons why people move, traits of survival         | 4 | 20 | 24 |
| Important events in the United States expansion         | 3 | 16 | 19 |
| Trails that were important to westward expansion        | 2 | 5  | 7  |
| Impact of expansion on native inhabitants of the West   | 3 | 11 | 14 |
| Geography cultures of the northern and southern regions | 0 | 0  | 0  |
| Tensions between North and South                        | 0 | 6  | 6  |
| Political conflicts between the North and South         | 0 | 4  | 4  |
| Key ideas, events, and leaders of the Civil War         | 0 | 2  | 2  |
| Impact of the war on individuals in various regions     | 1 | 3  | 4  |
| Civil War impact on national identity                   | 0 | 1  | 1  |
| Reconciliation within the nation                        | 0 | 0  | 0  |
| Free-market system in the United States                 | 0 | 0  | 0  |
| Impact of the Industrial Revolution                     | 0 | 1  | 1  |
| Roles new immigrants played in the economy              | 3 | 6  | 9  |
| Impact of World War I on the United States              | 0 | 0  | 0  |
| Consequences of the Great Depression on the U.S.        | 3 | 2  | 5  |
| United States' involvement in World War II              | 0 | 3  | 3  |
| Social movements of the 20th century                    | 0 | 9  | 9  |
| Leaders of social and political movements               | 1 | 1  | 2  |
| The role of the US as a world power                     | 0 | 0  | 0  |
| Current issues facing the world                         | 1 | 5  | 6  |